



Conversational Implicature in “Earth” Novel By Tere Liye

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Abstract

Humans as social being, live and develop through complex relationships and communities, and need language for daily relationships. Language becomes a vital tool in social interaction, allowing thoughts and intentions to be conveyed. The science that studies language is linguistics. Linguistics studies the structure of language through Phonology, Morphology, Semantics, Syntax, and Pragmatics. Pragmatics studies how language plays a role in various contexts, analyzing the meanings that are formed from interaction and context. This research aims to identify types of conversational implicatures and intention by the characters in the novel "Earth" by Tere Liye. Grice's theory is employed to analyze conversational implicatures, while a qualitative approach is utilized to elucidate these implicatures. Upon analyzing the novel, it was found that particularized conversational implicatures appeared most frequently, occurring 7 times, followed by 6 occurrences of generalized conversational implicatures. Furthermore, the research also uncovers the intended by the addresser towards their interlocutors through conversational implicatures. These findings reveal the intention by the addresser, indicating the assumption that the addresser are in a safe position and hope that the addressee comprehend their intentions..

INTRODUCTION

Humans created that lived in society and could not live in isolation because they needed interaction with other people in their daily live. Social interaction was the key to all social life, without social interaction without social interaction there would be no life together (Xiao, 2018). As social creatures, humans evolved to live in societies, forming intricate webs of social relationships that were essential for their survival, growth, and well-being, and as such, they could not thrive in isolation from one another. The need for social interaction was deeply ingrained in human nature, and it was through these interactions that individuals formed connections, build trust, and established a sense of belonging, which was crucial for their psychological and emotional health. In fact, social interaction was so important for humans that it has been shown to have a significant impact on their physical health, as well as their cognitive abilities.

Language was a meant used by humans to interact with each other. Language was a gift from God that we should be grateful for. Language was very important to be used by humans because language was our tool for communication. With language, we could convey what we wanted and what we were aiming for. Language was not a haphazard activity, but rather a structured one where specific patterns were recognized as conveying predetermined meanings (Husain, 2015).

Language was very important to be used by humans to get out what they wanted to convey. Experts had developed several theories related to language as a result of the existence of language itself. Among these theories, one of them was linguistic.

Linguistics was the study of language which provided an understanding of the nature and all the intricacies of language, and how language played its role in human life in society (Kurniati et al., 2021). Linguistics was a branch of science that studied language and its structure. Linguistics, as a science, divided into several branches including Phonology, Morphology, Semantics, Syntax, and Pragmatics (Kurniati et al., 2022).

Pragmatics, a sub-discipline within the field of linguistics, examined how language employed in specific contexts. Pragmatics dealt with the study of the meanings communicated by addresser or writers and interpreted by addressee or readers (Yule, n.d.). It focused on how language used to communicate effectively and how meaning interpreted based on the situational context. Pragmatics concerned with the meaning intended by the addresser, shaped by the context of the interaction between the addresser and the addressee (Yule, n.d.). This was because sometimes the words spoken by the addresser were difficult for the addressee to understand. Pragmatics was an approach that aimed to understand a text's meaning in a semantic context, even if the text seemed unfinished or conveyed a different meaning than intended.

Furthermore, it was inevitable that there would be instances of communication gaps during any conversation. Often, the addresser intended a meaning that was quite distinct or contradictory to the literal meaning of their words. This concept of conveying additional meaning beyond the literal words was referred to as implicature.

Grice defined implicature as what an addresser may implied, suggested, or intended that was different from what the addresser literally said (Grice, 1975). According to that definition, implicatures could be divided into two types. The first category was referred to as conventional implicature, pertains to the explicit and directed meaning of the addresser's statement. The second type was conversational implicature, involved implications that extended beyond the literal interpretation of the language used, and were instead inferred by the audience based on contextual clues.

Novel was a long piece of prose that told the story of a person's life. There were novel that told experiences from childhood, there were novel that tell memories in life, either memorable or sad. Novel told the outpouring of the human heart in which the experiences, ideas, feelings and longings of the author poured into a fictional story in prose (Ate, 2022). Some kinds of novel genres

were; fiction, romance, adventure, fantasy, science fiction, classic, etc. Here, researchers used fantasy novel as the object of research.

