WOMAN'S IMPLICIT MEANING OF "FINE" IN *I'M FINE-STUDENTS SHORT FILMS ON YOUTUBE*

THESIS

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

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THESIS

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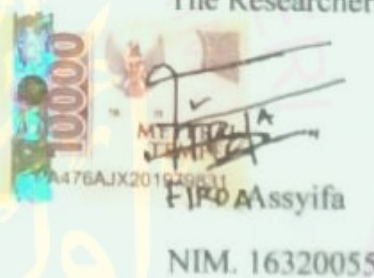**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**

2020

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I state that the thesis entilted "**Woman's Implicit Meaning of "FINE" in I'm Fine- Students Short Films on Youtube**" is my original work. I do not include any materials previously written or published by another person, except those ones that are cited as references and written in the references. Hereby, if there is an objection or claim, I am the only person who is responsible for that.

Malang, October 7, 2020

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Malang, October 7, 2020

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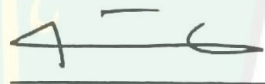
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MOTTO

"you get what you work for, not what you wish for"

(Daniel Milstein)

DEDICATION

I dedicated this thesis to my beloved father, Mr. Sutarmin and my beloved mother Mrs. Masitah, as my best motivators and supporters who always pray for, love, and support me, and give strength to me in my most difficult times. Also, I dedicate this thesis to my big brother M. Naquib Hasbi Zeint and my little brother Tegar Khairi who always support, pray for and love me endlessly. At last, I dedicate this thesis for myself, thank you for surviving and not stopping even at hard times. Everything is possible if you don't give up. Thank you for not giving up. It was hard, but you passed it, congratulations!

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First and foremost, I would like to say *Alhamdulillahirobbil'alamin* as my deepest gratitude and praise to the Lord of the world, *Allah SWT*. Because of His mercy and grace, I can finally accomplish my thesis entitled Woman's Implicit Meaning of "fine" in I'm Fine- Student Short movie on YouTube as one of the requirements to get *Sarjana Sastra (S.S.)* degree in the Department of English Literature, Faculty of Humanities, *Universitas Islam Negeri* Maulana Malik Ibrahim Malang, Indonesia.

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Finally, as an ordinary human being, I do realize that there are some weaknesses and imperfections of this thesis. Therefore, constructive criticisms and suggestions are warmly welcomed and most appreciated to make this thesis better. I hope this thesis would be useful for all readers in order to get deeper understanding about implicature in pragmatics.

Malang, October 07, 2020

The author,

Firda Assyifa

ABSTRACT

"Fine" is the most spoken word used to respond the question about how someone feels in a certain condition. In general, "fine" can be defined as a good condition. However, this research showed that "fine" could have other meanings apart from declaring the good condition. There were two research questions formulated in this study, namely: 1) What are the implicit meanings of "fine" utterance based on a woman's perspective in YouTube's short movie? 2) What are the functions of "fine" utterance based on a woman's perspective in YouTube's short movie?

Therefore, to answer the research questions, the researcher used descriptive qualitative method. In this study, two short films containing 19 "fine" words were selected to be the research subjects based on several predetermined criteria. This study aimed to analyze other meanings and functions of the word "fine" said by the female lead from the two short films on YouTube short films entitled "I'm Fine-Students Short Films" based on conversational implicature study. The word "fine" was analyzed using the theory of conversational implicature by Grice (1975) and the theory of language functions by Holmes (2013).

The results showed that the meaning of "fine" in the short films could be divided into two categories. The fifteen "fine" words were included into the generalized implicature category and the other four words were included into the particularized implicature. Generalized implicature was the most dominant category appeared in the movie because Bree, the female lead in the film, used the word "fine" as a way to avoid questions from people about her actual condition. Meanwhile, the meaning of "fine" which was really in good condition was found only in four words. Furthermore, the function of the word "fine" spoken by Bree could be included in the function of expressive language.

In conclusion, it is important to know that the word "fine" can have two meanings, in which to denote a genuine fine condition and to hide real feelings. To find out the true meaning of the word "fine", especially uttered by women, several considerations should be taken, such as the context and the surrounding situation. By knowing the other meaning of the word "fine", misunderstanding in conversations can be minimized. For the future researcher, it is suggested to analyze "fine" with different theory and subject, such as analyze "fine" utterance in real life. Finally, it is expected that this research could be used as one of the references to conduct another research on conversational implicature and language function, especially in videos, movie script and other media.

مستخلص البحث

الشفاء، فردة. 2020. معنى ضمني عن كلمة "فيني (خير)" عند النساء في "ام فيني (انا بخير)–فيلم قصير لطلاب في يوتيوب. البحث الوصفي. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

مشرفة   : ميرا سرتيكا، الماجستير

الكلمات الرئيسية : ضمني المحادثة، ضمني، أنا بخير، فيلم قصير، يوتيوب.

"فيني (خير)" هو الكلمة المستخدمة في أغلب الأحيان حين يسأل أحدهم عن حالته. بشكل عام، "فيني (خير)" بمعنى خيرا أو حسنا عندما يتعلق بالأخبار، ولكن في هذا البحث "فيني (خير)" له المعنى الآخر. هناك نوعان من الأسئلة البحث: 1– ما هي معاني من كلمة "فيني (خير)" عند النساء في "ام فيني (انا بخير)–فيلم قصير لطلاب في يوتيوب؟. 2– ما وظائف كلمة "فيني (خير)" عند النساء في "ام فيني (انا بخير)–فيلم قصير لطلاب في يوتيوب؟.

استخدمت الباحثة طريقة البحث الوصفى. في هذا البحث هناك فيلمان قصيران يحتويان على 19 كلمة "فيني (خير)" التي تناسب من ناحية الباحثة. الغرض هو إيجاد معنى ضمني في كلمة "فيني (خير)" بموضوع الفيلم القصير. حللت الباحثة بتحليل نظرية المعاني الضمنية للمحادثة بواسطة غراجى (1975) في علوم التداولية ونظرية وظيفة اللغة بواسطة هوليس (2013).

والنتائج في هذا البحث هي معنى فينى (خير) في الفيلم القصير يصنف إلى نوعين. تعرض 15 كلمة "فيني (خير)" التي نطق بها البطلة في الضمنية العامة ويتم تضمين الأربعة المتبقية في الضمنية الخاصة. يغلب التضمين العامة في الفيلم لأن تستخدم البطلة النسائية كلمة "فيني (خير)" لجواب سؤال الناس عن حالتها. وأما معنى "فينى" يعرض في خير و حسن هناك أربعة كلمات فحسب. ثم تضمنه كلمة "فيني (خير)" في وظيفة اللغة التعبيرية.

لذلك، وجب علينا أن يعرف كلمة فينى بمعنى خير أو حسن و بمعنى آخر. وليعرف أن كلمة "فيني (خير)" عند النساء الخاص لها المعنى تعريفا بمقام وشأن. ويهدف من ذلك هو لنقص أساء الفهم في المحادثة. نصحت الباحثة للباحثو المستقبل بتحليل النظريات والموضوعات المختلفة. ويمكن استخدام البحث كمرجع لمزيد من البحث حول النظرية الضمنية والوظائف اللغوية وغيرها.

ABSTRAK

Fine adalah kata yang paling sering diucapkan ketika seseorang ditanya mengenai apa yang dirasakan pada saat kondisi tertentu. Pada umumnya *fine* bisa dimaknai dengan kondisi yang baik, seperti dalam hal kabar yang baik-baik saja. Namun, dalam penelitian ini menunjukan bahwa ternyata *fine* bisa memiliki makna lain selain dari menyatakan keadaan yang baik-baik saja. Ada dua rumusan masalah yang ditentukan oleh peneliti yaitu sebagai berikut: 1) Apa saja makna kata *fine* dari sudut pandang wanita dalam film pendek tersebut? 2) apa saja fungsi kata *fine* yang digunakan oleh wanita dalam film pendek tersebut?

Sehingga, untuk menjawab rumusan masalah tersebut, peneliti menggunakan metode kualitatif. Dalam penelitian ini, ada dua film pendek yang mengandung 19 kata *fine* yang dipilih untuk menjadi subjek penelitian sesuai dengan beberapa kriteria yang telah ditentukan. Oleh karena itu, penelitian ini ditujukan untuk menganalisa makna lain dari kata *fine* dalam ilmu implikatur percakapan, maka dibutuhkan subjek, yang mana penelitian ini menggunakan subjek kata *fine* yang diucapkan oleh pemeran utama wanita dari film pendek di YouTube yang berjudul "I'm Fine-Students Short Film". Makna lain dari kata *fine* dalam penelitian ini dianalisa menggunakan teori implikatur percakapan oleh Grice (1975) dalam ilmu pragmatik dan juga akan dianalisa fungsi kata *fine* menggunakan teori fungsi bahasa oleh Holmes (2013).

Hasil penelitian menunjukan bahwa makna dari *fine* dalam film pendek tersebut tergolong kedalam dua kategori. Pertama menunjukan 15 kata *fine* yang diucapkan oleh pemeran utama wanita pada kedua film itu termasuk dalam kategori *generalized implicature* dan empat sisanya termasuk kedalam *particularized implicature.Generalized implicature* menjadi yang paling dominan karena Bree si pemeran utama wanita dalam film itu menggunakan kata *fine* sebagai cara dia menghindar dari pertanyaan orang-orang lebih jauh tentang keadaannya yang sebenarnya. Maka dari itu, makna *fine* yang berarti benar-benar dalam keadaan baik hanya ada empat ucapan. Selanjutnya, fungsikata *fine* yang diucapkan Bree sepenuhnya termasuk kedalam fungsi bahasa ekspresif.

