

**AN ANALYSIS OF IMPLICATURE IN ENGLISH LANGUAGE
TEACHING FOR STUDENTS AT CHRISTIAN MONTESSORI
SCHOOL KUPANG**

A THESIS



Kasri Indriani Nubatonis

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
ARTHA WACANA CHRISTIAN UNIVERSITY
KUPANG**

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Kasri Indriani Nubatonis
Registered Number : 21130021

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
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KUPANG
2025**

A THESIS

**This Thesis is Presented as Partial Fulfilment of the Requirements for the
Degree of *Sarjana Pendidikan* in English Education Study Program**



Kasri Indriani Nubatonis

Registered Number: 21130021

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
ARTHA WACANA CHRISTIAN UNIVERSITY
KUPANG
2025**

APPROVAL PAGE



This thesis entitled *An Analysis of Implicature in English Language Teaching for Students at Christian Montessori School Kupang* written by *Kasri Nubatonis* has been approved to be defended in a thesis examination.

First Supervisor

(Dr. Peggy M. Jonathans, S.Pd., M.A. (TESOL))
NUPTK. 6042756657230183

Second Supervisor

(Norci Beeh, S.Pd., M.Pd.)
NUPTK. 1433758659230183

Kupang, July, 19th 2025

Acknowledged by,

Dean of Teachers Training and Education
Faculty



(Dra. Anggreini D. N. Rupidara, M. Si., Ph. D.)
NUPTK. 7157746647230103

Head of English Education
Study Program

(Ifoni Ludji, S. Pd., M. Hum.)
NUPTK. 9955764665230232

LEGITIMATION PAGE



This is to certify that this thesis entitled *An Analysis of Implicature in English Language Teaching for Students at Christian Montessori school* written by *Kasri Nubatonis* has been defended in a thesis examination and has been approved by the following Board of Examiners as the final requirement to be graduated as *Sarjana Pendidikan (S. Pd.)* majoring in English Language Education.

Examination Date: July, 19th 2025

The Board of Examiners:

	Name	Signature	Date
1	First Examiner <u>Prof. Drs. Jos Bire, MA.,M.Ed.,Ph.D</u> NUPTK. 4562730631130040		<u>31/07/25</u>
2	Second Examiner <u>Alfriani Ndandara, SS.,M.Hum</u> NUPTK. 7749764665237002		<u>31/07/25</u>
3	Third Examiner <u>Dr. Peggy M. Jonatahans, S.Pd.,MA.(TESOL)</u> NUPTK. 6042756657230183		<u>31/07/25</u>
4	Fourth Examiner <u>Norci Beeh, S.Pd.,M.Pd</u> NUPTK. 1433758659230183		<u>31/07/25</u>

Legitimated by,



Dean of Teachers Training and Education

Dra. Anggreini D. N. Rupidara, M.Si., Ph.D
NUPTK: 7157746647230103

Head of English Education
Study Program

Ifoni Ludji, S. Pd., M.Hum
NUPTK. 9955764665230232

PLAGIARISM-FREE STATEMENT

The undersigned below :

Name : Kasri Indriani Nubatonis

NIM : 21130021

Semester : Eight (VIII)

Faculty : Teacher Training and Education

Study Program : English Education

Thesis Title : An Analysis of Implicature in English Language Teaching for
Students at Christian Montessori School Kupang

I hereby declare that the thesis I am submitting to fulfill the requirements for a Bachelor of Education degree at Artha Wacana Christian University, Kupang, is original and free from plagiarism. If any discrepancies with this statement are found in the future, I am willing to be prosecuted and processed in accordance with the provisions of the Minister of National Education Regulation Number 17 of 2010.

This statement is made truthfully and is used for the benefit of humanity.

Kupang, 03 August 2025



Kasri Nubatonis
Nim. 21130021

MOTTO

"But by the grace of God I am what I am,
and His grace to me was not without effect."

