IMPLICATIONS IN INDONESIAN LANGUAGE LEARNING CLASS VIII SMP N 2 TOROH GROBOGAN

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ABSTRACT

This study aims to describe and explain the types of implicature in Indonesian language learning of Class VIII students of SMP Negeri 2 Toroh, Grobogan Regency. The research method used is qualitative research with descriptive approach. The data used in this study are in the form of teacher and student utterances in Indonesian language learning in which there are implicatures. The data source in the study was obtained from speech events in Indonesian language learning in class VIII of SMP N 2 Toroh. The techniques used in collecting data are observation, listening, note taking, and interview. The results showed that the types of implicatures found in the learning process were conventional and unconventional (conversational) implicatures.

Keywords: implicature, language learning

INTRODUCTION

Language is the most important tool in communication. The use of language can be done orally or in writing. Spoken language is a direct conversation between speakers and speech partners (Marge et al., 2021; Saputra et al., 2021; Sari & Utomo, 2020). Pragmatics relates to the use of language effectively and naturally to communicate in certain situations (Barón et al., 2020; Cohen, 2020; Sykes & González-Lloret, 2020). This field of study examines a language by involving aspects outside the language so that it can provide meaning in a communication. One of the advantages of studying pragmatics is that one can know the intentions, goals, and conjectures that others want to convey (Hammoodi Al-Jwaid & Tindale, 2022; He et al., 2020; Sergeeva et al., 2021). Pragmatics is a linguistic science that aims to study the conditions of human language use and is determined by the context of the situation with the emergence of interactions between people in certain social and cultural (Kadirjanovna, 2021; Pasaribu et al., 2022; Sinha, 2021).

Communication is an interaction in establishing social relationships that is carried out using polite expressions and implicit expressions (Daulay et al., 2022; Jdetawy & Hamzah, 2020; Naufaldi et al., 2022). The strategy is carried out by speakers and speech partners so that the message can be conveyed well, thus the communication process can be established perfectly. As a means of communication, language has several functions, namely, as a means of conveying information (Akhmad Sofyan et al., 2022; Lan et al., 2021; Mujahidah et al., 2021). A communication will take place well if between speakers and speech partners have the same knowledge or understanding.

Implication is a speech that contains hidden information or intent and can be interpreted into several meanings. Implicature is speech that implies something different from what is actually spoken. The difference in meaning is the speaker's meaning which is not stated frankly.

According to Grice (2004), implications are divided into conventional and unconventional (conversational) implicatures. The difference between the two types of implications is in the

context of the conversation. Conventional implicature is a speech intent that reflects the true meaning of a speech so that it is not bound by context. Unconventional implication is a speech intent that does not reflect the true meaning of a speech that can only be understood through conversation so that it is closely related to context.

Based on the description above, researchers will discuss the types of implications in Indonesian learning in grade VIII SMP Negeri 2 Toroh, Grobogan Regency. The interaction that occurs between teachers and students makes many utterances that contain implications. So that teacher speech that contains implications can influence the use of student language.

METHOD

This research is a type of qualitative descriptive research. The data used in this study are the speech of teachers and students which contains implications. The data collection method in this study is observation, record, listen, and record. Observation techniques are carried out by being present in the classroom during learning. The recording technique is done using a recording device, such as a mobile phone/handcam. Listening is done by following the learning process from beginning to end. Record it if there is something that needs to be added as a reminder. Data analysis is carried out through several stages, namely identifying data, classifying data, analyzing data, and describing data.

RESULTS AND DISCUSSION

The results of research that has been done, researchers found some data about the type of implication of a speech. The data to be analyzed in this study is in the form of utterances of teachers and grade VIII students of SMP N 2 Toroh which contain types of implications.

The data obtained by the researchers focused on conventional and unconventional types of implications (conversation). Implications are classified by type using the theoretical basis of experts as described earlier. With a classification of these types of implicatures, researchers want to tell that an implicature contained in a speech requires a specific context of the situation and some does not require a specific context. The following is the result of exposure to the type of implicature.

