

**IMPLICATURE OF HUMOUR MEMES FOUND ON 9GAG
WEBSITE: PRAGMATICS ANALYSIS**

THESIS

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FACULTY OF HUMANITIES

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
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THESIS

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(S.S.)

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MALANG**

2023

STATEMENT OF AUTHORSHIP

By making this statement, I declare that the thesis with titled “Implicature of Humour Memes Found On 9gag Website: Pragmatics Analysis” is a work that I made myself without the help of anyone except the references which are cited as references and written in the references. With this, if anyone has objections to the statements in this thesis, I am the one who will be responsible.

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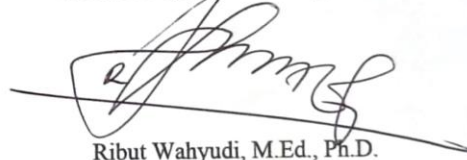
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MOTTO

“Be the best version of yourself in everything you do. You don't have to live someone else's story” (Stephen Curry).

DEDICATION

I dedicate this thesis to myself who did everything well till now with too much sacrificed to reach this phase. I am very proud of myself for passing every time in my life. After this, I will continue growing up.

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I want to say Alhamdulillah to Allah SWT. I am able to be at this really unique time of my life because of His grace and guidance. I don't forget to send shalawat and greetings to the Prophet Muhammad SAW. I am really appreciative that after much effort, I was able to finish this thesis to obtain a Bachelor of Literature degree in the Department of English Literature, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University Malang.

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Malang, 18 December 2023

The Researcher

Aldo Yusuf Johan Kurniawan

ABSTRACT

Kurniawan, Aldo Yusuf Johan. (2023). *Implicature of Humour Memes Found on 9gag Website: Pragmatics Analysis*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. **Advisor:** Abdul Aziz, M.Ed, Ph.D.

Keywords: *Implicature, College student life memes, Social Media*

Some people feel confused when reading the implied sentences in memes which are becoming increasingly popular along with the rapid development of social media. With the rapid development of social media, memes can contain opinions, disappointments about something, and also some memes are no longer just a medium of entertainment but also a medium for expressing or conveying thoughts. This research analyzes the implicatures in memes about the lives of college students. Researcher analyze text in memes that may contain implied meanings with the aim that meme readers can understand memes that are read literally. This research uses qualitative methods and categorizes the types of implicatures in memes as the main data. The data were taken from memes with the keyword "college student life memes" on the 9gag website. This research uses implicature theory by Grice (1975) which explains that there are two types of implicature. Researcher also use context theory, presuppositions by Yule (1996), and also the function of implicature. The data were collected from mid-September to the end of November 2022. The research results show that conventional implicature types dominate the findings data. In addition to the implicature function theory, the most common type of function is the assertive/representative function. The type of conversational implicature was not found in the findings data because there was no conversation. The researcher recommends for the future researchers to examine memes not only using pragmatic implicature theory but also semantic theory. This aims to ensure that existing memes can be explained in detail, such as the context of different meme images, thereby producing more varied findings in meme research.

ABSTRAK

Kurniawan, Aldo Yusuf Johan. (2023). *Implikatur Humor pada Meme yang Ditemukan di Website 9gag: Analisis Pragmatik*. Skripsi Sarjana. Program Studi Sastra Inggris, Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. **Pembimbing:** Abdul Aziz, M.Ed, Ph.D.

