

CHAPTER I

INTRODUCTION

This chapter describes the background of the study, the research questions, the purposes of the study, the scope of the study, and the significance of the study.

1.1 Background of the Study

It is an undeniable fact that human is a social being in which they need to interact with each other. The interaction, however, creates communication between one and another. As cited from Thompson (2018, p.1) that human and language is inseparable, the interconnection lies in every breath of human life, communication is what maintain our social lives as a part of communities and societies. However, communication also has its own principle to be acceptable between one and another. In relation to this, H. P. Grice (1975) propound a groundbreaking idea in which he believes that there is a rule in communication called the Cooperative Principle (CP) which underlays four maxims of conversation, namely quantity, quality, relevance (relation), and manner. This principle suggests that one's need to "Make your contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged" (Grice, 1975).

However, it is unfortunate as in its practice the interlocutors of the conversation may blatantly disobey this rule and may not adhere to this principle of cooperativity while communicating by flouting, violating or even manipulating the conversational maxims which later create a phenomenon in which the intended meaning extends beyond the literal meaning. This phenomenon has been widely known as conversational implicature. In the history of pragmatics which covers principle of language and society, conversational implicature has been becoming the important idea in the field of pragmatics (Wang, 2011) and for the past few years there has been a growing interest in analyzing its occurrence either in verbal or non-verbal communication. In countering the presence of conversational implicature, (Grice H. P., 1975) previously distinguished its type into two namely generalized and particularized conversational implicature and this theory has been becoming the common interest in conversational implicature analysis.

The occurrence of conversational implicature can also be encountered in a podcast. Podcast, as a media that possessed verbal communication in its practice has been earning the popularization it is worth of. Podcast is an audio-radio like program which sometimes hosted by one, two or more people. People listen to podcast as merely for entertainment purposes since it has vast majority of genres. Nevertheless, in English Language Teaching (ELT), podcasts is also seen as a solution and a breakthrough to the traditional classroom instruction and this view has been raising for the past twelve years (Al Qasim & Al Fadda,

2013 in Alshaikhi & Madini, 2016). The utilization of podcast as extensive listening tool is in line with the spirit of the term 21st century learning where, as cited from Hampson (2013) learners take control of their own learning either in or outside the classroom by taking full advantages of the massive growth of technology. In line with this, Pathan (2012) in Miranty & Rachmawati (2016) stated that podcast gives students opportunity to improve language learning by immersing in the real world experience since it exposes its listeners to the dimension of the target language. Realizing its imperativeness, many scholars and institutions who concern with English Language Teaching (ELT) has adopted podcast as the means to enhance language learning particularly in improving listening skill.

One of the institutions which provides English language learning service podcast is British Broadcasting Corporation (BBC). BBC named the feature of English language learning as BBC Learning English: “The English We Speak” and it is hosted by two people. This program, hosted by two people conversing about English phrases or English slang words which may give insight to its listener regarding to the nature and culture of English. The exposure of culture in which English is spoken by the native speakers in this podcast has fulfilled the idea of authentic learning in which it can give aids to its listener to be familiar with the language they are learning.

However, the case where people may blatantly flout or violate the maxims of cooperativity is somehow interesting because the intended meaning is left implied and create the phenomenon of conversational implicature, thus, deeper understanding is needed to infer. In this case, non-native speakers of English sometimes misinterpreted the meaning of what is uttered by the native speakers. This argument is based on the several studies which are seem to be agreed that non-native English learners often make a failure in interpreting conversational implicature. For instance, Wang (2011), in her paper, stated that English learners have difficulty understanding the implicature uttered in an English conversation, the difficulty appears as there is a gap in which the meaning of what is being said is beyond what is actually uttered. Samaie & Arianmanesh (2018) also draw a statement which is derived from previous studies that English learners are different from native speakers in generating implicature, they tend to not be able to draw the same meaning from the precisely the same implicature. Additionally, Pratama et al., (2019) uttered that English conversational implicature is somehow problematic and difficult for English language learners in Indonesia, referring to Pratama et al., (2016) previous study which reveals that English language learners in Indonesia can only comprehend 72% of dialogues which possess implicature. Therefore, it is evident that learners still experience difficulty and confusion to infer and interpret conversational implicature while countering English native speakers utterances in a conversation due to their lack of conversational implicature awareness.