Conventional Implications

According to Hermaji (2021), conventional implicatures are one type of implicature whose meaning is determined by the elements or units that make it up, such as words. Meanwhile, according to Rohmadi (2017), conventional implication is the meaning of a speech that is conventionally or generally accepted by the community. This conventional implication is often referred to as the principle of cooperation. Here are some results regarding conventional implications.

Teacher :Exist? Where is the permission?
Student : No ma'am.
Teacher : Nothing? Didn't you sign in yesterday?
Student : **Enter**

The speech occurs before learning begins. The teacher checks the attendance of students whether there are students who are absent. Incoming Speech, is the answer given by students to the teacher to their questions. The answers given by students are only limited to their

knowledge so that students can only answer briefly and moderately. This makes a speech a conventional implication.

Teacher : Try to check the completeness first. Everyone stand up! Turn right! Turn right again! The clothes are all taken out, they are safe. Try to check the surrounding environment first, right, left, top down. Is it clean yet?

Student : **It's clean**

Before the lesson begins, the teacher asks students to check the attributes used by students and cleanliness in the classroom. Speech Already clean, is the answer given by the student to the teacher to his question. Students carry out what is instructed by the teacher by checking the cleanliness of the class and the attributes imposed so that the answers given by students match what is asked by the teacher. The answers given by students are relevant to what is being talked about. This makes a speech a conventional implication.

Teacher : Is there a PR?

Student : There is ma'am. It's been worked on.

Teacher : Nothing? Where did we get yesterday?

Student : **Cerpen Bu**.

Bu's *short story* is the answer given by students to the teacher to their questions. The answers given by students contain truth and are based on facts. This makes a speech a conventional implication.

Conversation Implications

According to Hermaji (2021), unconventional implicature is one type of implicature whose meaning is more determined by the context surrounding it. Meanwhile, according to Grice (2004), unconventional implications are meant to be speech that implies something different from the truth. Here are some results regarding unconventional implications (conversations).

(4) Teacher : Try to check the completeness first. Everyone stand up! Turn right! Turn right again! The clothes are all taken out, they are safe. Try to check the surrounding environment first, right, left, top down. Is it clean yet?

Student : Already clean

Teacher : Who pickets huh? Try the back, the back is safe? What what come on **Don't make noise**! Now that the preparation for learning is as usual, the book is issued. Is there a friend who didn't come in, right?

The utterances in data (4) include conversation-specific implications. Speech *Don't make noise!*, is a speech delivered by the teacher so that students are calm because at that time learning will begin immediately. In data (4) is an imperative sentence that has the meaning of prohibiting. This can be understood from the use of the prohibition word "don't", so it can be categorized as a general conversational implication, because it does not require special context.

Teacher : Anything that hasn't been collected yet? Those that have not been collected please give the task a name.

Student : Mom, I collected it yesterday.

Teacher : Yes, this is the one who hasn't collected yet. ***Do you want to laugh?***

Speech occurs when the teacher asks students to collect assignments assigned at a previous meeting. Based on the context of a speech in the data () including specific conversational implications. This can happen because the speech has a different meaning from the speech.

Say: *Do you want to laugh?*, is not just a question asked by the teacher. This has the meaning of satire to students because they feel that the answers given make the teacher wonder. Is the student asking questions or is it true what he said?

CONCLUSION

Based on the results of research and discussion on implications in learning Indonesian grade VIII students of SMP Negeri 2 Toroh, Grobogan Regency, it can be concluded that there are two types of implications in learning Indonesian grade VIII students of SMP Negeri 2 Toroh, Grobogan Regency that were found. The implicatures found in this study contained as many as 134 implicatures of different types. The most widely used types of implicatures in learning Indonesian grade VIII students of SMP Negeri 2 Toroh, Grobogan Regency are conventional implicatures with 113 utterances and unconventional implications found in 21 utterances.

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