Kata Kunci: *Implikatur, Meme kehidupan mahasiswa kuliah, Sosial Media*

Beberapa orang merasa bingung ketika membaca kalimat-kalimat tersirat dalam meme yang semakin populer seiring pesatnya perkembangan media sosial. Dengan pesatnya perkembangan media sosial, meme bisa berisi opini, kekecewaan terhadap suatu hal, dan juga beberapa meme tidak lagi hanya sekedar sebagai media hiburan tetapi juga sebagai media untuk mengungkapkan atau menyampaikan pikiran. Penelitian ini menganalisis implikatur pada meme kehidupan mahasiswa kuliah. Peneliti menganalisis teks pada meme yang mungkin terdapat makna tersirat dengan tujuan agar pembaca meme dapat mengerti meme yang dibaca secara harfiah. Penelitian ini menggunakan metode kualitatif serta mengategorikan jenis implikatur pada meme sebagai data utamanya. Data tersebut diambil dari meme dengan kata kunci "meme kehidupan mahasiswa kuliah" di website 9gag. Penelitian ini menggunakan teori implikatur oleh Grice (1975) yang menjelaskan bahwa terdapat dua jenis implikatur. Peneliti juga menggunakan teori konteks, praanggapan oleh Yule (1996), dan juga fungsi implikatur. Data dikumpulkan dari pertengahan September sampai akhir November 2022. Hasil penelitian menunjukkan bahwa jenis implikatur konvensional sangat mendominasi pada data temuan. Sebagai tambahan dari teori fungsi implikatur, jenis fungsi yang paling banyak adalah jenis fungsi asertif/representatif. Jenis implikatur percakapan tidak ditemukan pada data temuan karena tidak terdapat percakapan. Peneliti merekomendasikan kepada peneliti selanjutnya untuk meneliti meme tidak hanya menggunakan teori implikatur secara pragmatik namun juga teori semantik. Hal ini bertujuan agar detail meme yang ada dapat dijelaskan secara detail, seperti konteks gambar meme yang berbeda-beda, sehingga menghasilkan temuan yang lebih bervariasi dalam penelitian meme.

مستخلص البحث

كورنيان، ألدو يوسف جوهان. (2023). تم العثور على آثار روح الدعاية في الميمات الحياتية الطلابية على موقع gag9. أطروحة جامعية. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة الإسلام مولانا مالك إبراهيم مالانج. المشرف: عبد العزيز، ماجستير، دكتوراه.

الكلمات المفتاحية: التضمن، ميمز عن حياة الطالب الجامعي، وسائل التواصل الاجتماعي.

يشعر بعض الأشخاص بالارتباك عند قراءة الجمل الضمنية في الميمات التي أصبحت ذات شعبية متزايدة مع التطور السريع لوسائل التواصل الاجتماعي. مع التطور السريع لوسائل التواصل الاجتماعي، يمكن أن تحتوي الميمات على آراء، وخيبات أمل حول شيء ما، وأيضاً لم تعد بعض الميمات مجرد وسيلة للترفيه ولكنها أيضاً وسيلة للتعبير عن الأفكار أو نقلها. يحلل هذا البحث الآثار المترتبة في الميمات حول حياة طلاب الجامعات. يقوم الباحثون بتحليل النص في الميمات التي قد تحتوي على معاني ضمنية بهدف تمكين قراء الميمات من فهم الميمات التي تتم قراءتها حرفياً. يستخدم هذا البحث نظرية الدمج من غرايس (1975) والتي توضح أن هناك نوعين من الدمج. تم أخذ هذه البيانات من الميمات التي تحتوي على الكلمة الرئيسية "ميمات حياة الطالب الجامعي" على موقع gag9. يستخدم هذا البحث نظرية التضمن التي وضعها جريس (1975) والتي توضح أن هناك نوعين من التضمن. يستخدم الباحثون أيضاً نظرية السياق، والافتراضات المسبقة التي كتبها يول (1996)، وكذلك الوظيفة الضمنية. تم جمع البيانات في الفترة من منتصف سبتمبر وحتى نهاية نوفمبر 2022. أظهرت النتائج أن أنواع الشمول التقليدية هيمنت على بيانات النتائج. بالإضافة إلى نظرية الوظيفة الضمنية، فإن النوع الأكثر شيوعاً من الوظائف هو الوظيفة التوكيدية/التمثيلية. لم يتم العثور على هذا النوع من التضمن التحادثي في بيانات النتائج لأنه لم تكن هناك محادثة. ويوصي الباحث بأن يقوم الباحثون المستقبليون بالبحث في الميمات ليس فقط باستخدام النظرية الضمنية البراغمية ولكن أيضاً النظرية الدلالية. ويهدف هذا إلى ضمان إمكانية شرح الميمات الموجودة بالتفصيل، مثل سياق صور الميمات المختلفة، وبالتالي إنتاج نتائج أكثر تنوعاً في أبحاث الميمات.

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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research question, significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

Some people feel confused when they read the implied sentences in memes, which are increasingly popular with the rapid development of social media. Global Statshot Report on datareportal (datareportal.com) digital 2022 in the July explain that the development of social media is still increasing, as 59% of the population, or 4.70 billion people around the world, currently use social media. In the last one year, there were 227 million new users online, with an average usage time per day of 2 hours and 29 minutes. With the rapid development of social media, memes can contain opinions, disappointment with something. Nowadays, some of the memes are no longer only a medium of entertainment but also a medium for expressing or conveying thoughts. Therefore, the researcher assumes that some people who are new to the world of memes sometimes have difficulty understanding the meaning of the memes they see because the average sentence in a meme cannot be interpreted literally or in language when the audience does not know the context.

