

BAB IV FINDINGS AND DISCUSSION

This chapter explained finding result and discussion. The data that had been collected were analysed and interpreted by the researcher. It provided the findings of implicature and cooperative principles that was appeared in the *Pathway to English* textbook for Senior High School.

4.1. FINDINGS

The data will be discussed in this research taken from the conversation part of *Pathway To English* textbook published in 2020. Then, the researcher identified some conversation which contained implicature and cooperative principles as the data.

4.1.1. Implicature

Based on the data analysis, the researcher found that there were three types of conversational implicature in the *Pathway To English* textbook. They are generalized conversational implicature, scalar implicature, and Particularized conversational implicature. The finding of conversational implicature can be seen in the table below:

Table 4. 1 : Conversational implicature found in the *Pathway To English*

No	Implicature	Frequency	Percentage (%)
1	Generalized conversational implicature	11	34
2	Scalar implicature	6	19
3	Particularized conversational implicature	15	47
Total		32	100

From the table 4.1 above, it can be seen that the types of conversational implicatures that are found in the *Pathway To English* textbook. Based on the table, there are 11 (34%) utterances which can be categorized as generalized conversational implicature. The second type of conversational implicature that is obtained in the data is scalar implicature, there are 6 (19%) utterances. The third type of conversational implicature is particularized conversational implicature there are 15 (47 %) utterances found from the data. Thus, there are totally 32 conversational implicatures in the *Pathway To English* textbook. From the table above, it can be concluded that the more frequent type of conversational implicatures that is found in the short story is particularized conversational implicature.

4.1.2. Cooperative Principles

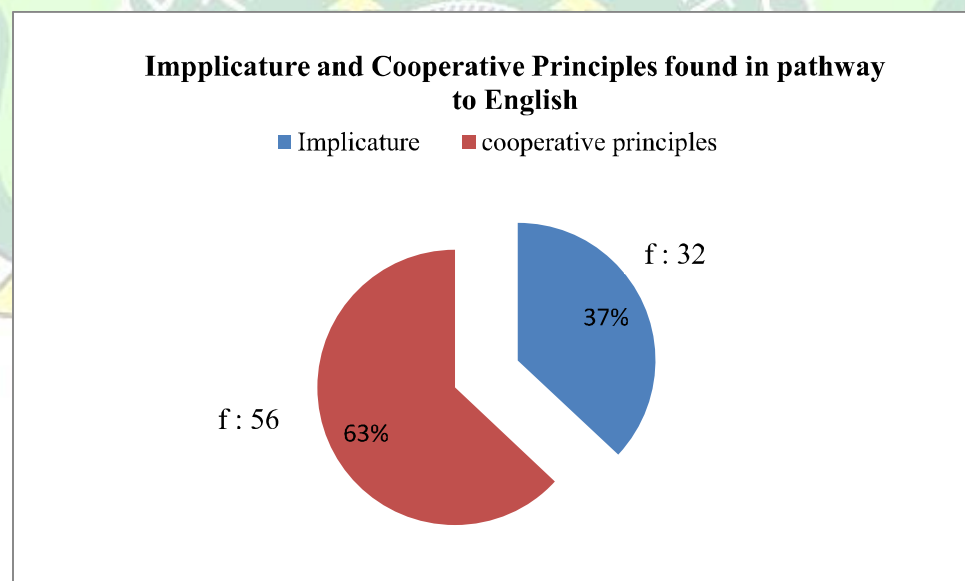
Based on the data analysis, the researcher found that there were four cooperative principles which were divided into following maxims and flouting maxims. The maxims are maxim of quantity, maxim of quality, maxim of relation and maxim of manner. The result can be seen in the table below:

Table 4. 2 : Four maxims found in the *Pathway To English*

No	Maxims	Frequency	Percentage (%)
1	Maxim of quantity	14	25
2	Maxim of quality	9	16
3	Maxim of relation	7	13
4	Maxim of manner	2	4
5	Flouting maxim of quantity	17	30
6	Flouting maxim of quality	1	2
7	Flouting maxim of relation	5	8
8	Flouting maxim of manner	1	2
Total		56	100

Table 4.2 above shows us that the total number of cooperative principles found in *Pathway To English* textbook is 56. The dominant maxim found in the data is maxim of quantity with frequency 14 (25%) while the dominant flouting maxim is also flouting maxim of quantity with frequency 17 (30 %). On the contrary, the least maxim found in the textbook is maxim of manner with frequency 2 (4%) meanwhile the least of flouting maxim is maxim of quality and manner with frequency 1 (2) for each. The frequency of implicature and cooperative principles found in the *Pathway To English* textbook can be seen in the figure below:

Figure 4.1 : The Frequency of Implicature and Cooperative principles



Based on the finding above, there are implicature and cooperative principles found in the *Pathway To English* textbook. The conversation in the textbook mostly follows cooperative principles rather than implicature. It can be seen from the finding which shows that implicature is only obtained totally

32 utterances (37 %) while cooperative principles are more than implicature, that is 56 utterances (63%).