Oleh karena itu, penting untuk mengetahui bahwa ternyata kata *fine* tidak hanya bisa digunakan untuk menyatakan suatu keadaan yang baik-baik saja, namun juga bisa digunakan untuk menyembunyikna makna yang sebenarnya. Untuk mngetahui makna kata *fine* khususnya dari wanita, kita harus mempertimbangkan beberapa hal, seperti konteks dan situasi sekitarnya. Dengan mengetahui makna lain dari kata *fine,* hal ini akan membantu dalam meminimalisir kemungkinan salah paham yang akan terjadi pada saat menjalani proses komunikasi. Peneliti menyarankan kepada peneliti selanjutnya untuk menganalisa *fine* dalam berbagai teori dan subjek seperti menganalisa ucapan *fine* dalam kehidupan nyata. Tak kalah pentingnya bagi peneliti selanjutnya, penelitian ini diharapkan dapat digunakan sebagai referensi untuk melakukan penelitian lain tentang implikatur percakapan dan fungsi bahasa, khususnya dalam video, naskah film dan lain-lain.

TABLE OF CONTENT

CHAPTER I
INTRODUCTION

This chapter covers the elaboration of research background, research questions, objectives of the study, scope and limitation, significances of the study, and definitions of key terms. Further, several previous studies are presented in this chapter to show the gap between this study and the previous studies. It is also followed by the description of research method which extends to research design, research instrument, data and data source, data collection, data analysis, and data triangulation.

A. Background of the Study

This research investigated the implicit meanings and functions behind the statement "fine" based on a woman's perspective in *I'm Fine-Students Short Films on Youtube*. Fine is an utterance that is generally said by a woman when people ask about her current situation. When the question is given to her, but she had a problem at the same time, she would respond by saying "fine", which would make other people think she was really fine. Sometimes, somebody gives an expression that is sounded exceptionally brief or hazy in a discussion, but her or his audience can get it what she or he implies. This happens because both the speaker and the listener have similar knowledge of contexts influencing their conversation. Thus, the speaker does not need to use complex clauses in every utterance to show his/her intention (Wijayanti & Nurhayati, 2007).

In linguistics study, there is pragmatics that discusses further about utterances. Pragmatics is understood as the utilization of dialect in human communication as decided by the conditions of society (Mey, 2001). In other words, pragmatics is the study about language, which is not directly spoken. Because of that, this research will fit with pragmatics.

In pragmatics, there is implicature that examines the things which are communicated even though they are not explicitly expressed in certain contexts. Gazdar (1979) defines implicature as the thing that is induced from an utterance, but it is not a condition for the truth of expression. Based on Grice's theory, there are two sorts of implicature, the first one is conversational and the second one is conventional (Grice, 1975). This study focused on explaining more about conversational implicatures because it was related to this research and the theory used in this research.

The phenomenon of implicit meaning in a woman's utterances also existed in a movie that showed social interaction. Some dialogues of the movie characters sometimes beared implicit meanings, and resulted in conversational implicature. Mey (2001) argued that conversational implicature is about something which is left implicit in actual language use and implied in conversation. Meanwhile, Arifin & Suprayitno (2014) stated that conversational implicature is defined as an out of sight or unstated meaning of an utterance. Davis (1998, cited in Huda 2018) also defined implicature in Grice's term as what a speaker does not say but maybe communicates, recommends, suggests, etc to other speakers. In other words, the speaker tries

to say what she/he does. It too alludes to the reality of something being communicated. Therefore, conversational implicature becomes an interesting topic to study.

This study was significant to be discussed because the implicit meaning of utterance "fine" produced by a woman has far deeper meaning than what is said, and it gives a strong emotional expression. Besides, there was no previous studies investigating utterance "fine" in a more specific and detailed way before.

Meanwhile, according to Lakoff (1975), there are some common language marks used by women that indicate indirect commands and requests. This explains that women are not easy to be honest in expressing their true thoughts. Therefore, this study would be very important to understand more about the meaning behind utterance "fine", which is said by a woman. A woman who says "fine" may have several possible intentions, such as wanting to be asked further or having a little force to reveal her true state. Besides, uttering "fine" can be understood as another form of "help me", "doesn't want to say anything", or the way to save her problems for herself.

This research is intended to reduce the occurrence of errors when responding to the conditions of others, especially women. If they say the particular sentence, then they expect a response that is not easily understood, therefore; it will affect their emotional state to continue the communication. On the other hand, Tannen (2007) argued that men and women have different sensitivities which might affect the response that will be given. Another

reason that is no less important is that this study supported the previous studies by stating that one of the main functions of language is to build and maintain relationships with communication partners (Armstrong & Ferguson, 2010).

As the aim to support this research that deals with language and communication, this objects of this study were analyzed by some theories. The first theory is the theory from Grice about conversational implicature (1989). Grice used the concept that deals with cases in communication when a speaker's implies goes past the meaning communicated by a specific articulation. This theory offered an assistance to discover the meaning of the expression "fine" in a woman's perspective in the movie. Then, the second theory is from Holmes (2013) about language function. This theory helped this study to find out what is the function of the utterance "fine" in the movie.

Several studies concerned with the conversational implicature had been conducted by some researchers. There were five previous studies about implicature and language function. Khoiroh (2017) and Wijaya & Suryani (2019) focused on the analysis of implicature in a movie, which categorized utterances either in conventional or conversational implicature. On the other hand, Putri (2018) conducted research about kinds of language function and the distributions of language function frequency used by the main characters in "Now You See Me 2 Movie". While Lestari (2018) conducted the research on language function in advertisements of Maybelline. The last research was from Suryadi & Muslim (2019), who analyzed several types and functions of

conversational implicature in a drama. They also found that drama could be used for improving students' speaking skill in English language class.

The above previous studies only focused on analyzing the conversational implicature or language function in the scope of media entertaiment and society. In that case, this research would bridge the gap of the research because it did not only focus on the conversational implicature, but also analyzed the function of "fine" utterance in this movie, which was to find out the meaning of the utterance "fine" based on women's perspective, and its relations to communication matters between men and women relationship in *I'm Fine-Students Short Films On Youtube* which had never been studied before.

B. Research Question

Based on the background study explained above, the research questions were formulated as follows:

1. What are the implicit meanings of "fine" utterance based on a woman's perspective in YouTube's short movie?

2. What are the functions of "fine" utterance based on a woman's perspective in YouTube's short movie?

C. Objective of the Study

Based on the problems of the study, the purposes of the study were:

1. To investigate the implicit meanings of "fine" utterance "fine"based on a woman's perspective in YouTube's short movie.

2. To investigate the language functions of "fine" utterance "fine" based on a woman's perspective in YouTube's short movie.

D. Scope and Limitation

The scope of this study was the pragmatics about conversational implicature in the implicit meaning behind the "fine" utterance based on a woman's perspective in I'm Fine-Students Short Film on YouTube. In this case, the researcher would analyze the "fine" utterance, which was delivered by the female lead in the movie. This study only focused on analyzing the verbal utterance of "fine" with conversational implicature theory, which was divided into two, involving the generalized implicature and particularized implicature in order to find the implicit meaning of this utterance. Furthermore, this study also analyzed the function of "fine" utterance in this movie with language function theory.

In this movie, two episodes of the film were analyzed. Those two episodes had 27 of "fine" utterances which were the data of the study. 13 data were obtained from the first episode, while 14 data were obtained from the second episode. However, the data which were analyzed were only 19 data because the other 8 data were not included in the classification of the data to

be analyzed. 1 Excerpt from the first episode was not used because it was produced by a non-female lead and 7 others from the second episode were not used because they had the exact same context as those in the first movie.

E. Significance of the Study

Based on the topic, this study has theoretical and practical contributions especially to human language in the communication system. This study is expected to deepen the understanding of women's language especially in "fine" utterance. Theoretically, this study is expected to enrich language function theory, specifically on women's language. Thus, with the increasing theory of the language function used by women, it can reduce misunderstanding of an expression uttered by women, so that the purpose of communication can be succesfully reached.

Practically, this research provides various meanings of 'fine' on a woman's perspective in the movie. It is expected to give some contributions such as enriching research data in conversational implicature and language function. In addition, it can be a reference for the next researchers who are interested in analyzing conversational implicature or woman language. Meanwhile, for, this study may hopefully help solving the problems regarding misunderstanding about women's language faced by linguists, lectures, or students.

F. Definitions of Key Term

To avoid misunderstanding, some terms used in this study were defined as follows:

1. **Conversational Implicature**: the hidden or implicit meaning of the utterance in conversation.

2. **Implicit**: it refers to something that is suggested or implied but not ever clearly said or expressed.

3. **Fine**: an expression used to respond or state that someone is in good condition. However, in this present study "fine" means an expression used by a woman to hide her actual condition with a personal purpose.

4. **I'm Fine- Students Short Films on YouTube**: a short film from YouTube, which told about a girl who got unpleasant behavior from her friends at school and kept the story by herself.

G. Previous Studies

There were some relevant previous studies about conversational implicature and language function analysis to support this study. Those previous studies were classified into similarities and differences between the theory and the object of the study.

The first previous study was from Khoiroh (2017) entitled *The Analysis of Implicature in Bridge to Terabithia Movie.* Khoiroh attempted to discover the category of implicature used by three main characters in the movie and the way they used implicature. Khoiroh analyzed the implicit

utterance of the three main characters by applying Grice's theory about conversational implicature. The result of Khoiroh's study showed that there were 28 data of particularized implicature and 10 data of generalized implicature, which meant that the particularized ones became the most implicature used in the movie.

The second previous study was conducted by Atmawijaya & Suryani (2019), who analyzed implicature which appeared in Goosebumps movie (2015). The implied meanings of the utterance were examined through the dialogues in the movie script. By using qualitative method, two types of implicature, namely conversational and conventional implicature were found in the script. Their study was conducted based on Grice's implicature theory (1975). The result of their study showed that from the 20 data, there were 6 data categorized as particularized implicature, 3 data categorized as generalized implicature, and the rest were included in the results of other analyzes.