Based on the sketch of problem above, this study is intrigued in revealing, analyzing, interpreting, and finding out how the conversational implicature is employed by native speakers in a podcast, since, as previously stated before, podcast has been widely and massively used nowadays as a tool to enhance listening skill. This also an attempt to spread awareness of pragmatics, specifically conversational implicature and its types to any English learners as its knowledge is important for English language learners to avoid misinterpretation while countering English native speakers' conversation. This is in line with Leech (1983) idea that “we cannot really understand the nature of language itself unless we understand pragmatics” (Wang, 2011).

As previously stated, the analysis of conversational implicature has been becoming the interest among researchers in the field of pragmatics primarily by paying attention to Grice's conversational implicature and Cooperative Principle theory. For instance, a study conducted by Sigalingging & Sinaga (2014) in which they carried out a research with objectives to identify the occurrence of conversational implicature in the Inception movie, to calculate the dominant type of implicature employed, and to find out the meaning of each implicature. The analysis is done by sorting the types of implicature into two types namely generalized and particularized conversational implicature. The result, however, found out that generalized conversational implicature dominates the exchange in the conversation. In line with this, Saragi (2016) did a research on analyzing the occurrence of conversational implicature in Ellen

Degeneres talk show, the analysis is done by using Grice theory of conversational implicature and categorizing the types into two, those are generalized and particularized conversational implicature. Similar to Sigalingging & Sinaga (2014) study, this research also found out that generalized conversational implicature is the most to be found in the conversation. Another study was conducted by Sujiyani & Ramadhani in 2017 which attempted to reveal the occurrence of conversational implicature in 5 junior high school textbooks. Different from the other two studies, this study found out that particularized conversational implicature dominates the short conversation presented. Earlier this year, Ariyanti, Setiawan, and Wedawati (2020) conducted a research in order to reveal the occurrence of conversational implicature in WhatsApp chat between the students and their lecturers in Indonesia. The result of this study found out that two types of conversational implicature are presented where the employment of particularized conversational implicature is an attempt to shorten the conversation. According to the previous studies, it is evident that conversational implicature can both occur in native and non-native English language learners' context in which the implicature does not only could produce a misunderstanding but also a way to make the process of communication more effective as stated in Ariyanti, Setiawan, and Wedawati (2020), the lecturers in one of university in Indonesia tend to produce implicature by flouting the maxim in order to make the information delivered faster.

Reflected from the previous studies and the fact that research of conversational implicature conducted in English language learning podcast is still relatively scarce, the present study used podcast as the data source in analyzing the occurrence of conversational implicature in an extensive listening of BBC Learning English Podcast. In revealing the occurrence of conversational implicature, the researcher will be looking at Grice's theory of Cooperative Principle (CP) and conversational implicature (CI).

1.2 Research Questions

This study aims to answer the main question of **how is conversational implicature employed by the speakers in an Extensive Listening of BBC Learning English Podcast?**

With regard to the main question, the sub questions emerge as follows:

1. What are the types of implicature employed by the speakers in an Extensive Listening of BBC Learning English Podcast?
2. What are the functions of the implicature?

1.3 Purposes of Study

The purposes of the present study are:

1. To analyze and identify the way the speakers in BBC Learning English Podcast employed the conversational implicature.
2. To find out the types of conversational implicature employed by the speakers in BBC Learning English Podcast.
3. To reveal the function of each implicature.

1.4 Scope of Study

This study focused on investigating how conversational implicature is employed by the speakers in BBC Learning English podcast by examining and transcribing the utterance of both speakers from the total of 200 series of podcast which are vary in terms of context and are selected based on the available topic. The identification is done by paying attention to both generalized and particularized type of implicature and function relies beneath each utterance.

1.5 Significance of the Study

This study is significance for both theoretical and practical aspects. It is expected to be theoretically beneficial as a reference for EFL or ESL teachers or learners to build awareness and put more consideration to the conversational implicature employed by the native speakers in their conversation particularly in podcast's conversation since this theory is also applicable in non-native

English language learners context. Added to this, this study is expected to enrich the research in the field of pragmatics especially conversational implicature in English language learning podcast, since research conducted on the same media is still very limited. Also, this study is practically beneficial for EFL or ESL learners or any podcast listeners to be better in paying attention to the conversational implicature while communicating since it is noteworthy that in some cases the meaning that intended to be delivered is beyond what is uttered by the addresser, this also an attempt to avoid misunderstanding while communicating.