Fantasy novel told stories about things that were unrealistic and impossible in terms of everyday experience (Kasmi, 2017). Fantasy novel was often built on a fictional world that was different from reality, with different rules and cultures. Readers were confronted with main characters who played strong roles in dealing with various conflicts, including facing monsters or fighting for a noble cause.

In this research, the researcher interested in using a novel entitled "Earth". The researcher chose the novel "Earth" by Tere Liye as the object of research because this novel had complex characters and contained many instances of conversational implicature. This made the novel an interesting object to analyze in terms of conversational implicature. Additionally, the novel "Earth" was quite popular among readers, so the research had potential to attract people to read and learn more about conversational implicature.

The objective of the research was to analyze conversational implicature in Earth Novel by Tere Liye because conversational implicature could help improve language skills and communicate well. Moreover, in education, conversational implicature analysis could assist teachers or lecturers in designing and delivering subject matter that was more effective and engaged, while helping students better understood the subject matter. Therefore, the researcher chose this title for the research.

METHOD

The researcher employed the descriptive qualitative method in this research, which was chosen to address the formulated problem and aligned with the research objective of utilizing a qualitative approach to gather descriptive data. Instead of numerical data, descriptive explanations in the form of words were collected. The research was approached from a descriptive perspective, where descriptions using words were utilized, and numerical analysis was not included unless it was deemed necessary (Ary, 2006). The research utilized a descriptive method to present a narrative description of the collected data, aimed not only to analyze and describe the data but also to interpret it and gained a comprehensive understanding of the various forms of conversational implicature. The object of this research was Earth, a novel by Tere Liye.

The qualitative research involved analyzed data that was presented in the form of words, pictures, or other non-numerical formats, instead of using statistical or numerical data (Ary, 2006). In this research, the data was the utterance of the characters in the novel that contained conversational implicature. Besides, source of data in this research was the novel Earth.

In this research, researcher used several ways to collect the data; 1) Reading the "Earth" novel; 2) Understanding the context in "Earth" novel; and 3) Selecting the conversation containing implicatures. The researcher chose human as the main instrument of collecting the data. After got the data, the researcher did some steps to analyzing the data, there are; (a) Coding, in the coding stage, the researcher collected and organized the data based on similar codes; (b) data reduction, in the data reduction stage, the researcher summarized and focused on the main points of the data; (c) Data display, the data display stage involved presenting the data in essays to provide a better understanding; (d) drawing conclusion, finally in the drawing conclusions stage, the researcher examined and merged categories, finding connections between them to derived the final result and conclusion of the research.

FINDINGS

Generalized Conversational Implicature

D: Are you coming home today in the afternoon?

R: I don't have tuition classes today, Dad, so I'll be coming straight home from school.

(P-15.L-9)

Description of context:

Setting and scene : In the morning, D and R were in the car where D was driving Raib to school.

Participants : D: Dad

R: Raib

Act sequence : D asked R then R gave a reassuring answer

Data (1) can be classified as generalized conversational implicature because the utterance conveyed by R "I don't have lessons today, Dad" can be directly understood by D without having to know the further context conveyed by R.

R : Go on, Ra. You open it.

M: Since when does Ra like being asked to open the door to visitors. Usually she screams for me to ask someone else instead.

R : Stop it. Hee-hee. (P-38.L-25)

Description of Context:

Setting and scene : At the dining table, R gets a present on her birthday.

Participants : M: Mom

R: Raib

Act sequence : R said she wanted to offer to open the door, then M gave a statement.

Data (2) belongs to the category of generalized conversational implicature because the conversation spoken by addresser "Since when does Ra like being asked to open the door to visitors. Usually she screams for me to ask someone else instead" can be understood by addressee without the need to refer to a deeper context.

M: Shall we go to the bookshop?