Linguists, who believe that memes are not only a means of social entertainment in life, but also have several opinions. Christine (2018,

p.92), Rini (2019), and Ardelia (2018) provide new insights into how memes have multiple, linguistically unexplained meanings that also exist on social media. According to these studies, most memes spread meaning through assertive speech acts. It shows an effective way of conveying a message or thought to others. Then, on social media, many netizens' meme comments are often uploaded with hidden intentions or overt humour, such as to insinuate, criticize, encourage, reveal something, or motivate certain parties. Last but not least, there were additional uses for internet memes beyond just being funny. Every meme has a hidden meaning and a secondary meaning. So, from the research above, social phenomena in memes can be explained linguistically.

One of the linguistic theories that can be applied to describe memes that can be explained linguistically is implicature theory. The term "implicature" refers to the different ways in which silent information might be conveyed literally, as described by Bottyán (2006, p.1) in Operationalities of the Grice test for implicatures. Grice (1975) provides an explanation of conversational implicatures and conventional implicature in which generic implicatures, on the other hand, are made in everyday contexts and do not necessarily convey their intended meaning. They are expected to be carried out as part of the utterance regardless of the idiosyncrasies of the conversational setting and in conventional implicatures, which are defined as implicatures where "the customary meaning of the words used will decide what is indicated, in addition to

helping determine what is uttered". The phenomenon of memes on social media is also discussed by Nugraha (2015), who claims that memes are a way for users to communicate in novel ways by fusing verbal and nonverbal cues (expression). Therefore, the language in the context of learning difficulties for college students is studied and researched in this study.

Specifically, this study examines the language that exists in memes, several types of implicatures that related in memes, and the popularity of memes in the current era. Language in memes is about how an utterance or sentence in a meme can be explained linguistically so that meme readers better understand the context of the meme being discussed. Memes can also be related to implicature theory, such as conventional implicatures or conversational implicatures. However, the development of memes makes the messages in the memes conveyed become conventional implicatures or direct implications that come from the meaning of the word, not the meaning of the principle heard (conversation). Therefore, memes also require context and language sensitivity where the hidden meaning of memes can be understood by netizens or readers. Then, memes in nowadays have also developed and become part of the media to convey anxiety to oneself or to something. For these reasons, this research is considered important because it reveals the linguistic meaning of memes, the message conveyed in the meme, which will also determine which type

of implicature the meme is in, and the popularity of memes that have become a medium for everything.

The popularity of memes at this time has also influenced several previous studies with several different approaches and studies. There are several previous studies that are related to the subject and object of this research. First, there is a about the pragmatic implicatures of memes by Pramesthi (2021). The discussion is about the implicature of historical memes using descriptive qualitative methods with the aim of establishing communities apart from memes The 50 most recent r/History memes can help you grasp humour in memes. Forty-four percents of memes between January and February 2021 had broader conversational connotations. As a result, redditors often do not need to be experts on specific subjects. The remaining 22% and 20% of the data, respectively, are made up of particularized conversational and conventional implications. Fourteen percents of the implicatures in this data are from conversation. Then, Nurhayati (2020), studies the use of the word "*tenggelamkan*" or "sink" using descriptive qualitative methods with the aim of knowing the style of language used in memes that use the word "*tenggelamkan*" and finding that themes such as love, friendship, corruption, worship, and food are employed in memes that use the word "*tenggelamkan*", according to research on the implications of memes that use it. The usage of linguistic patterns that are considered, including 1 rhetorical meme, 5 paradoxical memes, and 9 cynical memes. The following are the implications of meme

data using the word "*tenggelamkan*": humor, advice, advice, and more humour.