Another previous study that had a similar case with this study was a study done by Putri (2018) about kinds of language functions used and the distributions of frequency of language functions by the main characters in "Now You See Me 2 Movie". Putri focused on the analysis of language function used in the movie by applying Jacobsons' theory (1987) to find out what kinds of language functions used by the main character in the movie. Putri used mix-method to analyze the data. The result of her research appeared that there were five language functions utilized by the main character, and the

most dominating was referential function with 32,5 % while the emotive function was in the third number with 21%.

Furthermore, another previous study was conducted by Lestari (2018) who analyzed language function of 20 Maybelline advertisements. The objective of this study was to find the kinds of language functions and to describe the context of language functions in Maybelline advertisement. Her study used descriptive qualitative and theory from Jacobson (1980). The result of her study showed that there were five language functions used in this advertisement, and the most functional language used in the Maybelline advertisement was a referential function with 52 data and followed by emotive function in the second place with 9 emotive functions.

The last previous study was conducted by Suryadi & Muslim (2019). This study aimed to find the conversational implicature in the drama "The Bear" by Anton Chekhov and its application in English language teaching. The researchers used descriptive qualitative method in their study. The source of the data was a script of drama. The data was analyzed with Grice theory (1975). The research results revealed that from 28 obtained data, there were 9 generalized conversational implicature and 5 particularized conversational implicature.

In the process of analyzing the data, they found the idea from the drama that can improve speaking students in English language teaching. Based on the analysis, the result of their study demonstrated that all Grice's proposed conversational implicatures connected to the show entitled "The Bear". The

study was enhancing the information of conversational implicature for teachers and students who ought to be able to progress speaking skills in teaching-learning activity.

Based on the previous studies above, most of the studies only focused on the analysis of conversational implicature by using Grice's theory or language function by using Jacobson's theory. On the other hand, this present study would bridge the gap in the previous research by not only focusing on the conversational implicature or language functions, but both of them. Grice's conversational implicature (1975) and Holmes' language function (2013) were used to analyze "fine" utterance in the movie to find out the meaning behind the utterance. Since this phenomena was related to the communication matters in social life, the researcher chose the data from Students Short Film on YouTube, which had never been studied before.

The results of this study are expected to overcome similar problems in real-life situations and reduce the occurrence of misunderstandings caused by a lack of sensitivity towards this utterance.

H. Research Methodology

1. Research Design

Since this research investigated the implicit meaning and language function of "fine" utterance based on a woman's perspective in *I'm Fine-Students Short Films On YouTube*, descriptive qualitative method was implemented to analyze the data. Qualitative methods were used to answer

questions of experience, meaning, and perspective from the participant's point of view (Hammarberg et al., 2016).

Therefore, since this study discussed meanings and perspectives, it fitted with the qualitative methods. Another reason why this research was considered as descriptive qualitative research was because the analysis of this study primarily aimed to obtain a deep understanding of woman's implicit meaning of "fine" utterance in the movie dialogue.

2. **Research Instrument**

For the research instrument, the researcher used a human instrument, because the main instrument in this research was the researcher herself as the one who analyzed the data of this research. Denzin & Lincoln argued that in qualitative research, objective behavior was out of date, a researcher was an instrument, and 'subjects' became 'participants' who may contributed to the interpretation and analysis of the data (1998 cited in Hammarberg et al., 2016).

3. **Data and Data Source**

Language in daily conversation which was so natural and relatable with real life can be found in drama, film or play. Film which belonged to fiction or literally work is a portrait of real life, so that the dialogue, the imitation of speech also reflect the real form of communication in real life. Therefore, the data from this study was "fine" utterances that were collected from the film "I'm Fine - A Students Short Films" on YouTube. The movie contained two episodes and the researcher analyzed both

episodes. Those two episodes consisted of 27 utterances of "fine", 13 from the first movie and 14 from the second movie. However, the utterances which were analyzed by the researcher were only 19 data. This movie could be accessed through "MVHStv" YouTube channel or from the link (https://youtu.be/g106AAQMHyA) for the first episode and (https://youtu.be/fw2HEOkS8pln) for the second episode.

The researcher used this film as the data because no one had studied this film in pragmatics study before. This film also has aspects that support this research topic, such as there are many parts containing "fine" utterances examined by the researcher. This film also has the appropriate setting that is in line with Tannen (2007), in which the different point of views on the language are very influential in the relationship between men and women. Meanwhile, the data source of this study was the transcript of 2018's "Students Short Films" uploaded on YouTube.

4. **Data Collection**

The researcher did several steps to collect the data. First, the researcher watched the movie to understand the context of the movie. Then, the researcher took notes for collecting the data. Finally, the researcher made a list of relevant and irrelevant "fine" utterance for data analysis. The researcher used a table in the process of categorizing "fine" utterance to know which utterance fitted with data criteria for this research (Appendix 3).

5. **Data Analysis**

　　To answer the research questions, the data were analyzed by classifying the "fine" utterances in the movie by applying Grice's and Holmes's theories. The selected data were analyzed in two steps. First, the data were analyzed with Grice's theory of conversational implicature to help the researcher finding the meanings of the "fine" utterance. Second, the data were analyzed with Holmes's theory to find the functions of the "fine" utterance

6. **Data Triangulation**

　　Triangulation is defined as mixing data to have various points of views that provide opinions on a particular topic. Triangulation was recruited by the researcher in order to legalize the data in the matter of qualitative research (Golafshani, 2003). This was supported by Noble & Heale's argument (2019) that triangulation is a method used to increase the credibility and the validity of research findings. Denzin (2002, cited in Wilson 2014) stated that data triangulation is about using different sources of data including different times to collect the data, different places from which to collect the data, and different people who can be involved in the research study.

　　In this present study, the researcher set the examination with different people who could be involved in this study. In this case, the researcher asked one of the lecturers in the Department of English Literature in UIN Malang, who taught pragmatics and semantics subjects,

as the expert who validated the data analysis of this research. The reason of choosing the lecturer was because of his expertise in the research subject. The researcher received valuable assistance in developing and rechecking the data analysis.

CHAPTER II
THEORETICAL FRAMEWORK

This chapter covers the theories used to analyze the data of the present study. This chapter consists of the definition of pragmatics, context, implicature, language functions, and movie.

A. Pragmatics

Pragmatics deals with the utterance, which covers specific events, the intentional acts of the speaker from time to time and places, generally including language. The main focus of linguistics analysis is the analysis on the meaning of the word or sentence. Yule (2010) argues that, "pragmatics is the study of "invisible" meaning, or how we recognize what is the meaning or purpose even when it is not spoken or written". This is in line with Kroeger (2018), who argues that pragmatics focuses on aspects of meaning that depend on or is originated from how words and sentences are used.

Pragmatics concentrates on the aspects of meaning that cannot be predicted by linguistics itself and takes into the knowledge about the physical and social world. The advantage of studying language by applying pragmatics is to talk about people's intended meaning, their assumption, their purpose or goals and also their kind of action (Huda, 2013).

Richard (2000, cited in Huda, 2013) states that pragmatics is especially interested in the relationship between language and context. It includes the

study of how the interpretation of language is made depending on the speaker's knowledge, the way speakers use and understand utterances, and the way structure of sentences is influenced by relationships between speakers and listeners. Grundy (2000) also argues that pragmatics is the study of the language used in contextualized communication and the usage of principles associated with it.

Hence, pragmatics is concerned with the function of language in communication and the speakers' intention or meaning while stating utterance toward the hearers.

B. Context

In order to understand the concept of communication, context appears to be completely important since the speaker and hearer have to know the context in which the conversation takes place. Therefore, understanding context may be useful to get to know the speaker and hearer's intention. Grundy (2000) states that in the case of implicature, context helps us to determine what is conveyed implicitly but not explicitly stated by the speaker. Grundy (2000) also argues in which contexts setting is not treated as given common ground, but maybe treated as a set of more or less available things of data which is put away in brief term and exhaustive memories or show within the physical environment.

Cook (1989) characterizes the setting as the solidarity of talk with considering the world at expansive, and it is impacted by the circumstance

when we get the message, social and social relations inside the member, what we know and what we expect the sender to know. When we think about meaning, it is additionally important to require the commitment of setting. In basic terms, pragmatics can be defined as the study of the commitment of setting to meaning.

Lubis (2011) categorizes the types of context into four types, namely:

- Physical context, which includes the place where the use of language in communication occurs.
- Epistemic context, background knowledge that both speakers and their speech partners know about.
- Linguistic context, which consists of sentences or utterances that precede and follow certain utterances in a communication event.
- Social context, socio-cultural relationships that complement the relationship between actors or participants in a conversation.

The context influences the way people understand what they see, the way they perceive a physical object from different perspectives by moving around it, the way they weigh human activity in a local environment, with changes according to the angle of view. Thus, context becomes important in analyzing the meaning of an utterance.

C. Implicature

The notion of implicature was firstly introduced by Grice (1967), who defined it essentially as what is communicated less than what is said. Grundy (2000) states that the contribution of the notion of implicature is that it provides some explicit account of how it is possible to mean (in some general sense) more than what is actually said (more than what is literally expressed by the conventional sense of linguistic expression uttered). The case of implicature which the speaker means might be different from what is shown in the sentence. This can be seen in the example below.

> Jack: Are you going to Michael's party tonight?
>
> Dev: I have to work.

Dev's answer above implicitly means that he is not going to Michael's party. Dev's answer is an implicature. In a regular conversation Dev can answer "No, I am not". Yet, Dev's answer is implicit, in which he cannot come to the party because he has work to do.

Furthermore, Grice, as cited in Levinson (1992), explains that the term implicature is a general term to show contrast between what is being said and what is thought to express by giving the true condition of expression, and to include all kinds of pragmatics.

Grice (1975) divides implicature into conventional implicature and nonconventional implicature (conversational implicature). Yet, this present study study only focused on the conversational implicature, which talked

about implied meaning. Therefore, conversational implicature is defined below.