R: I haven't read the books we bought last time yet. The teachers have been giving us lots of homework, Mum. There's been no time to read novels. (P-45.L-14)

Description of Context:

Setting and scene : R and M shopping in the big shopping mall

Participants : M: Mom

R: Raib

Act sequence : M asked R and R gave the answer

Data (3) can be categorised into generalized conversational implicature because the utterance "I haven't read the books we bought last time yet. The teachers have been giving us lots of homework, Mum. There's been no time to read novels" can be understood by addressee without looking at the context.

D: Are you coming home in the afternoon today?

R: There's no tuition class today and the Writing Club Meeting's been

cancelled. (P-54.L-17)

Description of context:

Setting and scene : In the morning, D and R were in the car where D was driving Raib to school.

Participants : D: Dad

R: Raib

Act sequence : D asked R then R gave a reassuring answer

Data (4) is classifiable as a generalized conversational implicature because in utterance "There's no tuition class today and the Writing Club Meeting's been cancelled" the addressee can directly grasp addresser's intention without needing to reference contextual elements.

Particularized Conversational Implicature

R: Keep your spirits up, yeah, Dad!

D: What? What do you mean, keep my spirits up?

R: The main thing is just keep your spirits up! (P-54.L-23)

Description of Context:

Setting and scene : In the morning, D and R were in the car where D was driving Raib to school.

Participants : D: Dad

R: Raib

Act sequence : R gave words of encouragement to D and D asked what it was about.

Data (1) can be grouped into particularized conversational implicature, because in the utterance "Keep your spirits up, yeah, Dad!" addressee requires a deeper context to know the intent of the addresser's utterance. In this conversation, the context being discussed by the addresser is the father's involvement in the disaster that occurred in the office.

R: When you were a teenager, did you get spots?

M: But spots like that are normal, Ra. (P-68.L-20)

Description of Context:

Setting and scene : At the dining table, R and M are eating together

Participants : M: Mom

R: Raib

Act sequence : R asks M and M answers R's question

Data (2) can be grouped into particularized conversational implicature, because in the utterance "But spots like that are normal, Ra" addressee requires a deeper context to know the intent of the addresser's utterance. In this conversation discusses the spot experienced by R. However, what makes the conversation categorised into particularized conversational implicature is the normal words spoken by the addresser, the addressee must know more in the context of what normal acne is meant by the addresser.

M: Your teacher is certainly very different, Ra.

R: How do you mean, different?

M: When I was at school there were still teachers like that, always visiting pupils'

homes, asking for their parents, reporting on our progress. But now there are thousands of pupils, that's not so easy to do. Apart from all the other things they have to take care. (P-75.L-1)

Description of Context:

Setting and scene : At noon, after R's teacher finished visiting R.

Participants : M: Mom
R: Raib

Act sequence : M makes a statement then R asks and finally M tells R what she means by her statement.

Data (3) can be grouped into particularized conversational implicature, because in the utterance "Your teacher is certainly very different, Ra" addressee requires a deeper context to know the intent of the addresser's utterance. In this conversation discusses by M and R, which is related to the difference in the behaviour of teachers in the past and now. However, what makes the conversation categorised into particularized conversational implicature is different teacher words spoken by the addresser, the addressee must know more in the context of what different teacher is meant by the addresser.

I: Wow! You look so different in those clothes.

V: Actually he's not praising you. (P-190.L-11)

Description of Context:

Setting and scene : In the morning at I's house, R and her friends are wearing the new clothes I gave them.

Participants : I: Ilo
R: Raib
V: Vey

Act sequence : I complimented R and her friends, then V argued with him.

Data (4) can be grouped into particularized conversational implicature, because in the utterance "Wow! You look so different in those clothes" addressee requires a deeper context to know the intent of the addresser's utterance. In this conversation discussing the clothes that R and her friend were wearing. However, what makes the conversation categorised into particularized conversational implicature is the words different clothes spoken by the addresser, the addressee must know more in the different clothes referred to by the addresser.

Implication Intention of Conversational Implicature

D: Are you coming home today in the afternoon?

R: I don't have tuition classes today, Dad, so I'll be coming straight home from school. (P-15.L-9)

Description of context:

Setting and scene : In the morning, D and R were in the car where D was driving Raib to school.