From the finding, it can be inferred that cooperative principle regulates how to conduct a proper and effective communication. In this research, the utterances in the texts are normally cooperating although the utterances still implied something. By observing and following the maxims of cooperative principle, the texts try to converse well and create effective communication, so that their intention can be delivered successfully.

4.2. DISCUSSION

The interpretation of the implied meanings of the utterances contains conversational implicature. By using the discourse analysis device, the researcher analyzed the implied meanings of the utterances in the course book. The implied meanings of the utterances are related to the types of the conversational implicature. In addition, context is also very important thing to interpret the implied meaning of each particularized conversational implicature utterance. Without understanding the context surrounded the utterance the writer will be difficult to interpret the implied meaning. It included the topic of the conversation, the character's relation to other characters, where, when, and why the utterances are produced. Besides context, some local and specific knowledge are also important to help the writer in calculating the additional conveyed meanings.

4.2.1. Implicature

Implicature defines as an additional conveyed meaning. It is important for listeners to interpret the utterances which are delivered by the speakers. Based on the data in the textbook, the researcher found the conversational implicature that is used in the textbook as communicative purposes. The interpretations reveal that there are some communicative purposes in the utterance which has implied meanings. The communicative purposes consist of asking, requesting, warning, and advising.

4.2.1.1. Conversational Implicature

There are two distinctions in terms of the kinds of conversational implicature. They are generalized conversational implicature and particularized conversational implicature. Generalized conversational implicature arises when speaker says something without special context to know additional meaning meanwhile particularized conversational implicature arises when some special knowledge required during conversation. Moreover, Ariel (2008:11) explains that conversational implicatures are often generated when the encoded meaning seems to flout some maxims. In other words, conversational implicature is an implicature contained in the conversation that appears as the result of flouting the conversational principles or maxims. The types of coversational implicature that was found in the data would be discussed in the next part.

4.2.1.2. Generalized Conversational Implicature

The first type of conversational implicature is generalized conversational implicature. It arises when listeners do not need particular context or special knowledge to interpret what speaker means. Generalized conversational implicature occurs in the following datum:

Tono : Ah, there you are. I've been looking for you everywhere.
 Lina : What's up bro?
 Tono : Oh, nothing, I just feel bored in this room. What should I do?
 Lina : I think you should water the plants. Look! They're dying.
 Tono : You're right. I still have watered the plants two days ago.
 Lina: Or if you like, I could help you water them.
 Tono : **Oh, don't bother. I can do it myself.**

DT11/CO05/32

The conversation above possibly takes place in school. Tono may be in the classroom alone and Lina looks for him everywhere. They talk about activities that can entertain them because they feel bored. Lina gives advice to Tono to water the plants. Tono's utterance follows generalized conversational implicature when he utters "*oh, don't bother. I can do it myself*". His utterance explicitly means that he refuses Lina's help because he wants to water the plants alone. Meanwhile, Lina tries to offer herself to water plants together with him.

4.2.1.3. Scalar Implicature

Scalar implicature typically arises where the speaker qualifies or scales their statement with language that conveys to the listener an inference

or implicature that indicates that the speaker had reasons not to use a stronger, more informative, term. This is commonly seen in the use of “*some*” to suggest the meaning “*not all*”. Other words that are used to scale statement are *always, often, sometimes, all, most, many, and few*. Scalar implicature can be seen in the following datum:

Fiona : And I think you had better reduce your consumption of fatty food. You’ll feel much better if you do.

Fiona : Yes, you should. Look, what are you eating now? You really shouldn’t be eating so much rice, bread or potatoes. Things like that are very fattening.

Wayne : Yes, you’re right. I’d better eat **some** fruit. Thanks for your advice, Fiona.

