CHAPTER I

INTRODUCTION

This chapter introduces the foundation of the research, outlining the rationale and significance of the study. It provides a detailed background of the research, the specific problems being investigated, and the objectives the study aims to achieve. Furthermore, the chapter discusses the significance of the research by highlighting its implications and applications in the field of language education.

1.1 Background

English continues to evolve as times change and human needs grow. The emergence of new technologies, social changes, and intercultural interactions have led to the emergence of new words, shifts in meaning, and even new sentence structures. New words emerge, the meaning of words change, and the way people speak also changes. This linguistic change is also evident in daily communication, as people often use language indirectly to imply meaning beyond their words. This phenomenon is known as implicature (Habibah, 2022). Conversational implicature is an essential part of everyday communication. When one speaks, she/he often conveys the literal meaning of words but also the underlying intentions may imply that we the listeners will interpret. For example,"The weather is so sunny today," we might invite a friend to go out. This ability to understand implicature shows how dynamic and complex human language is.

The ability to understand and use conversational implicature is very important in interacting with others. Mayasari (2016) asserts that implicature is used to explain what may be suggested, interpreted, or intended by the speaker that is different from

what the speaker actually said. However, not everyone is consciously aware of the implicature in conversation. Therefore, in learning English, teachers need to pay special attention to the development of students' ability to understand and use implicature. Slamet (2010) emphasizes the importance of using good and correct language in communication. Language that is clear, effective, and appropriate to the context will make it easier for the interlocutor to understand one's intentions. Conversely, ambiguous or inappropriate language use can lead to misunderstanding and conflict.

In the learning process, the interaction between teachers and students is not only limited to the exchange of information or knowledge. Often, the messages conveyed contain implied meanings or implicatures. For example, when a teacher says "The classroom is clean, isn't it?", in addition to stating a fact about the cleanliness of the classroom, the teacher may also have other goals such as giving praise, issuing a subtle command, or creating a conducive atmosphere.

Conversational implicature is a pragmatic implicature in which additional meaning is contained that is not explicitly stated in the sentence, but can be understood by the listener based on the context of the conversation and shared knowledge, Zulkhi (2018). The ability to understand implicature is very important in the learning process, because often the most meaningful messages are conveyed indirectly. Conversational implicatures are very common in classroom interactions. Teachers often use implicatures to give instructions, provide feedback, or build good relationships with students. Students also actively use implicatures to ask questions, express opinions, or even to avoid conflict, Hasanah (2017)

1.2 Research Problem(s)

1. What are the forms of implicature in English language learning for IV and V grade students at Montessori School Kota Kupang ?

2. What are the functions of implicature in English language learning for IV and V grade students at Montessori School Kota Kupang?

1.3 Aim(s) of Study

This study aims to identify and describe the various forms of implicature that occur in English learning in IV and V grade of Montessori School Kupang. In addition, this study will also reveal the functions of implicature in the learning process used by teachers and students in understanding and producing implicature.

In other words, this research aims to provide a clearer picture of how conversational implicature plays a role in shaping the dynamics of learning in the classroom. The results of this study are expected to contribute to the development of more effective learning strategies, especially in the context of language learning.

1.4   The Significance of Study

The significance of the study will be assumed as follows:

1.4.1   Implication

Some of the implications or impacts that can be generated from research on an analysis of implicature in English language teaching for grade IV and V students at Montessori School Kupang include:

1. More Effective Learning: Teachers who understand and intentionally use implicatures deliver subject matter more engagingly and effectively, making it easier for students to grasp complex concepts (Cutting & Tsui, 2017).

2. Increased Student Participation: When students feel understood and valued through the use of implicatures, they are more motivated to participate actively in learning (Levinson, 2000; Yule, 2020).

3. Conducive Learning Atmosphere: The appropriate and polite use of implicatures fosters a positive and supportive classroom environment, as it balances clarity and respect in communication (Thomas, 1995; Kecskes, 2018).

By integrating these insights, this study highlights that implicature is not only a linguistic phenomenon but also a strategic pedagogical tool in English language teaching, aligning with the principles of Montessori education that emphasize empathy, respect, and student autonomy.

1.4.2 Application

The result of this research are expected to :

1. For students: This research can help students to be more knowledgeable about how the function of implicature in classroom interaction. By understanding the different forms and functions of implicatures, students can better interpret their teachers' instructions and understand the classroom conversations.

2. For ELT teachers: This research can provide valuable insights into how implicatures can be used effectively in the classroom to improve communication and facilitate learning. By understanding the form and function of implicatures, teachers can adjust their language to better convey intended meaning to students and create a more engaging and effective learning environment.

3. For researchers: This research can contribute to a deeper understanding of the role of implicatures in language learning context. By analyzing the forms and

functions related to implicature in the classroom, researchers can develop more effective pedagogical approaches that can develop more effective ways that incorporate and utilize the power of implicature.