Participants : D: Dad
R: Raib

Act sequence : D asked R then R gave a reassuring answer

Data (1) has intent that addresser tries to provide answers and information by using the utterance "I don't have lessons today, Dad".

The intent of the implicature in data (1) is when R says "I don't have tuition classes today" which means on a normal school day, R has extra classes until the afternoon, this is known from the sentence from D "... in the afternoon?". But on that day, tuition classes were off. Hence, on that day R went straight home, R went home at noon, not in the afternoon.

R : Go on, Ra. You open it.

M: Since when does Ra like being asked to open the door to visitors. Usually she screams for me to ask someone else instead.

R : Stop it. Hee-hee. (P-38.L-25)

Description of Context:

Setting and scene : At the dining table, R gets a present on her birthday.

Participants : M: Mom
R: Raib

Act sequence : R said she wanted to offer to open the door, then M gave a statement.

Data (2) has the intention that M gives an utterance in the form of sarcasm to R. The intent of implicature contained in the sentence "Since when does Ra like being asked to open the door to visitors. Usually she screams for me to ask someone else instead" is that M states that R never wants to be told to open the door when there are guests. This is known from M's next sentence, namely "Usually she screams for me to ask someone else instead".

M: Shall we go to the bookshop?

R: I haven't read the books we bought last time yet. The teachers have been giving us lots of homework, Mum. There's been no time to read novels.
(P-45.L-14)

Description of Context:

Setting and scene : R and M shopping in the big shopping mall

Participants : M: Mom
R: Raib

Act sequence : M asked R and R gave the answer

Data (3) has the intention that addresser tries to provide answers and rejection by using the utterance "I haven't read the books we bought last time yet. The teachers have been giving us lots of homework, Mum. There's been no time to read novels". The intent of conversational implicature contained in the sentence "I haven't read the books we bought last time yet. The teachers have been giving us lots of homework, Mum. There's been no time to read novels" which means R doesn't want to go to the bookstore, because she says there are still unread books and she still has a lot of homework.

D: Are you coming home in the afternoon today?

R: There's no tuition class today and the Writing Club Meeting's been cancelled. (P-54.L-17)

Description of context:

Setting and scene : In the morning, D and R were in the car

where D was driving Raib to school.

Participants : D: Dad

R: Raib

Act sequence : D asked R then R gave a reassuring answer

Data (4) has the intention that addresser try to give responses and information in the form of utterance "I don't have tuition classes today and the Writing Club Meeting's been cancelled". The intent of the Implicature is when Raib says "I don't have tuition classes today" which means on a normal school day, Raib has extra classes until the afternoon, this is known from the sentence from Dad "... in the afternoon?". But on that day, tuition classes were off and the Writing Club Meeting's been cancelled. Hence, on that day Raib went straight home, Raib went home at noon, not in the afternoon.

DISCUSSION

Generalized Conversational Implicature

Generalized conversational implicature was a category of implicature where the addressee did not require interpretation to comprehend the intended meaning of a conversation (Grice, 1975).

Based on the research conducted by the researcher in the novel "Earth", the researcher found that there are 6 generalized conversational implicature. The data found are; "I don't have lessons today, Dad", "Since when does Ra like being asked to open the door to visitors. Usually she screams for me to ask someone else instead", "I haven't read the books we bought last time yet. The teachers have been giving us lots of homework, Mum. There's been no time to read novels", "I don't have tuition classes today and the Writing Club Meeting's been cancelled", "I don't want to leave you" "It looks like we're heading towards a dead end, kids".

The data above includes generalized conversational implicature because the implied utterance conveyed by the speaker can be directly understood by the recipient without having to know the deeper context.

Particularized Conversational Implicature

Particularized conversational implicatures relied heavily on context-specific features in producing utterances by the addresser, processing and determining the appropriate meaning of those utterances by the addressee (Grice, 1975).

Based on the research conducted by the researcher in the novel "Earth", the researcher found that there are 7 particularized conversational implicature. The data found are; "Keep your spirits up, yeah, Dad!", "But spots like that are normal, Ra", "Your teacher is certainly very different, Ra", "Wow! You look so different in those clothes", "We're not about to break the highest-level protocol of this building", "I'm really good at playing games, Ra", "Tonight we're going to rescue Miss Selena".