DT03/CO01/22

There are two participants involved in the conversation. It possibly takes place in the office because they are partner in office. Contextually, Wayne looks so fat because of the way of eating. He eats so much rice and bread. Therefore, Fiona strongly suggests him. Scalar implicature arises when Wayne utters “*Yes, you’re right. I’d better eat **some** fruit. Thanks for your advice, Fiona*”. The use of word “*some*” means (not all) is used to give additional meaning to fruit. Therefore, “*some*” fruit implicates “*not all*” fruit. It means that he should not eat all fruits. It may be three fruits. Another word of scalar implicature arises in the datum below:

Rafi : Just try to be nice first, and see if it works. Not all people like to take advantage of others. Do you remember the saying “out of sight, out of mine”?

Ilham : Just because your friends don’t visit you doesn't mean that they are not still your friends. Okay, I'll do that.

Rafi : Great! And remember, I'm **always** around if you want me.

DT24/CO10/184

The conversation above involves two participants who share about the importance of friend for life. Ilham in this case feels hard to find the best friend in his life because his friend often walks out when he gets a trouble. So that Rafi gives some suggestion to him. The scalar implicature occurs when Rafi utters “*Great! And remember, I'm **always** around if you want me*”. The use of word “always” in the utterance gives information that Rafi will be already if ilham needs him.

4.2.1.4. Particularized Conversational Implicature

The last type of implicature is particularized conversational implicature. This type of implicature is a kind of conversational implicature that depends on special or local knowledge in very specific context in conversation. And because they are the most common, particularized conversational implicatures are typically just called implicature. Particularized conversational implicature happens in the datum below:

Prita : Are you going to rent a camper?

Benjamin : **I'm not sure. Actually, I probably won't-it's too expensive.**

Prita : Are you going with someone?

Benjamin : No, I need some time alone, so I'll go there by myself.

DT13/CO06/40

The datum above shows that there are two participants, Prita and Benjamin. They are talking about a plan for spending holiday. This conversation is possibly situated at campus because they are classmate. Benjamin is planning to go to camping. The conversation above contains particularized conversational implicature because what Benjamin said implies something. When he utters "*I'm not sure. Actually, I probably won't-it's too expensive*" to respond prita's question, it means that he does not rent a camper. His utterance also follows flouting maxim of quantity because he gives too much information. Another datum of particularized conversational implicature also occurs in the datum below:

Man : Yes, and because of this he was put in prison over 26 years.

Eventually, his fight was successful. He became the first black president of South Africa.

Woman : Tell me more about him.

Man : **Why don't you search his biography on the Internet?**

Woman : Oh, that's a great idea. Let's go to the library.

DT16/CO07/95

Basen on the context of speaking, the conversation possibly takes place in the library or university. Two participants are talking about a public

figure called Nelson Mandela. A man knows well about his biography and his struggle for African. A woman, however, does not know about him. This type of conversational implicature arises when a man says “*Why don’t you search his biography on the Internet?*”. It is to respond woman’s request to tell much information about Nelson Mandela. His utterance implies that he can not tell what she asks and it contains suggestion to find the information in internet. He does not explicitly state that he does not want to tell about Nelson Mandela. Moreover, the utterance also follows flouting maxim of relation because his utterance does not relate what woman asks.

4.2.2. Cooperative Principles

The researcher in this part presents and discusses the finding of cooperative principles which consist of four maxims in the conversation part of *pathway to English* textbook. They are maxim of quantity, maxim of quality, maxim of relation and maxim of manner. Moreover, the researcher also discusses flouting maxims as the consequence of existing maxims in the data.

4.2.2.1. Maxim of Quantity

The first part of cooperative principles is maxim of quantity that follows speakers try to be as informative as one possibly can, and give as much information as needed, and no more. Maxim of quantity can exist in the following data:

Student A : Should they go to the higher floor?

Student B : **No, I don't think they should.**

Student A : Do you think that they should wait until the fireman bring a ladder.

Student B : Yes, I think that's a good idea.

DT08/CO03/28

Based on the datum above, there are two participants who involve in the conversation. In this context, two students who are joining speaking class and they are required to make a role play based on the situation given by teacher. The situation is that there is a fire in a tall building. Many people are on the sixth floor. The conversation above follows maxim of quantity because Student B replies Students A as informative as required. Student A asks "*should they go to the higher floor?*" and "*No, I don't think they should*" answered student B. what is needed by student A has fulfilled by student B.