There were several previous studies that analyzed memes with a pragmatic approach that used discourse analysis theory, such as *A Small-Scale Exploratory Study on Omani College Students' Perception of Pragmatic Meaning Embedded in Memes* (Rashdi, 2020) and *A Pragmatic Analysis of the Discourse of Humour and Irony in Selected Memes on Social Media* (Joshua, 2020) that using descriptive qualitative methods. The results were that memes can be used to teach pragmatic meaning inference and can help students practice critical thinking when studying meaning inference, and every response to the original posts displays some sort of inconsistency and was also vocally ironic. Then, there are previous studies that discuss irony in pragmatics, such as *Irony Analysis of Memes on Instagram Social Media* (Lestari, 2018) and *Ironic Speech Acts on Covid-19 Memes in Social Media* (Zuhdah, 2021) that use descriptive qualitative methods with the result that verbal irony is the most prevalent sort used in daily life, because it is the type of irony that is frequently seen in memes and expressive speech acts are relevant when they are present in sarcastic utterances, because they may be the dominant speech acts in the investigation. Next, there are previous studies that discuss speech acts in pragmatics. For example, *A Pragmatic Study On Meme Comics* (Harystiani, 2018) uses descriptive qualitative methods with the result being strategies of meme authors in using speech acts to express satire in

a sarcastic way and the current fact of the use of language in digital comics, which enriches the knowledge of everyday practice.

There are several previous studies that discuss memes through a semantic approach, like *Satir on The Political Meme Of President Donald Trump: A Semantic* (Salsabila, 2021) Using descriptive qualitative methods, the result is four satirical components in Horatian satire: five parodies (16.7%), five ironic (13.3%), two hyperbole (6.6%), and five sarcasms (16.7%). Juvelinan satire contains seven sarcasms (23.4%), five ironies (16.7%), and two hyperboles (6.6%), but it lacks the parody element. Moreover, previous studies also discuss memes from two approaches, such as pragmatic-semiotic. The first was published in a journal titled *The Meaning of COVID-19 Memes on Instagram Account @politik* (Apriliani, 2021). Using descriptive qualitative methods, the result may have a variety of meanings depending on the phenomenon that is occurring. Memes are a useful technique for critiquing Indonesian official responses to COVID-19. Memes were first made as a means for internet users to share their opinions on governmental actions. There are netizens that favour, reject, or are neutral about government policies, as can be observed through the comments column from a variety of netizen opinions. The second journal that discusses memes in pragmatic-semiotic approaches is from the thesis entitled *Meanings of Lifestyle Memes In English: Pragmatic-Semiotic Analysis* (Sari, 2018) with the result is that, since one of the goals of producing memes is to tell people about social

phenomena that have occurred in society, and most memes utilize well-known actors and actresses and well-known characters from animated movies, forceful speech is a style of speech act that frequently appears in memes.

By looking at the importance of linguistic meaning, the message conveyed will determine the type of implicature, which will determine the popularity of memes as a medium of expression for netizens or humans, as well as several previous studies that examined memes from several approaches, the researcher assumes that memes are also related to two types of implicatures. The memes that became the research data were also related to the difficulties in learning experienced by college student life. The purpose of this study was to find conversational implicatures or conventional implicatures and function of implicature in memes about life of college students on social media in order for readers of memes to fully understand the meaning that is implied in the meme sentences. The social media in question includes in *9gag* web searches on Google. In this analysis, the researcher uses the implicature theory by Grice (1975). However, this research focuses more on conventional implicature types, whereas in previous research, the average conversational implicature type was used. That is why the writer chooses “Implicature of Humour Memes Found On 9gag Website: Pragmatics Analysis” as the title of this thesis.

B. Research Question

The following are the issues that the author hopes to resolve:

1. What types of implicature are found in memes?
2. What is the function of the implicatures found in memes about a student college life?

C. Significance of the Study

This research discusses the application of theory to utterance analysis with the theory of context, theory of presupposition, and also function of implicature as a supporting theory so that sentences in memes can be explained linguistically. This research can be used to increase knowledge of implicatures and better understand context both in general and linguistically in memes for the student, this research can help meme readers, especially those who have just entered the world of memes in understanding the utterances and contexts that are discussed in memes for meme readers, last the purpose of this study for other's researcher is to provide more details for other researchers who are interested in carrying out additional research in the area.

D. Scope and Limitation

The scope of this research is the implicature theory of Grice (1975) which has two types, namely implicature conversation and conventional implicature and utterances or captions on memes related to college

students. The memes are obtained from the internet, namely Google. The limitations of this study relate to the limitations of the data obtained in the form of posting memes about the life of college student. In collecting data, researcher took pictures on the Google search page as well as in the google image, *9gag* website namely www.9gag.com. The data taken were searched through “college life” keyword.

E. Definitions of Key Terms

The researcher gives simple descriptions of the research's important keywords to avoid misunderstanding. As follows:

1. Implicature

An implicature is anything that is inferred from an utterance but that is not a condition for the truth of the utterance.

2. Meme

Memes are described as “a humorous image, video, piece of text, etc., that is copied (often with slight variations) and spread rapidly by internet users”, by Oxford Languages.