The data above includes generalized conversational implicature because the implicature conveyed by the addresser can be understood by the addressee if addressee knows the deeper context conveyed by the addresser.

Implication Intention of Conversational Implicature

The data obtained in the novel has different intentions. There are data whose addresser have the aim of giving information, such as data; "I don't have lessons today, Dad", "I don't have tuition classes today and the Writing Club Meeting's been cancelled", "It looks like we're heading towards a dead end, kids". There is data that has the intention that the addresser wants to calm the addressee, such as; "I don't want to leave you", "But spots like that are normal, Ra", "I'm really good at playing games, Ra".

Then there are data that has the intention of rejection, such as; "I haven't read the books we bought

last time yet. The teachers have been giving us lots of homework, Mum. There's been no time to read novels" and "We're not about to break the highest-level protocol of this building". There is data that has the intention of sarcasm, namely "Since when does Ra like being asked to open the door to visitors. Usually she screams for me to ask someone else instead". There is data that has the intention of encouragement, namely "Keep your spirits up, yeah, Dad!". There is data that has the intention of astonishment, namely "Your teacher is certainly very different, Ra". There is data that has the intention of complimentary, namely "Wow! You look so different in those clothes". There is data that has the intention of invite addressee, namely "Tonight we're going to rescue Miss Selena".

CONCLUSION

In relation to the first objective of describing the types of conversational implicatures performed by the characters in the earth novel, it can be concluded that the characters in the novel use all types of conversational implicatures. There are two types of conversational implicature, they are generalized conversational implicature and particularized conversational implicature. There are 13 times of conversational implicature occurred in the novel, data were found as many as 6 for generalized conversational implicature, there are "I don't have lessons today, Dad", "Since when does Ra like being asked to open the door to visitors. Usually she screams for me to ask someone else instead", "I haven't read the books we bought last time yet. The teachers have been giving us lots of homework, Mum. There's been no time to read novels", "I don't have tuition classes today and the Writing Club Meeting's been cancelled", "I don't want to leave you", "It looks like we're heading towards a dead end, kids". Then, 7 for particularized conversational implicature, there are "Keep your spirits up, yeah, Dad!", "But spots like that are normal, Ra", "Your teacher is certainly very different, Ra", "Wow! You look so different in those clothes", "We're not about to break the highest-level protocol of this building", "I'm really good at playing games, Ra", "Tonight we're going to rescue Miss Selena".

In relation to the second objective, in the data found in the novel has each intention. The intentions found in the implicature data include 3 data to giving information, 1 data to sarcasm, 2 data to rejection, 3 data to calming, 1 data to encouragement, 1 data to astonishment, 1 data to complimentary, even 1 data to invite addressee to do something.

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Authors' Brief CV

Nia Kurniati, lahir di Sukaraja, 31 Mei. Meraih gelar Sarjana Pendidikan Bahasa Inggris (S.Pd.) di IAIN Tulungagung pada tahun 2017. Kemudian gelar Master Pendidikan Bahasa Inggris juga

diraihnya di IAIN Tulungagung pada tahun 2019. Saat ini bertugas sebagai dosen tetap di Universitas Nurul Huda. Selain itu juga mendapat tugas tambahan sebagai Ketua Pusat Audit Lembaga Penjaminan Mutu Universitas Nurul Huda. Penulis dapat dihubungi melalui alamat email; niakurniati@unuha.ac.id.

Ainur Rohmah, menyelesaikan Pendidikan Bahasa Inggris di Universitas Ahmad Dahlan dan menyelesaikan Program Pascasarjana Pendidikan Bahasa Inggris di Universitas PGRI Palembang. Saat ini sedang melakukan tugas belajar penyelesaian program doktoral. Selain sebagai dosen tetap di Universitas Nurul Huda, penulis juga mendapat tugas tambahan sebagai Wakil Rektor II Universitas Nurul Huda.

Rani Anisa Fitri, penulis baru saja menyelesaikan program Pendidikan Bahasa Inggris di Universitas Nurul Huda.