1. **Conversational Implicature, Movie and YouTube**

   a. **Conversational Implicature**

   People exchange meaning and intention in their communication. They show their feeling and ideas to one another. They do this to get information from each other. They need communication to interact and socialize with one another. In other word, they do conversational interaction, which provide meaning. There are two ways to show or to express the meaning, explicitly or implicitly.

   Express meaning explicitly means that the actual conversation is stated. This is different from expressing meaning implicitly, which means that there is more hidden meaning in that conversation. In this case, the hidden meaning in conversation is called conversational implicature (Saragi, 2011).

   Grice (1975) contends that conversational implicature is triggered by "certain general features of discourse" rather than by the conventional meaning of a specific word. The features of conversational implicature are (i) there are linguistic exchanges (conversation) governed by the Cooperative Principle (CP), the content of which is presented detailed in the four Maxim of Conversation and

their sub-maxims, (ii) when one of the participants of the exchange does not seem to follow the Cooperative Principle, his or her partner(s) will nevertheless assume that, contrary to appearances, and the principle is observed at some deeper level.

Working out on conversational implicature, the hearer will rely on the following data:

a. The conventional meaning of the words used, together with the identity of references that may be involved.

b. The CP and its maxims.

c. The context, linguistic or otherwise, of the utterance.

d. Other items of background knowledge.

e. The fact (or supposed fact) that all relevant items falling under the previous headings are available to both participants and both participants know or assume this to be the case.

Grice introduces a distinction between two types of conversational implicature, including the generalized conversational implicature and particularized implicatures.

1) **Generalized Conversational Implicature**

Grice (1975) asserts that generalized conversational implicature is implicature that arises without any particular context and does not require any special scenario. Levinson (1983) defines generalized conversational implicatures that occur without reference to any particular features of the context. Special

background knowledge or inferences are not required in calculating the additional conveyed meaning.

In other words, generalized conversational implicature happened when the conversationalists do not require uncommon information to know the meaning of a discussion since the setting utilized in this type could be a common discussion that produces a conversationalist to specifically get the meaning of the discussion (Grice, cited in Saragi 2011).

Grice (1989) states that this type of implicature is characterized by "the application of a certain form of words in an utterance (in the absence of special circumstances) that would normally carry such implicature". Grice (1975) adds that generalized conversational implicature is a conversational implicature that is inferable without reference to a special context. For example, when someone says "John walked into the house yesterday and saw a tortoise", he certainly means that, "the house that John walked into and the place to see the tortoise is John's parents' house or John's friend's house". Another example of generalized conversational implicature adopted from Grice (1975) can be seen below:

"Fred thinks there is a meeting tonight."

Conversationally the sentence implies that Fred does not know for sure that the meeting will be held tonight.

"Mary has 3 children."

Conversationally the sentence implies that Mary has no more than three children.

From the examples above, the generalized conversational implicature can be summed up as one which does not depend on particular features of the context, but it is typically associated with the expected proposition.

2) **Particularized Conversational Implicature**

A particularized conversational implicature is a type of implicature in which the interlocutors indirectly require more assistance to understand the meaning of a conversation because the context used in this type is not general in nature. In addition, some assumed knowledge which is required in a very specific context during conversation is called particularized conversational implicature (Grice, 1975). Lakoff (1993) defines particularized implicature as implicature that needs context or cultural understanding. Particularized implicature is a conversational implicature that is derivable only in a specific context, for example:

A: What on earth has happened to the roast beef?

B: The dog is looking very happy.

In the above exchange, A will likely derive the implicature "the dog ate the roast beef" from B's statement. This is due to A's

belief that B is observing the conversational maxim of relation or relevance in the specific context of A's question.

In short, the implicature that relies much on the special context can be classified into particularized conversational implicatures (Cummings, 1999). The example is presented below.

A: "I'm so sorry for making you wait for a long time"

B: "That's fine, it's just like waiting for one year"

This context of the situation shows that speaker A apologizes for making B waiting for him for a long time. Yet, in a specific setting, listener B is getting irritated; therefore, he says "that's fine" but he then shows that he is bored by saying "it's just like waiting for one year". Such type of particularized conversational implicature is called implicature.

Based on the examples and explanation above, particularized conversational implicature is conversational implicature that requires further information to decipher the speaker's intention.

In conclusion, the generalized conversational implicature is the events, in which a speaker utters a sentence with implicit meaning and the listener can translate it well. On the other hand, when a speaker utters a sentence with implicit meaning and the listeners cannot translate it well, the utterance is called particularized conversational implicature.

a) Movie

Boggs & Petrie in Hanggoro (2011) characterize a motion picture as a frame of excitement that gives visualization through an arrangement of pictures and recordings satisfied by extraordinary impacts, sound and sensational execution. Additionally, the most part of the motion picture is either to delight or let individuals know the history and/or social occasions.

Another related explanation about movie is from Cambridge Advanced Learner's Dictionary. From this dictionary the definition of "movie" is cinema film whereas "film" may be an arrangement of moving pictures, more often than not appeared in a cinema or on television and frequently telling a story. The words "movie" and "film" can be utilized as equivalent words for each in most day-to-day circumstances. The word "film" is experiencing advancement at the minute, which makes it a very curiously word. From a specialized point of view, the film may be arranged. It implies that film is the genuine fabric that a movie is recorded in production and projected from a cinema. There is a developing drift in cinema projection absent from appearing a movie and a digital project.

As a craftsmanship of audio-visual narrating, the film could be a medium of communication-rich with social suggestions, made inside diverse social, historical and cultural contexts. A film can

create abilities within the investigation of film, television and unused media writings, not as it were an understanding of the strengths at work behind their generation and utilization, with an accentuation on theoretical, social and chronicled information vital for basic engagement but also understanding about the language. In language teaching especially for learning English, we can use film or movie to be a learning medium. In this research, the language function was found in the utterances used by main characters of the movie.

b) YouTube

YouTube is a well-known video-sharing site where clients can stack, observe, and share video clips for free. It was established by three PayPal employees namely Chad Hurley, Steve Chen and Jawed Karim in February 2005. Generally, videos uploaded on YouTube are short movies, TV shows, or videos, which can be accessed by other users from around the world for free. (Tjanatjantia cited in Faiqah, 2017)

YouTube can be considered as the most well-known video database on the Internet. Recently, YouTube is the foremost prevailing online video location supplier within the joined together States, indeed within the world, by controlling 43% of the showcase. 20 hours of video length are transferred to YouTube each minute with 6 billion views per day. YouTube has presently

gotten to be a variety of needs of its clients, with the highlights advertised by the headway of YouTube innovation nowadays which is exceptionally accommodating from different viewpoints of the client.

D. Language Functions

In social life, we need language. When we talk to someone like a friend, our family and our colleagues we always need language to transfer information with each other. Language is not only used to transfer information but it can also be used to communicate with one another to share knowledge and construct ideology. According to Fromkin (2009) language is the source of human life and power. Language is a system of sound and words that functions for communicating with other people.

Through language, we can express our ideas in a spoken or written form. Martinet (1987) states that language is a special device for investigating human experience, distinctively in each network, in a solitary unit containing efficient and uncovering the substance of the sound. In addition, Martinet (1987) argues that communicating a sound thus enunciated in unit differentiator and successively, is phonemes, a specific sum in every language, in particular the nature and interrelatedness of various linkages is additionally in each language.

Language is not only presented in oral form but also in symbols and written text. In oral form, we always use it in our daily activity when we are

having conversation with other people. Communication itself can be understood if the language has a good meaning and can send the message to the hearer. When we speak with other people, we hope the hearer can understand what we mean and receive the message of our speaking.

Language can be selected as an object of research because language as communication has many varieties. In doing the language research we have to know the concept of how to analyze a language as communication.

In general function of language, language is functioned as a tool of communication for human's life. However, remember that language has other functions. Everyone has a different goal of using the language. In this case, language has varieties of functions based on the users of language.

Language must be examined in all the assortment of its capacities. At the time individuals have conversation with each other, they are talking around the reason for utilizing language. At its most essential, one of the main functions of language is to build and maintain relationships with communication partners (Armstrong & Ferguson, 2010), in which people use language to give and receive messages between one another. It is difficult to see adequately the functions of language because it is so deeply rooted in the whole of human behavior. It may also be suspected that there is little in the functional side of our conscious behavior in which language does not play its part.

According to Holmes (2013), the main functional approach to language is investigating how language is used, trying to find out the purposes

of that language for us, and trying to achieve those purposes through speaking, writing, reading and listening. It means that the language function refers to the purpose itself. Thus, the language functions lead the hearers to achieve the purpose of someone's speech.

Language has two functions, which include transactional and interactional functions. Transactional language is used for transferring information, while interactional language is used for maintaining a social relationship (Brown & Yule in Chojimah, 2014). The prime function of language has been assumed to be cognitive, in which to express ideas, concepts, and thoughts. This corresponds well with the "commonsense" view of the purpose of language as a vehicle for the expression of thought.

Related with the language functions by Jakobson in Soeparno (2002), the scheme proceeds by first identifying the elements of communications, as states below.

Addresser: The person who creates the message. This is usually called the speaker or sender because they create a message and send it to the receiver.

Addressee: The person to whom the message is addressed or sent. Addressee is also called the hearer, listener or reader because they are the person who receives a message from the addresser.

Context: The knowledge about who the speaker and the hearer are, when the communication takes places, where the communication happens, and what topic is being discussed. Context makes the same sentence might have

different meaning if it is uttered by a different speaker in a different place and in a different occasion.

Message form: The particular grammatical and lexical choices of the message.

Contact Sign: The style of language that arises from contact between a deaf sign language and an oral language (or the written or manually coded form of the oral language)

Code: The language or dialect used in communication, such as English, Indonesian, Japanese, etc.

When understanding the elements of communication, language functions can be established.