3. 9GAG Website

9gag is an online platform and social media website based in Hong Kong, which allows its users to upload and share user-generated content or other content from external social media website.

CHAPTER II

REVIEW OF RELATED LITERATURE

This study uses the implicature theory of Grice (1975) in the branch of linguistics called pragmatics, which can find the hidden meaning of a sentence, which this time is a sentence in a meme. Not only that, but the theory of presupposition is also used in this study so that meme readers as well as researcher can find out what meme creators assume. The two theories in pragmatics are related to the research that I will do because both of them can answer research questions because this research will discuss captions or sentences in college student memes, which will also be compared to two sources on the internet. The theoretical concepts in this study are: (1) Pragmatics; (2) Context; (3) Presupposition; (4) Implicature by Grice (1975); and (5) The Meaning of a Meme.

A. Pragmatics

Without first understanding how a language is utilized in communication, one cannot truly understand the nature of that language. Because language always reflects the speaker's ideas, emotions, feelings, and intentions, it is necessary for people to understand it. Pragmatics is a field of linguistics that focuses on the study of language in use. Unlike the receiver, pragmatic appears to view things from the sign manufacturer's perspective more naturally.

According to Leech (1983), “General pragmatics separates the study of language in total abstraction from situations and the study of language use more precisely socially.” As a result, the study of societal interactions between language and situation is now formally described as pragmatics. Yule (1996) stated that “pragmatics is the study of speech communicated by speakers and interpreted by listeners. Pragmatics is the study of contextual meaning that requires consideration of how the speaker arranges what he or she wants to say”. Based on the definitions provided by these experts, pragmatics is a branch of linguistics that not only explains language but also how to produce and comprehend the use of language in everyday situations as well as the factors that influence language choice. It demonstrates how to put it into practice in daily life.

B. Context

One of the branches of pragmatics says that when we are going to understand someone's utterance or words in conversation, we have to know the context being discussed. Similarly, when we want to interpret the contents of a meme, the first thing to do is to find out what context is discussed in the meme. When the meme creators create the image to symbolize their ideas, there are always certain contexts involved.

The authors of memes frequently suggest what they wrote in the caption by employing a certain type of context, so that only a select few who have first-hand experience with or shared background knowledge about the

topic will be able to understand the meme's meaning. As will be discussed in this study, the context refers to and directs college students, whether these students are still active in lectures or have graduated. According to Stilwell Peccei (1999); Yule (1996), quoted from the book *Pragmatics* written by Joan Cutting and Kenneth Fordyce in the fourth edition, "context analysis" is a component of meaning that can be explained by knowledge of the physical and social world, sociopsychological variables that affect communication, and the time and place in which words are spoken. -spoken or written words. This method focuses on how words are used in interactions and how people communicate more than their dictionary definitions would suggest.

Then, Cutting (2002) stated there are three different contexts: the **situational context**, or what the speakers are aware of in their immediate surroundings; the **background knowledge context**, or what they are aware of in general; and the **co-textual context**, or what they are aware of in relation to what they have just said. Refers to any non-linguistic elements that influence how a statement is understood, the **situational context** can be exemplified like this.

Such a hot day, right?

Which, depending on, among other reasons, whether or not a listener believes in the listener's power to control temperature, could be a simple

statement of truth or a request to locate a cooler spot. It relies on the speaker's goals and the listeners' expectations.

Then, for the **background knowledge context**, understanding the full meaning of a speaker's utterances also depends on the participants' context and local knowledge, and it may be especially dependent on familiarity with the local socio-cultural conventions, which are cultural general knowledge that most people have in mind about particular aspects of life. For example, if a person is in the police station because of a criminal act, then he can be identified by the police regarding the threat of the article and the punishment for what he has done.

Next, the context of the text itself is the **co-textual context**. It can take the form of sounds, words, phrases, and other elements that are used to complete a sentence or other utterance. Each phrase in an utterance can be understood separately. Additionally, the context's background knowledge might be either cultural or general knowledge that most people have about various aspects of life. So, the purpose and meaning of internet memes were shaped by these contexts. In order to understand the meaning or intention practically, understanding the context is very important.