1 Corinthians 15:10

DEDICATION

This writing is dedicated to the writer's beloved:

1. Almighty God for all His grace and love given to the writer in completing the studies at Artha Wacana Christian University.
2. The writer's beloved parents: Sefnat Nubatonis and Hesliarni Otemusu
3. The writer's siblings: Aprilli Nubatonis and Dimitri Nubatonis
4. All of writer's best friends: Orvin, Astrid, Susi, Emi, Wini.
5. The writer's besties Rani and Eta
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Kupang, 9 August, 2025

Kasri Indriani Nubatonis

**AN ANALYSIS OF IMPLICATURE IN ENGLISH LANGUAGE
TEACHING FOR STUDENTS AT CHRISTIAN MONTESSORI SCHOOL
KUPANG**

ABSTRACT

Kasri Nubatonis¹

Peggy M Jonathans²

Norci Beeh³

This study aims to analyze forms and functions of implicature in English language teaching for IV and V grade students at Christian Montessori School Kota Kupang. This research uses a descriptive qualitative method, relying on observation and documentation as the main data collection techniques. The findings reveal various forms of implicature used by the teacher, including generalized conversational implicature, particularized conversational implicature, scalar implicature, irony and sarcasm, and politeness-based implicature. Furthermore, the implicature serves several functions in classroom interaction such as instructional strategies, classroom management, student motivation, and pragmatic competence development. The use of implicature reflects the teacher's effective and respectful communication style, aligning with the Montessori educational approach that values meaningful and empathetic interaction. This study is expected to contribute to English language teaching practices by emphasizing the importance of pragmatic strategies and to provide a reference for future research in the field of pragmatics and language education.

Keywords: *implicature, English language teaching, pragmatics, elementary students, Christian Montessori*

**SEBUAH ANALISIS TENTANG IMPLIKATUR DALAM
PEMBELAJARAN BAHASA INGGRIS UNTUK SISWA DI SEKOLAH
KRISTEN MONTESSORI KUPANG**

ABSTRAK

Kasri Nubatonis¹

Peggy M Jonathans²

Norci Beeh³

Penelitian ini bertujuan untuk menganalisis bentuk dan fungsi implikatur dalam pengajaran bahasa Inggris bagi siswa kelas IV dan V di Montessori School Kota Kupang. Penelitian ini menggunakan metode deskriptif kualitatif, dengan teknik observasi dan dokumentasi sebagai metode utama pengumpulan data. Temuan penelitian menunjukkan berbagai bentuk implikatur yang digunakan oleh guru, termasuk implikatur percakapan umum (*generalized conversational implicature*), implikatur percakapan khusus (*particularized conversational implicature*), implikatur skalar, ironi dan sarkasme, serta implikatur yang berbasis pada kesantunan. Selain itu, implikatur tersebut memiliki beberapa fungsi dalam interaksi di kelas, seperti strategi pengajaran, manajemen kelas, motivasi siswa, dan pengembangan kompetensi pragmatik. Penggunaan implikatur mencerminkan gaya komunikasi guru yang efektif dan penuh rasa hormat, sejalan dengan pendekatan pendidikan Montessori yang menghargai interaksi yang bermakna dan empatik. Penelitian ini diharapkan dapat memberikan kontribusi terhadap praktik pengajaran bahasa Inggris dengan menekankan pentingnya strategi pragmatik serta menjadi referensi bagi penelitian selanjutnya di bidang pragmatik dan pendidikan bahasa.

Kata kunci: implikatur, pengajaran bahasa Inggris, pragmatik, siswa sekolah dasar, Sekolah Kristen Montessori.

BIODATA



A. Identity

1. Name : Kasri Indriani Nubatonis
2. Place and date of birth : Kupang, 28 November 2003
3. Address : Jl. Pelita Km 10 Oesapa
4. Cell phone number : 085339268667
5. Email address : nubatonis@gmail.com
6. Father's name : Sefnat Nubatonis
7. Mother's name : Hesliarni Otemusu

B. Educational Background

1. SD Inpres Oesapa (2009-2015)
2. SMP N 2 Kupang (2015-2018)
3. SMK N 3 Kupang (2018-2021)
4. Universitas Kristen Artha Wacana (2021-2025)

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