Holmes (2013) proposes the theory of language functions in order to give explanations and descriptions to people of how the language is used in the right way to reach its communicative purposes. Holmes classifies language functions into some types. They are expressive, directive, referential, metalinguistic, poetic language function and phatic. Based on Holmes (2013) those types of language will be explained as follows.

1. **Expressive Language Function**

Expressive language function reports and expresses feeling, emotions, and attitudes of the addresser. The main function of this function is to communicate the inner states and emotions or express the speaker's feelings. This function focuses on the addresser, which means that a speaker addresses a message. This function can be called as emotive

function, which aims to convey the speaker's emotion or expression. The direct expression is usually used by the speaker to express his feelings, for example "*I feel angry*". Different choice of words or intonation is used in this function.

2. **Directive Language Function**

Directive language function means an endeavor to urge somebody to do something. It means that language is used to cause or prevent an action or reason of advertising counsel and proposals of convincing. This work is most commonly found in commands and demands. Order work centers on the addressee, which implies that the speaker needs the response from the listener or from somebody who performs a specific action. The mandate work points to communicate the speaker's commands, for example "Please help me!", "Please close the door", etc.

3. **Referential Language Function**

Referential function means carrying or providing information. Basically, the referential work is the communication of data. This work certifies or denies suggestions, as in science or the articulation of truth. These sentences have truth esteem, that is, the sentences are either genuine or untrue (recognizing, of course, that we might not know what that genuine esteem is). Consequently, they are critical for rationale. Referential work centers on the context. It implies that referent or subject matters of talk, and what it alludes to. The referential function points to

communicate the data, for example "At the third stroke it will be three o'clock precisely".

4. **Metalinguistic Language Function**

Metalinguistic function means to comment on the language itself. This work is the utilization of language to talk about or depict portion of language such as language structure, or words that portray language itself ('I' may be an individual pronoun). It centers consideration upon the code itself, to clarify it or arrange it. This can be the function of language about language. The metalinguistic work is additionally overwhelming in address like "Sorry, what did you say?", where the code is misjudged and needs adjustment or clarification. The metalinguistic work points to communicate the code examination.

5. **Poetic Language Function**

Poetic function as the particular form chosen is the essence of the message or focuses on the aesthetic feature of the language. Messages conveyed in this function are more than just the content. They always contain a creative "touch" of our own. These additions have no purpose other than to make the messages "nicer". The word poetic does not refer to the ability to write poetry, but the ability to manipulate language creatively. The poetic function aims to convey pleasure, for example the advertising slogan "Fresh Outside. Healthy Inside".

6. Phatic Language Function

Phatic function is as opening of the channel to express solidarity and empathy with one another. The phatic function helps to establish contact and refers to the channel of communication. It opens the channel or checks that it is working, either for social reasons or other reasons. This function is used for social interaction, such as greetings, complements, etc. The phatic use of language is the main characteristic of speech. However, in certain types of writing it can also be noticed in letters, for example "Hello", "Can you hear me?" and in the beginning of the letter "Dear Sir/Madam and in the end of the letter "Yours Faithfully".

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion of the research based on the explanation of the literature review presented in the previous chapter. The findings consist of data analysis about the meaning of utterance "fine" based on the woman's perspective in YouTube's short movie and the language function of "fine" from the movie. The interpretations are followed by a discussion about utterance "fine".

A. Findings

In order to answer the research questions, the result of this study is presented by explaining the types of conversational implicature and the function of the word "fine" used by Bree as the main character in the YouTube's short movie, a short movie entitled I'm Fine- Student short movie. However, the "fine" utterance from Bree as the main female character was analyzed from the beginning until the end of the movie to get the data. There were 19 data containing the implicature from two videos. Each excerpt contained conversation and utterance with the implicature.

The utterance of "fine" that became the implicature was completed with the context description and explanation why it is included in the conversational implicature, the type of conversational implicature it belongs to, and the function of the word "fine" in the prticular sentence.

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The data were used in a different setting and context and they were analyzed based on the types of conversational implicature and their functions as described in the followings.

Movie 1

Excerpt #1 and #2

Context:

The first movie started with morning situation in Bree's house. Bree who had just woken up received a message that bullied and insulted her from her friend at school. After a while, Bree's mother came to her room to wake her up, so that she could get ready for school. Yet, her mother realized that something was wrong because Bree looked lethargic. Then, her mother asked her condition, but Bree did not tell her the truth. She said she was fine, but her mother was not sure of it because she looked depressed.

Participants:

- Bree's Mom
- Bree

Utterance:

Bree's Mom: Are you OK?

Bree: I'm **fine. (1)**

Bree's Mom: Are you sure?

Bree: Yes, I'm **fine. (2)**

Bree's Mom: Ok, just want to make sure you are Ok.

Data Analysis:

In the aforementioned dialogue, Bree as the main female character in this movie produced "fine" utterance in the conversation. The word *fine* in the first excerpt was included in linguistic context as an adjective which defined the noun "I". "Fine" here was included in linguistic context because it became the utterances that preceded a certain utterance in a communication. The first "fine" word here could be categorized as particularized implicature. It is because Lakoff (1993) defined particularized implicature as an implicature that needs a context or cultural understanding which must be assumed. This utterance implied that Bree's mother was the one who could not understand Bree's intention because she did not acquire the context of why Bree looked so depressed, although Bree said fine in flat face. Then her mom asked the same question to make sure that she was really fine.

The second "fine" could be categorized as generalized implicature. This excerpt applied an epistemic context and the word-class of "fine" here was an adjective as it explained the noun "I" in the dialogue. The second excerpt could be included in generalized implicature because Grice (1975) stated that it is an utterance that can be understood directly without requiring a specific context. In the dialogue, the second question from Bree's mother was answered by Bree with similar word, which was *fine*. Therefore, her mother immediately responded with the word "okay" which means that she had understood that the intended *fine* was truly fine.

In addition to that, the function of *fine* in the first and second data were both expressive language function, as Holmes (2013) contends that the main function of expressive language function is for communicating the inner states and emotions or expressing the speaker's feelings. The utterance appeared as a form of showing Bree's emotions and feeling at the time regardless its implicit meaning. Meanwhile, the implicit meaning from her utterance could be understood from the context when the conversation happened. Before her mother came to her room and attempted to wake her up, there was an event where Bree got the insulting message from her friends and that was what actually made her face look flat. This would not make her mother worried because she said she was fine.

Excerpt #3

Context:

This situation was carried out when Bree already arrived at school but she had not entered the classroom yet. She tried to strengthen herself about the message she received when she woke up. She tried to be sure that everything would be fine.

Participant:

- Bree

Utterance:

Bree: I'll be **fine. (3)**

Data analysis:

From the utterance, the word "fine" here was categorized as an adjective and its usage applied a certain linguistic context since it defined the noun "I" and described Bree's situation. *Fine* in this excerpt belonged to generalized implicature category. It is because when Bree said this utterance, we directly knew that "fine" she mentioned was really fine which meant she hoped that her day at school would go well without any interference from her friends. This utterance had the characteristics as the definition mentioned by Grice (1975) about the generalized implicature, in which *fine* here could be understood directly without identifying any specific context. Thus this word was categorized as generalized implicature.

"*Fine*" in this excerpt was included in expressive language function because *fine* utterance was used to express Bree's feeling that contained hope. *Fine* in this excerpt did not have the implicit meaning because from the context the word "fine" purely contained Bree's hopes that everything would go well on that day at school.

Excerpt #4

Context:

That morning Bree got bullied by her classmates and when their teacher left the class, one of her classmates threw her a paper with a "freak" word written on it. At that time, Bree just stayed in class and did not bother the others. After their teacher went back to the class, her classmates were

acting as if nothing had happened until finally the class was over. After the class, Bree met her best friend (Friend 3). She came and talked about something that surprised her. However Bree acted as usual as if everything was fine just like before she received unpleasant treatment from her classmates. Soon after that her best friend left her.

Participants:

- Friend 3, and

- Bree

Utterance:

Friend 3: Hey, we need to talk.

Bree: OK, about what? You can talk about anything.

Friend 3: We can't be friends anymore.

Bree: Why?

Friend 3: Well, 'cause everybody hates you and I can't be friend

with someone everyone hates.

Bree: OK.

Friend 3: You'll be fine, right?

Bree: Yeah I'll be **fine. (4)**

Friends 3: OK, bye.

Bree: Bye.

Data Analysis:

From the utterance mentioned by Bree, the word "fine" was an adjective that applied epistemic context. The word fine there became an

adjective because it defined Bree's feeling, which was a noun. It also applied to the epistemic context because the word "fine" here could be understood as Bree's response to the reason why her friend broke their friendship.

The word fine in this excerpt belonged to generalized implicature. It is because when Bree casted this utterance, her friend could directly know that "fine" that she mentioned really meant fine. It could be seen from the response of her friend who immediately said the word "OK". This indicated that her friend thought that "fine" answered by Bree was actually fine, unaffected by Bree's friend decision to leave her alone. Then, *fine* here could be understood directly without requiring any specific context.

On the othe hand, the function of "fine" in the dialogue was expressive language function. In this dialogue, Bree said "fine" in order to tell her friend that it would be fine if she wanted to leave her at that time because she could not force others to be her friend, who was favored by many people. However, if we saw from the context and what happened to Bree before her friends told her about breaking their friendship, Bree was already in a bad condition because of the bullying.

Implicitly, "fine" here represented an unpleasant feeling because it was totally not fine for Bree to lose her friend when she needed someone to accompany her in her hard time. In contrast, Bree just said *fine* because she could deal with the reason of her friend's leaving her; Bree has so many haters. Thus, Bree just said fine and OK when her friend wanted to break their friendship.