C. Presupposition

Speakers take things for granted. In other words, they make assumptions about information, and they do the same when they see memes, which are usually about current topics that people want to share. In order to

fully understand the meaning of a meme and the meaning of certain expressions, it is also necessary for the reader of the meme to know the background of the meme, especially the purpose behind its creation. The assumptions made by the meme maker to the reader of the meme are called presupposition. Yule (1996) stated that an assumption that the speaker makes before making a statement is known as a presupposition. In other words, the listener must be informed of the speaker's context whenever they hear them speak. On the basis of assumptions about what they already know, speakers create their language messages. Even if their assumptions are incorrect, they rely heavily on what they say (in everyday language usage). This is the example.

When did you stop drinking?

From the example above, there are Two presuppositions are possible to obtain. They are (1) you used to drunk, (2) you no longer to drunk.

D. Implicature by Grice (1975)

We usually focus on the meaning of our conversation during a conversation. Sometimes the meaning is stated without needing to be thought about, such as when something is uttered literally. It is what the language's structure delivers. Sometimes, though, the meaning is not correctly conveyed. Such explanations can also be referred to as acts of

meaning, implying one thing while expressing another, or the target of that action that called “implicature”.

In Grice (1975) book entitled *Logic and Conversation* he Introduced the terms “implicature”, which refers to the act of suggesting, “implicate”, and “implicatum” (referring to what is implied). As an example of Grice's focus on speaker intention and defining the meaning of natural language in everyday use, the concept of implicature somewhat reflects the fundamental aspects of his theory of meaning. In order to define the difference between conventional and non-conventional meaning and to analyse the various speaker's intentions, Grice makes a distinction between the speaker's (utterer's) meaning and timeless meaning. In terms of anticipating the primary methodological approaches Grice utilized in his philosophy, it may be claimed that his theory of meaning, which he created before he formally published his theory of implicature, served as a basis for it.

According to Grice (1975), when a word is used and its conventional meaning determines what is implied, this is known as conventional implicature. There are a variety of distinct words that can be used to indicate conventional implicature in a statement (Grice, 1975). They usually use *even*, *but*, and *yet*. In this case, Grice (1975) provides a test. Using *but*, A but B will depend on the relationship between A and B when employing *but*. The comparison of the information between A and B provides the implicature. This is the example.



Picture 1. example of a meme image with the concept of conventional implicature

It is clear from the illustration that he conveys factual information. The mind-blowing information that readers can drink lava is shockingly conveyed in the caption. But the way the word "but" is typically used in captions gives off a different image. Given that the words "but" and "only once" imply something, the conventional implicature of this meme is that a person can drink lava, but he will die as a result. The epistemic context is a tool used by meme makers to understand the meme's ramifications. "No need to drink lava," is the underlying message. This is essentially a dire warning to the populace.

Then, Grice (1975) also wants to represent a particular subclass of unconventional implicatures, which he calls conversational implicatures, which are essentially connected to certain general features of discourse. The talk exchanges typically do not consist of a string of random observations, and it wouldn't make sense if it did. but at each point, possible conversational moves would be rejected as unsuitable (Grice, 1975). So, the use of a type of speech in context allows for the deduction of conversational implicature. One method of determining whether a speech has

conversational implicature is through cancellable (Grice, 1975). By providing more context for an utterance, the speaker can avoid implication. Meaning that when the speaker makes an implicature in the utterances, then he or she discloses the content of the initial utterance, the implicature is cancelled. This is the following example of conversational implicature through cancellable.

A: *I cannot differentiate between France and Andika* (1)

Pratama.....*hmmm France stranger* (2)

Tony, our new lecturer, when he said to me everything and I

heard you. (3)

B: *Should I say it?* (4)

A: *Yeah, say everything. I believe it is the same voice and sound.* (5)

In dialog line 1-3 is cancelled by additional information. The detailed knowledge regarding what the disparities between A's mean makes the cancellable implicature stronger. Then, in line 5 Not at all just about the pronunciations.

From the two types of implicature as well as what has been explained above, detachability the ability of an implicature to be detached or removed from an utterance after a change in the linguistic form of an utterance is how implicature is best defined. This indicates that the Implicature is connected to the semantics, not the linguistics, of what is

being spoken. In other words, Implicature depends on the information spoken rather than on the specific methods it is delivered.

a. Function of Implicature

Levinson (1991) quoted from Mulyana (2001) states that implicature, or the idea of implicature, serves at least four useful roles in the study of pragmatics. These functions are as follows: enables the meaningful functional explanation of linguistic facts that theories are unable to explain (1). In descriptive linguistics, the following benefits are offered: (2) it can simplify the semantic explanation of the differences in relationships between clauses, even when the clauses are connected by the same structural words; (3) it can explain various kinds of facts (symptoms); and (4) it can provide a firm and explicit explanation of how it is possible for the language user to understand the implication/message, even though what is expressed outwardly is different from what is intended.