Another data is about flouting maxim of quantity. It is the opposite of maxim of quality. It occurs when speakers give too much or too less information as required. Flouting maxim of quantity can be seen in the conversation below:

Terry : Yeah, I should have, but I didn't. By the way how was your weekend, Ben?

Ben : **It was terrific. We went to Blue Mountain. The view was so lovely and the weather was nice.**

Terry : Oh, you're so lucky, Anne. I should have gone there with

you last weekend.

Ben : it's alright, Terry. You can go there next time.

DT06/CO02/24

Based on the datum above, there are two participants who involve in the conversation. A man is named Ben and a woman is called Terry. They work in the same office. In this context, Ben and Terry share activities in the weekend each other. Terry feels uninterested in dining out because of some problem while Ben feels happy and satisfied with his holiday. The conversation contains flouting maxim of quantity because speaker gives too much information as needed. Obviously, Ben only needs to answer Terry's question by saying "*it was terrific*" but actually he answers "*It was terrific. We went to Blue Mountain. The view was so lovely and the weather was nice*". Therefore, it can be inferred that Ben's utterance flouts the maxim of quantity because he gives too much information as needed by Terry.

Moreover, the implied meaning which can be taken from Ben's utterance is that he informs the situation of the place and he wants to persuade Terry to see the place. Besides, his utterance also contains sharing of happiness after visiting tourist place.

4.2.2.2. Maxim of Quality

The second part of cooperative principles is maxim of quality. In this case, the rule is that the speakers should try to make the contribution one that is true and do not say what they believe to be false and do not say that for which they lack adequate evidence. The existing of maxim of quality can be seen in the datum below:

Man : I think Nelson Mandela was a great man

Women : Nelson Mandela? He was musician, wasn't he?

Man : Oh no! He wasn't a musician. He was a freedom fighter.

Woman : Was he? Where did he come from?

Man : **He comes from South Africa. He was a South African politician.**

DT14/CO07/95

The datum presented above possibly takes place in the library or university. Two participants are talking about a public figure called Nelson Mandela. A man knows well about his biography and his struggle for African. A woman, however, does not know about him. Thus, a woman always asks Nelson Meandela to a man. Based on the utterance expressed by a man, it follows the maxim of quality since his utterance "*He comes from south Africa. He was a south African politician*" aims to tell the true about Nelson Mandela. It is in line with Grundy's statement. He said maxim of quality can be defined as truthful as required. It means the speaker should give information truthly and they are not allowed to say false and give the statement that is not true (Grundy, 2000).

Besides, flouting maxim of quality is also found in the textbook. Someone flouts maxim of quality if they do not say something that represents what they actually think. This type of flouting maxim can be seen in the table below:

Ilham : You're right. I sometimes wonder, is it really that hard to make friends?

Rafi : **No, it isn't. You can even make friends with a monkey, by giving him peanuts.**

Ilham : Right; but it's not easy to make friends with people.

DT23/CO10/184

The datum above shows us that there are two people who are very close each other. They share about the importance of friend for life. A man, Ilham, feels hard to find the best friend in his life because his friend often walks out when he gets a trouble. Based on the part of conversation, there is utterance that contains flouting maxim of quality when Rafi says *“No, it isn't. You can even make friends with a monkey, by giving him peanuts”*. This utterance means that what Ilham thinks about friend is false and Rafi thinks that finding a friend is easy like giving peanuts to a monkey. To describe ease to make friend, he refers to a monkey with peanuts. The strategy used in this utterance is metaphor, the way of speaking that referring a person to something which has the similar characteristics (Andresen, 2013).

What Rafi says to Ilham has implied meaning. Actually, he wants to give him support not to give up make a friend to other people because Ilham feels hard to make friend. Moreover, he also wants to show Ilham that finding a good friend is not hard as he think. That is why he uses metaphor.

4.2.2.3. Maxim of Relation

The third part of cooperative principles is maxim of relation. It is to explain the link between utterances and what is understood from them. This maxim occurs in the following data;

Lina : Uhm... **You told me that you bought a new novel a week ago, didn't you?**

Tono : Yes, I did. It was a very interesting novel. Do you want me to lend it for you?

Lina : You shouldn't have bought it. My sister gave me the same as a birthday present last year.