Excerpt #5

Context:

The dialogue below happened when the class was over and after Bree met her friend (Friend 3). She wanted to go to the toilet but when she left the class, her classmates started to bully her again. In the hallway of the school leading to the toilet, her friends bothered her by shouting bad words that hurt her. They surrounded her, so that she was trapped and could not escape. Unfortunately, her teacher came and helped her. The teacher saved her from the bad situation at that time.

Participants:

- Teacher, and

- Bree

Utterance:

Teacher: Are you OK?

Bree: Yeah I'm **fine. (5)**

Teacher: OK, I got to go to class.

Bree: Thank you sir.

Data Analysis:

From the utterance mentioned by Bree above, the word "fine" was considered as an adjective, which applied an epistemic context. It is because "fine" in this excerpt defined the feeling of the noun, which was "I", and it appeared because the teacher asked her if she was okay after being bullied by

her friends. It appeared as it was because Bree and her teacher both knew the situation Bree previously involved in.

On the other hand, "fine" in this excerpt belonged to generalized implicature. When Bree said this utterance in the dialogue, her teacher directly knew that "fine" she mentioned was really fine. It could be seen from the response of her teacher when Bree said "fine", she immediately responded with the word "OK, I got to go to class". This indicated that Bree's answer implied a good feeling at that time even after she had been bullied by her friends.

The function of "fine" in this dialogue was expressive language function. Bree said "fine" in order to tell her teacher that she was really fine at that time. This implied a relieving state that Bree was safe as her friends did not physically hurt her. Otherwise, implicitly seen from the context in the video, "fine" could mean that Bree did not want her teacher to ask further questions about her feelings. Therefore she said that she was fine so that the problem did not continue any longer.

Excerpt #6, #7, #8, #9, #10 and #11

Context:

The dialogue below happened when Bree was in the school's toilet. There Bree cried and told herself that everything would be fine, even so many people hated her. She was trying to reassure herself that everything was going to be okay. Bree cried really loudly because she could not stand the bullies

from her friends. She had endured enough pain of having been mistreated, ridiculed, and received insulting words since waking up in the morning.

Participant:

- Bree

Utterance:

Bree: You are **fine (6)**, you are **fine(7)**, you are **fine(8)**, I'm **fine (9)**, you'll **fine (10)**… I'm **fine (11)**.

Data Analysis:

The word "fine" in the sixth until eleventh excerpts was an adjective and could be included in a linguistic context. Those repetitive "fine" was considered as an adjective because it defined the noun, which was Bree's feeling with the pronoun "you" and "I". Moreover, "fine" was included in a linguistic context because it described the state of the event and Bree's feelings, which was sadness and depression because she was bullied by all of her friends at that time.

The aforementioned "fine", belonged to generalized implicature. It was because when Bree said this utterance, there was no specific context needed to comprehend the words. When Bree uttered this word, we understood that with all the trouble she had been through she just wanted things to get better and normal again. Besides, the word "fine" here was a particular way she did to strengthen herself. She expected that she would be strong and alright in facing her problems.

Accordingly, the word *fine* in the dialogue was considered as emotive language function. "Fine" was repeated six times. In this repetition, Bree intended to convince herself that she would be fine. She said it out loud and emotionally while crying. By doing this, she expected that she could be mentally strong. In contrast, if we saw deeper about Bree's feelings, she implicitly showed her true feelings that she was not completely fine after the incident. She was just so tired with her life. Everyday she went to school and got bullied. Even at home, her friends always bothered her by saying weird things on her social media or by text messsages. Hence, Bree told herself that she would be fine with those tears. In contrast, deep down in her heart, she just could not handle this situation.

Excerpt #12

Context:

Bree's friend, who broke their friendship (Friend 3), found out that Bree was crying alone in the school toilet. At that moment she went straight to Bree and asked her what happened. Then after listening to Bree's story, she regretted that she had previously broken off her friendship with Bree and made her sad. Then, she listened to her sigh while hugging her to make her relaxed and calm. After that, Bree tried to stay strong again in facing bullies from her friends.

Participants:

- Friend 3, and

- Bree

Utterance:

Friend 3: What's wrong?

Bree: Everyday, just everyday I'm going so hard to be living. Everyone

hate me, I don't wanna live.

Friend 3: I'm sorry, I'm sorry to leave you. I didn't know you got much

everyone hate. (Hugging Bree)

Bree: Thank you.

Friend 3: Are you OK?

Bree: I'm **fine. (12)**

Friend 3: I know if you are not ok.

Data Analysis:

The word "fine" here was an adjective which used an epistemic context. "Fine" was categorized as an adjective because it defined Bree's feelings, which was represented by the pronoun "I". "Fine" could also be included in epistemic context because the word "fine" there appeared due to the earlier story which exposed that Bree was hated by everyone, and her best friend knew it, and asked whether Bree was OK. Because they had the same background knowledge about why the word "fine" appeared, so "fine" there could be categorized as an epistemic context.

Accordingly, "fine" in excerpt 12 could be categorized as particularized implicature. In this case, Bree's friend understood a special context here. Thus, when she asked about Bree conditions and Bree answered with "fine", Bree's friend could directly respond to it with "I know you are not OK". In this case, the particularized meaning of the word "fine" was spoken by Bree.

Furthermore the word "fine" in this dialogue was considered as an emotive language function. Here, Bree revealed that she was fine after pouring out his heart and telling about her true feelings to his friend. Even though it had not really improved yet, the presence of her friend made her feel better and therefore she answered her question with "fine". Implicitly, the word "fine" here meant that Bree's condition was not really okay. On the other hand, the appearance of the word "fine" here meant Bree's sincere expression. It shows a little relief and gratitude that her best friend's company would make her feel stonger in facing the difficult situation. This condition made Bree feeling better because she still had friends who cared about her.

Movie 2

Excerpt #13 dan #14

Context:

The scene in the second movie started with Bree looking at the messages left by her school friends on her *Facebook* page. All messages there contained hatred for Bree. This made Bree look bad when her mother woke

her up for school. Her mother was worried about Bree's bad condition. In contrast, Bree chose to hide the problems she had faced at school from his mother by telling her that everything was fine.

Participants:

- Bree's Mom, and

- Bree

Utterance:

Bree's Mom: Bree. Time to get up to school.

Bree: (wake up)

Bree's Mom: Are you OK?

Bree: Yea, I'm **fine. (13)**

Bree's Mom: Are you sure? You don't look OK.

Bree: Mom, I'm **fine. (14)**

Bree's Mom: OK then, just get ready so you are not late.

Data Analysis:

In the dialogue above, Bree as the main female character in this movie produced "fine" utterance in this conversation. "Fine" in excerpt 13 had the function as an adjective which defined the pronoun "I" and used linguistic context because it described certain events that had been going on at that time.

The word "fine" in excerpt 13 could be categorized as particularized implicature, while "fine" in excerpt 14 could be included in generalized

implicature. Both excerpts were the same with the situation in excerpt 1 and 2. Therefore, it does not need further explanation.

Meanwhile the word "fine" in excerpt 13 and 14 data could be included as expressive language function. As Holmes (2013) said that expressive language function is used to communicate the inner states and emotions or to express the speaker's feelings. Thus, both of the data were included in this category because the utterance appeared as a form of showing Bree's emotions, her feelings at the time, rather than its implicit meaning.

Implicitly, the function of "fine" in both data was not to show Bree's true feeling, instead it was intended to end her mother's investigation about Bree's condition so that she could immediately leave her room. It was also because Bree certainly did not want to make her mother worried by knowing that Bree got bullied at school. Therefore, Bree said that she was fine, even though at first her mother disbelieved her, but finally her mother chose to believe her and just walked away from her room.

Excerpt #15 and #16

Context:

The next scene occurred in the classroom when Bree and her friends were waiting for class to start and the teacher who was teaching that day to enter the class. While waiting, Bree put her reading book. Suddenly her classmate, Rayn, took Bree's book and threw it to another friend. Bree tried to ask Rayn nicely to return the book, but Rayn and the other friends ignored

her and made it as a joke instead. They also recorded the incident to be posted on social media.

After satisfyingly bullying Bree, Rayn threw the book into the closet where the unused goods were stored, then locked Bree inside. Even when the teacher asked about Bree's absence, they did not tell the teacher where she was and pretended that they did not know her presence.

Participant:

- Bree, and

- Rayn

Utterance:

Bree: Hey… Give it back!

Rayn: "Ann Rule",,, interesting book.

Bree: Hey give it.. No.. Dude! Are you serious? Give it back.. Rayn..

Come on.. Give it back to me.

(Rayn throw the book to the class closet, then Bree took her book in the closet. On the other hand, Rayn and his friend locked Bree in the closet)

Bree: No! Hey! Let me Out.. Let me out.. Let me.. out. (cyring)

Bree: You will be **fine, (15)** you are gonna be **fine. (16)**

Data Analysis:

There were two "fine" words uttered by Bree, which could be included as adjective because they explained the pronoun "you" and appeared after "be" which became the characteristics of the adjective. Besides, both words used physical context as they appeared as a schoking expression

showed by Bree when being locked in a closet. The words appeared as a result of having something to do with the place where the word was used thus a physical context was applied.

Moreover, both "fine" words in excerpt 15 and 16 could be categorized as generalized implicature. It was because there was no special context to understand these words. The words appeared because Bree wanted to make herself calm in that situation so she said to herself to be fine and repeated it to make her feeling better.

While the function of "fine" words in excerpt 15 and 16 data was expressive language function. It was because the words appeared as a form of showing Bree's emotions and feelings at that time to make herself calm down. Implicitly, Bree was not completely fine and was afraid in the closet. Because Bree couldn't do anything, she said the word fine to calm her fearful self.

Excerpt #17 and #18

Context:

After Bree was locked in the closet, the lesson began. One of the teachers watched a video uploaded on social media about the incident and told Mr. Barker, Mr. Barker is one of the teaher on Bree's school. Then when he saw it, Mr. Barker hurried to the class to get Bree out of the closet. Meanwhile, in the classroom, there was a student who was aware that her teacher saw what she posted on social media. Then, she invited the other

friends to get the permission to leave the class early. They told Mr. Zegler, who was teaching at that time, that they had other class to attend.