Since illocutionary speech actions serve to force someone to carry out an action through speech, Searle differentiates the function of speech acts based on these categories in Senft (2014: 26), which is cited from Aini, T. Q., Revita, I., & Aslinda, A. (2021). There are five different implicature functions: (1) representative/assertive function, (2) directive function, (3) expressive function, (4) commissive function, and (5) declaration function. In speech, for instance, the implicature function of asking questions is part of the directing function. When a question

symbol is used to accompany a speech and the interlocutor responds to the utterance by answering the question, the utterance is seen as functioning as a question. The five roles change according on the situation.

From the two explanations of the implicature function above, the researcher will use the second example of the implicature function which contains 5 types of function, namely: (1) representative/assertive function, (2) directive function, (3) expressive function, (4) commissive function, and (5) declaration function

E. Meme

The word meme (pronounced “Meem”, not me-me) was already in Richard Dawkins' (1976) book, *The Selfish Gene*, in which Dawkins said, “Mimeme, a word that comes from Greek and means” that which is “somewhat copied”, and finally the word is shortened to “memes”. Memes are a type of phenomenon that use writing and visuals to convey a message. Memes are made based on actual events and facts to express something that is happening right now. Writing and images go with one another because if a meme does not have an image, it will be a little bit more challenging to communicate its meaning. Memes spread quickly on social media, and viewing a meme by accident might have serious consequences.

CHAPTER III

RESEARCH METHOD

The type of research, data sources, research instrument, data collection, and data analysis that will use for the research are all explain in this chapter.

A. Research Design

This study uses a descriptive qualitative design to analyze the data findings. Furthermore, this study applies descriptive analysis to reveal and describe the meaning of the utterances or captions in memes that the researcher found on the internet, using Grice (1975) theory. Qualitative research methods are essentially a method of meaning or interpretation of a phenomenon or symptom, both of the perpetrator and the product of his actions. The quality of qualitative research depends on the researcher himself (Rahardjo, 2020). So, the researcher interprets the utterances or captions of a phenomenon or symptom, namely the life of college students in memes. In addition, in this study, the researcher uses a pragmatic approach to analyze implicatures because the researcher analyzes memes that contain utterances and sentences, some of which cannot be interpreted literally. The researcher uses Grice's (1975) theory of two types of implicatures (conversational implicatures and conventional implicatures). In addition, the researcher also reveals the memes to be analyzed whether one or both of these memes have the same characteristics or not.

B. Data Source

In this study, the researcher looked at how student memes used in college lives. Therefore, the main sources of data for this study are implicatures in memes, or memes made by people who share their ideas and opinions on their experiences or stories about their lives as college students. Thirteen images have been examined using the meme data.

Accompanied by numerous reasons for the 13 data points, ensuring that my research was neither too long nor insufficient. In 13 data results for research, in my perspective is enough. Images are included, and the text is delivered in phrases. Memes are speech-based, therefore the image is just used to illustrate the meaning of the utterances and help researchers identify implicatures in memes. The information collected was found on the *9gag* website and was sourced online, namely www.9gag.com.

C. Research Instrument

In qualitative research, the instrument is taken from the researcher. Furthermore, the data is taken from the researcher himself. According to Creswell (2008) research instrument is something used to measure, observe, or record data. The quality of research data is determined by the equipment used in the study. This indicates that the task of the researcher includes planning, gathering and analyzing data, and reporting research findings. Aside from that, the researcher is the only instrument used in this study because the researcher's task is to search for data and analyze memes on the

9gag website using the implicature theory from Grice (1975) as well as the implicature function as an additional theory to provide more information about the data being analyzed.

D. Data Collection

The first step in collecting data was selecting meme images on the internet, which were taken from the 9gag website. In the second step, the researcher randomly selected memes related to college student life, whether undergraduate, graduate, or doctoral students. Later, from the memes obtained, Researcher classify the memes as whether one or both depicts campus student life, which can include student confusion, happiness, habits or difficulties. This data collection method is done because people may not know who uploaded the meme. The data were taken from the time range 17th September – 29th November 2022. In searching for data, the researcher looked for the topic of memes about student college life on 9gag to download, namely “college life”.

