

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Interpreting utterances involves a considerable amount of intelligent guesswork where the hearer draws inferences from the speaker's words to arrive at the speaker's meaning. Hearer normally does not expect speaker to tell something that hearer already know. In most conversation, for instance, the speaker and hearer are expected to aware of it in order to make the conversational more meaningful. Embedded in every utterance is a considerable amount of 'understood' information which comes from our knowledge of the language itself called (conversational) implicatures. It is a matter of saying something but communicating something else instead, something closely related to what is said.

Since conversational implicatures deals with communication that often appears in daily life. It is beneficial for EFL students to be aware of this (conversational implicature) to enhance their communicative skills and prepare them to be a proficient language learner who can successfully communicate with people and is able to cope with communicative situations which require interpretation (Manowong, 2011). EFL students or language learners in Indonesia may experience conversational implicatures when they use or communicate in English. However, sometimes they are not aware of this conversational implicature.

In addition, Schmidt in Ahn (2014) learners should have awareness at the point of learning, and their focal attention will lead to the input of new linguistic features in the memory system for further processing. Such awareness is obviously a major asset for English foreign language (EFL) learner. Further, many researchers use 'language awareness' as an all-embracing term for anything related to awareness in language(s).

Language awareness refers to the understanding of language forms and functions, which is gradually formed by learners in the process of internalizing specific language knowledge. It is a mental activity that is not only abstract but also complex. Then, students' language awareness, the students are better able to understand, appreciate and use the language by becoming conscious in which students may become more active in and more responsible for their own learning.

Davis (2007) said that implicatures are generated by speech acts. The phenomenon of conversational implicature which can briefly describe at this point as, making the utterances mean more than what is said. In the researcher's observation of people using language in naturalistic settings, they have come across many instances of language use which have produced clear examples of conversational implicature. These are some instances of conversational implicature where utterances carry a meaning beyond which is literal. The following is the examples where conversational implicatures by obeying maxim of relevance.

Example 1 :

A : How did you like the guest speaker?

B : Well, I am sure he was speaking English.

(Source: Martini, 2018)

What A implied or meant is that the content of speaker's speech is very confusing, it makes him didn't understand.

Example 2 :

X : Will Imron be at the class this morning?

Y : His motorcycle broke down.

(Source: Martini, 2018)

What Y implemented or meant is that Imron will not come to the class, because he got some troubles with his motorcycle, or he may come late to the class.

From those conversations above, hearers could understand the speaker's intention on the basis that the speakers and hearers are cooperating together (co-operative principle). An underlying assumption in most conversational exchanges seems to be that the participants are co-operating with each other. This principle, together with four maxims that we expect our conversational partners to obey, was first described by the philosopher Paul Grice.

In exploring what it is we know about taking part in conversation, or any other speech event (e.g. debate, interview, various types of discussions), people quickly realize that there is enormous variation in what people say and do in different circumstances (Yule, 2010).

Further, Retnowaty (2013) on her research about "The Awareness and Realization of Grice's Cooperative Principles in the Conversations among Non-native English Speaker" found that non-native English speakers who were aware of Grice's cooperative principle would be easier to realize it in their conversations because they understood the concept of how to create successful, effective and efficient communication. She used descriptive qualitative approach and the objects of the study were non-native English

speakers at the fourth semester of post-graduate program (S2) majoring English Education of Semarang State University in the academic year 2012/2013. The unit of analysis of this study was utterances which contain the observance and non-observance of Grice's cooperative principle. A pragmatic awareness test was given to each participant to know how they were aware of those principles. Based on the test, most participants were aware enough of Grice's cooperative principle.

Taking the previous studies as the guidances and references, this present study attempts to describe how aware are the students of the implicature of conversations and explain reasons of students' awareness of conversational implicature. The researcher intends to do the research based on the case in which people or students frequently produce utterances which are not informative or provide less or too much information as required in their daily conversation. People tend to add conveyed meaning beyond their utterances. However, many people, especially in this case, students are expected to be aware of implicature.

That is why researcher wonders the students' awareness of this conversational implicature. Since language awareness to cover all aspects of human life, the interests also include learning more about what sorts of ideas about language people normally operate with and what effects these have on how they conduct their everyday affairs. It includes exploring the benefits that can be derived from developing a good knowledge about language, a conscious understanding of how languages work, of how people learn them and use them.

The researcher will do a research precisely the students' awareness of conversational implicature of different academic year. Their language mastery is different by assuming that students at the fifth semester better than third semester based on theory of Garcia (2009). In this study, the researcher interests to research about "Awareness of Conversational Implicature of Different Academic Year Students of English Department of Faculty of Language and Arts State University of Medan".

### **1.2 The Problem of the Study**

Based on the background of the study above, the problems are formulated in questions as the following;

1. How aware are the students of conversational implicature?
2. Why are the students aware as the way they are?

### **1.3 The Objectives of the Study**

In accordance with the problems of the study, the objectives of this research are:

1. To describe the students' awareness of conversational implicature;
2. To describe the reasons why the students are aware of the conversational implicature the way they are.

### **1.4 The Scope of the Study**

The writer conducted this study in the scope of conversational implicature as one of the field in English study. The study was to find out students' awareness of conversational implicature. The data was limited to the third and fifth semester on 2019/2020 Academic Year, English Department of

Faculty of Language and Arts, State University of Medan. It was based on under assumptions of theory Garcia (2009) that their language mastery is different by assuming that students at the fifth semester better than third semester by the length of their study in which the exception in other fields or factors.

### **1.5 The Significances of the Study**

Findings of the study are expected theoretically and practically to give the much contribution in the field of conversational implicature;

Theoretically, this study provides information and theories about conversational implicature and becomes the basic of the further research which is also interested in investigating the awareness of conversational implicature with different focus and object. Meanwhile, practically, the findings of this study can be useful for;

1. It is expected to students especially English department become sort of guidelines in learning and using conversational implicature not only useful in academic subjects but also in daily life.
2. To lecturer, this research can be as a reference in raising students' awareness about conversational implicature. Lecturer are expected especially to have better and deep understanding in having good language development specifically in practicing conversational implicatures in the classroom with the students.
3. Other researchers, this research can be useful as reference to the next researchers who want to conduct the similar research about conversational implicature.