After they left the class, Mr. Barker came and told Mr. Zegler that there was a student locked inside the closet of the classroom. Mr. Zegler, who knew nothing, looked confused and surprised when he saw Bree out of the closet. He then asked her an apology. Bree said that she did not mind of it and that she was fine. Then she left the class.

Participant:

- Mr. Barker, and

- Bree

- Mr. Zegler

Utterance:

Mr. Barker: Mr. Zegler, I think you have a student locked in your closet. I just saw it on snapchat. Bree, Bree, are you in here?

Bree: Yeah,

Mr. Barker: What,, what's going on?

Bree: Just.. they locked me.

Mr. Zegler : Bree I'm sorry, I don't know you are in there.

Bree: It's **fine, (17)** I have to go. It's **fine. (18)**

Data Analysis:

In the dialogue above, Bree as the main female character in this movie produced two "fine" utterances in the conversation. They were in data 17 and 18. Those data were considered as adjective because the words defined the

pronoun "it" and those data were included in epistemic context because both of the utterances appeared with the background knowledge which Bree and Mr. Zeagler could understand.

Furthermore, the two utterances here could be categorized as generalized implicature. It was because "fine" uttered there had a meaning to explain the state of Bree who was being locked up. Bree said the "fine" words because she did not want her teacher to feel guilty of not knowing that she was locked inside the closet. Therefore, Bree said "fine" for two times in a row to emphasize that she was fine even though she was actually scared.

While the words "fine" in excerpt 17 and 18 data were both considered as expressive language function. It was because the utterances appeared as a form of showing Bree's emotions and feelings at that time to make her teacher free from feeling guilty because of the incident regardless its implicit meaning. Implicitly, Bree said she was fine so she could quickly leave the class and her teacher without re-explaining how she actually felt.

Excerpt #19

Context:

When Bree got out of the closet and left the classroom, she met her best friend. Seeing Bree walking hurriedly with a blank stare, her friend greeted her and asked how she was. However, after what had happened on her that day in the class, she did not even want to tell others including her best friend. Thus, she answered the questions with "fine". Then her friend made

sure about her answer because she felt that Bree was not okay, but Bree said that she was "fine".

Participants:

- Friend, and

- Bree

Utterance:

Friend: Hey..

Bree   : Oh hey..

Friend: Are you OK?

Bree   : Yeah, I'm **fine.(19)**

Friend: Are you sure?

Bree   : Yeah, just finished class, just nothing.

Data Analysis:

From the utterance mentioned by Bree above, the word "fine" was an adjective because it defined the pronoun "I" and it was included in linguistic context because it appeared from an event where the conversation happened. In excerpt 19 the utterance "fine" belonged to particularized implicature. Bree's friend could not understand her answer because she did not know the context of why she was badly in a rush. She assumed that something bad had happened before. Bree said "fine", yet her face was flat. Thus, her friend asked her again about her condition to make sure that she was really fine.

While the function of "fine" in this dialogue was expressive language function. Bree said "fine" in order to tell her friends that she was fine at that

time and explained that she looked in a hurry and tired because she just finished her class. Implicitly, Bree said "fine" to avoid her friend's further questions.

B. Discussion

After presenting and analyzing the data in the previous sub-chapter, the researcher discussed the data in this section in order to answer the research problems formulated in chapter one.

This study investigated conversational implicature analysis in the meaning of "fine" utterance based on a woman's perspective in one of YouTube's short movies based on the theoretical framework proposed by Grice (1975). Further, the language function of the word "fine" was analyzed based on the theoritical framework proposed by Holmes (2013).

1. The Implicit Meaning of the Utterance "fine" based on Woman Perspective in *YouTube'*s Short Movie

19 data which contained conversational implicature in *I'm Fine-Students Short Films on YouTube* were found. After analyzing and finding the data, the researcher analyzed some results as follows.

First, from the conversational analysis types, the present study revealed 19 data of "fine" which contained conversational implicature. In this study, two types of conversational implicature were found; they were generalized implicature and particularized implicature.

Generalized implicature took the largest proportion in this movie. There were 15 utterances that were classified into generalized implicature. Grice (1975) asserted that generalized conversational implicature was implicature that aroused without any particular context or special scenario which was necessary. Thus, this implicature became the most implicature found in this movie.

Second, the researcher also found particularized implicature used in this movie. There were 4 utterances that were classified into particularized implicature. Grice (1975) stated that some assumed knowledge which was required in a very specific context during conversation was called particularized conversational implicature. Thus, particularized implicature was rarely found in this movie because this type of implicature required a certain context in understanding its true meaning or the implicit meaning.

From the result of this study, the researcher found that generalized implicature became the most found implicature in this movie with 15 data followed by 4 data particularized implicature. However, this result was differed from the previous study. Khiroh (2017), on *the analysis of Implicature in Bridge to Terabithia Movie*, found 28 particular implicature and 10 generalized implicature.

Besides, Atmawijaya & Suryani (2019) also found 6 data of particularized implicature and 3 data of generalized implicature in the *Goosebump* movie (2015). They also used Grice's theory to analyze the types of implicature in this film. However, the difference in the implicature

types found in the previous studies and in the present study was due to the difference in the number of objects being studied. In the research conducted by Khoiroh and Atmawijaya & Suryani (2019), three main characters in one film were examined. While in this study, it only focused in examining one main character.

In another different case, Suryadi & Muslim (2019) had the same result with the present study. The most implicature found in their study was generalized implicature with 9 data and particularized implicature with 5 data. They also used Grice's theory with a qualitative descriptive method. However, the difference was that they only investigated the type of implicature and did not examine the function of the language like the one in this research.
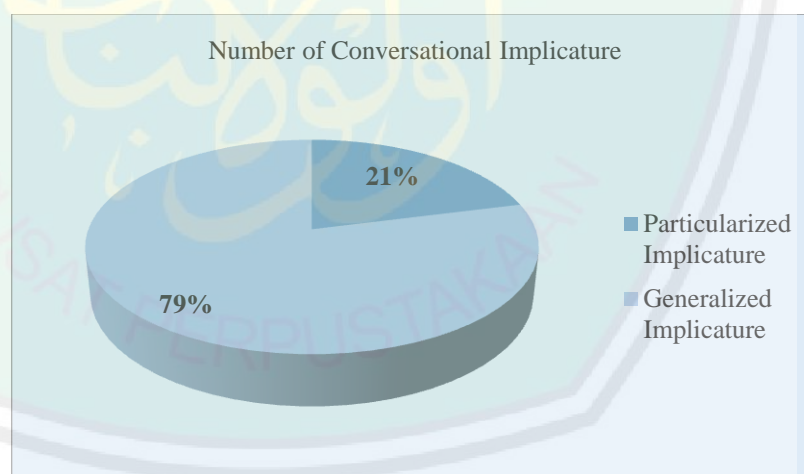

Chart 3.1. Number of conversational implicature

Overall, the result of this study about number of conversational implicature presented from the chart above, it can be seen that from the 19 data, 15 (79%) of which were included in generalized implicature, while the rest of which (21%) were included in particularized implicature. It signifies

that the "fine" utterance in this movies mostly easy to understand without any specific context.

In this film, the "fine" utterances had at least two implicit meanings. The first was to avoid further question about the main character's condition. It was because Bree wanted to keep it for herself. While the other implicit meaning of "fine" was intended to make the people around her less worried about her.

Thus, she could pretend to be fine although the fact showed the opposite. The summary of the data can be seen in the chart below.

Number of "Fine" That Has An Implicit Meaning

■ Implicit   ■ Not Implicit
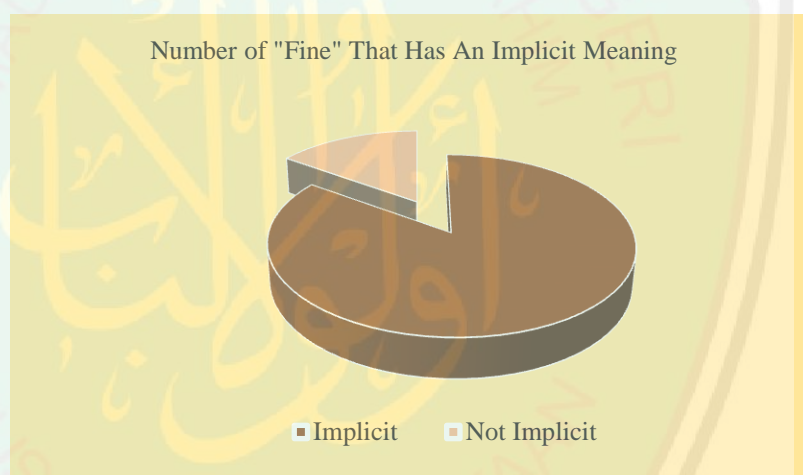
Chart 3.2. Number of "fine" that has an implicit meaning

2. **Language Function of "fine" based on a Woman Perspective in YouTube's Short Movie**

Holmes (2013) divided six functions of language. They were expressive (emotive), directive, referential, metalinguistic, poetic and phatic language functions. In this part, the data used were similar to the previous ones, which were 19 utterance of "fine" by the lead female *in I'm Fine-*

Students Short Films on YouTube. Otherwise, in this case, the researcher discussed the findings from the analysis of the language function that became the second research question. The discussion of the data analysis are presented in the following paragraphs.

Based on the theory of language functions proposed by Holmes (2013), the present study showed 19 data of "fine" that were classified into expressive language function or emotive function. According to Holmes (2013) expressive language function reports and expresses feeling, emotions, and attitudes of the addresser. The main function of it was to communicate the inner states and emotions or express the speaker's feelings. Thus, all of the utterances of "fine" produced by the lead female in the short film were included in expressive language function or emotive function in order to show her feelings even though it was not the honest feelings she felt.