Tono : Well, you should have told me earlier. But it's okay. I like the story very much

DT09/CO04/32

The datum above occurs between two students. They are Lina and Tono. They have same hobby, that is reading a novel and they talk about the interesting novel which has been bought by Tono. The utterance expressed by Lina “*Uhm... You told me that you bought a new novel a week ago, didn't you*” contains maxim of relation because it relates with the previous event when Tono said to Lina that he wanted to buy a novel. By saying that utterance, Tono knows what Lina means because he involves in the previous event. Cutting (2002) states that maxim of relation happens when speakers give information about something that is relevant with what being discussed before. Another case is violate the maxim of relation or called flouting maxim of relation. It happens in the conversation below.

Wayne : Fiona, **I don't feel like going to the movie tonight.** I'm too tired.

Fiona : Oh, Wayne, you always complain of feeling tired. You should get more exercise. Do you play any sport?

Wayne : No, I don't

DT01/CO01/22

The conversation above occurs between two people who know each other. They are Wayne and Fiona. They are partner in office. Wayne flouts maxim of relation by saying "*Fiona, I don't feel like going to the movie tonight. I'm too tired*". Wayne suddenly said "*I don't feel like going to the movie tonight*" even though nobody asks about that. Wayne' utterance doesn't connect with previous context or there is no situation which talks about going to movie. Andresen (2013) says that the flouting maxim of relation appears when the speaker says something which does not connect to topic being discussed. Therefore, she has flouted the maxim of relation.

The datum above not only presents flouting maxim of relation but also it contains maxim of quantity and particularized conversational implicature. Its type of implicature happens when Wayne says "*Fiona, I don't feel like going to the movie tonight. I'm too tired*". The implied meaning is that Wayne wants to say to Fiona that he doesn't feel like going to movie because he wants to show that he will not go anywhere tonight. Wayne also follows maxim of quantity by saying "*No, I don't*". It replies Fiona's question. It is called maxim of quantity because he gives information as much as required to Fiona's question.

4.2.2.4. Maxim of Manner

The last maxim is maxim of manner. This maxim requires speaker to make utterance not to be ambiguous, obscure, and unnecessary prolixity. Therefore, each participant should contribute well as expected both speaker and hearer. This maxim occurs in the following data;

Teacher : Alright, can you guess the thing that I'm going to tell you about?

Student 1 : What is it, Ma'am?

Teacher : It is kitchen appliance.

Student 2 : What's it like, ma'am?

Teacher : **This appliance consists of a removable bowl. Beneath is a heater and a thermostat. A spring pushes the thermostat against the bottom of the bowl for good thermal contact. During cooking, it is heated at full power. By the end of cooking, there will be no free water left.**

DT20/CO09/170

The dialogue above takes place in the classroom between teacher and students. Teacher wants to teach about instruction and she shows a kitchen appliance to her students. In this situation, student 2 asks “*What's it like, ma'am?*” to teacher. This question means that he wants to know detailed information about the kitchen appliance. Then, a teacher explains orderly to him by saying “*This appliance consists of a removable bowl. Beneath are a heater and a thermostat. A spring pushes the thermostat against the bottom of the bowl for good thermal contact. During cooking, it is heated at full power. By the end of cooking, there will be no free water left*”. Cutting

(2002) explains that maxim of manner happens when the speakers put information briefly and orderly. The utterance should be perspicuous and the speakers should avoid obscurity of the expression, avoid ambiguity, be brief (avoid unnecessary prolixity), and be orderly.

On the contrary, flouting the maxim of manner is also found from the data. Flouting maxim of manner occurs when speakers make ambiguous utterance or expression. They do not speak perspicuously and they do not speak orderly. It appears in the following datum.

Q : Okay. Think of a certain animal! What has two heads, four eyes, six legs and a tail?
 A : Two heads, four eyes, six legs...
 Q : And a tail. Guess what it is?
 A : It could be a horse.
 Q : A horse and its rider. And what is this? It's as big as a horse but it doesn't weight anything.
 A : **I haven't a clue.**
 Q : The horse's shadow.

There are two participants involved in the conversation above. It is possibly between teacher and students when teacher wants to gain student's intention before teaching. In the opening section of teaching, it is often applied by teacher. The conversation above follows flouting maxim of manner because A cannot give comment to Q question by saying "*I haven't clue*". It means that speaker cannot say anything to respond a question or there is no any comment again about a question. Thomas (1995) said that the person who is answering question is not being deliberately unhelpful

since the person could have refrained from responding or said “No comment” called flouting maxim of manner.

Moreover, the implied meaning which can be taken from the utterance in the conversation is that speaker wants to ask speaker partner to show the answer because speaker cannot give the correct answer or there is no any idea delivered by speaker.