However, in the previous study, Putri (2018), who used Jacobson's theory, had different results. She found that there were five language functions used by the main character, and the most dominating was referential function with 32,5% and the emotive function with 21%.

This was also happened in Lestari (2018) who used Jacobson's theory and employed descriptive qualitative method in analyzing the data. The data were acquired from 20 Maybelline advertisements which showed the most-used language function. The results showed that referential

language function dominated the result of her study with 52 referentials and 9 emotive language functions.

The results of the two previous studies showed that particularized implicature is not always dominant in a conversation. Referential language function can also be dominant. This was proven by the present study about woman's implicit meaning of "fine" in *I'm Fine-Students Short Films on YouTube,* which showed that the dominant function was generalized implicature and the expressive or emotive language function.

Number of Language Function

- Expressive Language Function
- Directive Language Function
- Referential Language Function
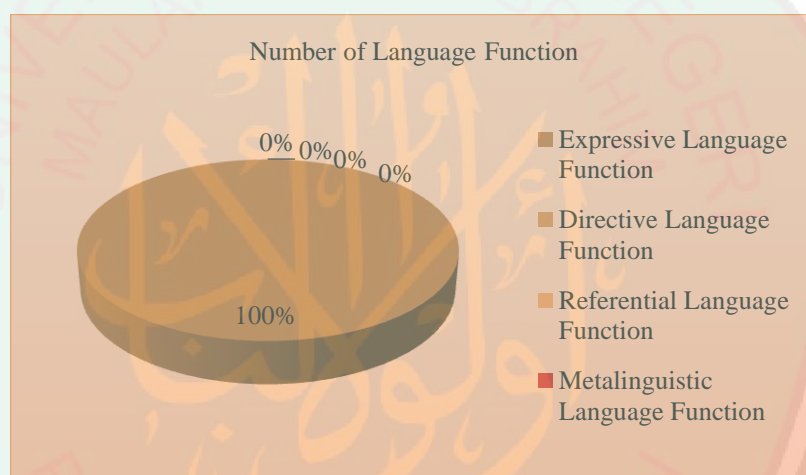- Metalinguistic Language Function

0% 0% 0% 0%

100%

Chart 3.3. Number of Language Function

Finally, from the chart above, it could be concluded that the result of the analysis in categorizing language function of utterance "fine" was 19 data were all (100%) included in expressive language function. It happened because there was no special function of language that could differentiate the word "fine" in a condition which was trully OK and in a person who aimed to hide the problems. As long as the word "fine" appeared in order to show the movie character's feelings, it was also included in expressive language function or emotive language function.

CHAPTER IV
CONCLUSION AND SUGGESTION

This chapter covers the conclusion of the research. It sums up the result of the findings and discussion presented in the previous chapter. The conclusion is explained based on the formulated research question. Further, it is followed by suggestion for the future researchers who are interested in investigating similar topic.

A. Conclusion

The conclusion of this study is drawn from the research question and discussion of the data presentation and analysis. The two types of conversational implicature found in *I'm Fine-Students Short Films on YouTube* about "fine" utterance were categorized as implicature and particularized implicature. During the analysis, the researcher found a number of implicature of "fine" in the lead female character's dialogue that was imbalanced. The researcher found more generalized implicature with 15 data and particularized implicature with only 4 data from the total of 19 data.

Moreover, the researcher also analyzed its language function. The researcher found one type that fits all of the "fine" utterances. From the six kinds of language function which were expressive, directive, referential, metalinguistic, poetic and phatic, 19 utterances in this movie were all included in expressive language function.

To put it all together, the researcher concluded that the meaning of utterance "fine" based on the woman's perspective in this short movie was mostly categorized as generalized implicature, which meant that the lead character was in a really good condition. Since Grice (1975) argues that generalized implicature means the listener could understand the meaning of an utterance without any special context.

On the other hand, the language function of utterance "fine" based on the woman's perspective was expressive. The "fine" words used by Bree, the lead female character in this movie, had a function to express her feelings to people around her.

B. Suggestion

Since this present study focused on conversational implicature and language function of utterance "fine" based on the woman's perspective in one of YouTube's short movies, it is expected that the findings of the present study will be useful for the readers who are interested in examining conversational implicature or language function in some other utterances that can have implicit meanings, such as "fine" in this research.

For the future researchers who are interested in having similar research topic, it is suggested to gain more knowledge and understanding about conversational implicature and language function from different experts' perspectives. Furthermore, it is also suggested to analyze "fine" or other words that can have implicit meanings with different theories. This research is also

expected to be used as a reference to conduct another research on conversational implicature and language function especially in videos, movie script and other types of media.

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CURRICULUM VITAE

Firda Assyifa was born in Kuala Pembuang, on July 18, 1998. She is the second child of Mr. Sutarmin and Mrs. Masitah. She has one big brother named Mochamad Naquib Hasbi Zeint and one little brother named Tegar Khairi. She graduated from SMAN 1 Kuala Pembuang in 2016. During her study at the Senior High School, she actively participated in OSIS as the financial treasurer. She also joined basketball and got several achievements in this sport. She started her higher education in 2016 at UIN Maulana Malik Ibrahim Malang to take Department of English Literature. Besides, along her undergraduate degree, she also has been working as an English private tutors.

APPENDICES

Appendix 1: Transcript of I'm Fine- Student Short Movie

Script Movie 1:

Seriously…

Are you Ok?

I'm Fine

Are you sure?

Yes, I'm Fine.

Ok, just wanna make sure you are Ok.

Whatever.

I'll be fine.

Ok, so today we are going to cover something, but now I need to go to get copies of this. So hold on and read these books. I'll be back.

Loser.

Go pick your book, come on.

Nerd, looser, nobody wants you here.

Hey we need to talk.

Ok, about what? You can talk about anything.

We can't be friend anymore

Why?

Well, because everybody hates you and I can't be friend with someone that everyone hates.

Ok

You'll be fine right?

Yeah, I'll be fine

Ok, bye.

Bye

Are you ok?

Yeah, I'm fine.

Ok, I gotta go to class.

Thank you, sir.

You're fine, I'm fine, you'll fine, I'm fine.

What's wrong?

Everyday, just,, everyday I'm going so hard to be live. Everuone hates me, I don't wanna live.

I'm sorry, I'm sorry to leave you. I didn't know you got much hates from everyone.

Tthank you.

Are you Ok?

I'm fine. I know if you are not ok.

Script Movie 2:

Bree, time to get up to school.

Are you Ok?

Yeah, I'm fine

Are you sure? You don't look ok.

Mom, I'm fine, just please leave me alone.

Ok, then, just get ready so you are not late.

I'll be fine, I'll be fine, just like another day to school.

Hey give it back.

"Ann Rule", interesting book.

Hey give it! No, Dude! Are you serious? Give it back to… Rayn, come on! Give it back to me. No! Hey! Let me out, let me out, let me out.

You're gonna be fine.

Ok guys, lets check your attendence. Rayn, Helen, Tracy, Bree, anyone know where is Bree?

I think she's out.

Ok, if she is out. Get ready for class and take a look at this book and you guys just hold for a few minutes and we'll started the class at 03.00 a.m.

Mr. Barker, come here, look at this.

I got to go.

So when actor, when the other girls are repeating everything American one says it's very dramatic and if you were acting ..

I'm sorry, we have another class now, we gotta go.

Ok, finish read this book at home.

Mr. Zegler, I think you have a student locked in your closet. I just saw it on snapchat. Bree, Bree, Are you in here?

Ya..

What, What's going on?

Just, they locked me.

Bree I'm sorry, I don't you are in there.
It's fine, I have to go. It's fine.

Hey!

O hey!

Are you ok?

Yeah, I'm fine.

Are you sure?

Ya, just finish class, just nothing.

Well, I need to talk to youabout something, I can't be your friend anymore. People are starting hate me when I'm hanging out with you. I can't have a bad reputation, you know that.

Yea, I, I understand, I'm..

Are you Ok?

Yeah, I'll be fine, don't feel burdened.

Thank you for understanding.

Ya.

Ieuh, you still care about way?

Bree!

I'm sorry.

Really?

Sorry, it's just an accident.

Whatever, you are stupid!

Sorry.

Go to your class.

Are you Ok?

Yeah, I'm fine, I just, I gotta go back to class.

Are you suure?

Yeah, fine.

I'll talk to those students, hold on.

No! I, I gotta go.

I'm fine, I'm fine.

Hey are you Ok?

No.

What's wrong?

Everything, everyone is so mean to me! They pushed me into a closet during class and messed up to me and don't know how I feel.

I'm sorry, I'm not around when you need me.

It's Ok.

I promise I will be here when you need me, ok?

Thank you.

Hey girl, you ok?

I'll be fine

Now give me your big beautiful smile on your face, let's have a breakfast together.

Appendix 2: Analysis of word class and the context of the word "fine"

Datum	Word class				Context
	Verb	Adjective	Noun	Adverb	
1		✔			Linguistic context
2		✔			Epistemic context
3		✔			Linguistic context
4		✔			Epistemic context
5		✔			Epistemic context
6		✔			Linguistic context
7		✔			Linguistic context
8		✔			Linguistic context
9		✔			Linguistic context
10		✔			Linguistic context
11		✔			Linguistic context
12		✔			Epistemic context
13		✔			Linguistic context
14		✔			Epistemic context
15		✔			Physical context
16		✔			Physical context
17		✔			Epistemic context
18		✔			Epistemic context
19		✔			Linguistic context

Appendix 3: Analysis of datum that has the "fine" utterance.

Datum	Have	Doesn't have
1	✔	
2	✔	
3		✔
4	✔	
5	✔	
6	✔	
7	✔	
8	✔	
9	✔	
10	✔	
11	✔	
12	✔	
13	✔	
14	✔	
15	✔	
16	✔	
17	✔	
18	✔	
19	✔	