E. Data Analysis

Data analysis was be done after data collection. This data analysis procedure aims to provide the data, summarize it, and then analyze it in order to produce the outcomes. Because the research data are memes, and the memes chosen do not really highlight the context of the meme image, so the memes chosen are memes whose context focuses on captions or

utterances with images whose purpose is only to add a strong impression to the caption of the meme.

The first step for analysis the memes, researcher study meme utterances using pragmatic theory and look at the context in question using context theory, then use presupposition theory to analyze and find out the literal meaning in the utterance or description of the meme. Because readers need to understand the context of a meme—specifically, the purpose for which it was created—to understand its meaning and the significance of a particular expression, If the message, meaning, or purpose of the meme is unclear after analyzing it using presuppositions.

After that, the researcher determined the function of the implicature in the meme sentence, and then the sentence in the meme was explained implicitly and clearly. Finally, implicature theory by Grice (1975) is used after knowing whether the meme sentence contains anything that can be categorized as an implicature. This is to find text implications and hidden meanings and group them into two types of implicature theory, whether it is a conversational implicatures or conventional implicatures, if the meaning of the speech or information in the meme has been found clearly.

CHAPTER IV

FINDING AND DISCUSSION

This chapter explains the result and data analysis. It consists of finding and discussion about implicature in the life of college student memes that found on *9gag* website. In addition, this chapter also contains the discussion from the findings.

A. Finding

In this section, the researcher presents the results of these findings. It is intended to answer research problems. In his findings, the researcher describes and analyzes the process of identifying the type of context used, the use of presupposition theory, the function of implicature, the type of implicature used in memes, and the presentation of the data itself. Researcher conduct research and get all the complete data or implicatures in student life memes. After that, the data is explained in the form of paragraphs to draw conclusions about the research objectives.

The word meme in this study is an implicature taken from the *9gag* website. Researcher took uploaded data from mid-September to towards the end of November 2022 due to time constraints, and this was considered the most recent data when researcher started this research. During the time the researcher collected the data, researcher found 13 memes about student college life. In this finding, 13 memes data are included to conventional implicature using

implicature theory by Grice (1975) with two type of words which also have several trigger words as in the table below:

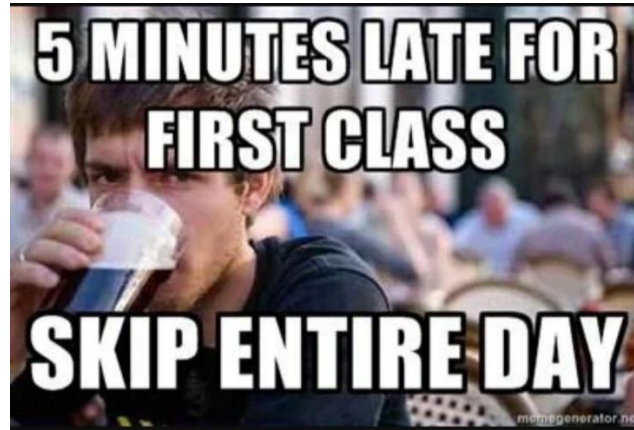
Table 1. Trigger Word and Type of Word That Included Conventional Implicatures

No	Trigger Word	Type of Word	Number and Data Findings
		<i>Adverb</i>	
1.	Therefore		2 (datum 1 & 13)
2.	Even		2 (datum 6 & 7)
3.	Already		2 (datum 8 & 9)
4.	Yet		1 (datum 4)
		<i>Conjunction</i>	
5.	But		6 (datum 2, 3, 5, 10, 11, & 12)
Total	5	2	13

As exemplified in the table above, an explanation of the table in question will be discussed below.

1. Conventional Implicature type adverb with word “therefore”

Datum 1



Picture 2. Example of first meme

(17th September 2022, at 10.57 a.m.)

The caption in the meme is "5 minutes late for first class" and "skip the entire day". If the two sentences in the meme are classified according to context theory of Cutting (2002), the sentences fall into a **co-textual context** in which the meme readers know about what the meme creators say in that caption. Which if interpreted directly, indicates that the person is 5 minutes late for class and leaves all class schedules.

Then the explanation between the context and the true meaning of this sentence is explained in the presupposition theory. The actual caption is:

[I arrived] 5 minutes late [for the] first class, [therefore I] skip [all] entire class [in a] day.

The sentences in the data above have an **assertive or representative** implicature function. The implicature function in this utterance states or informs the reader that there is a student who was 5 minutes late for class, then deliberately missed all the courses that day.

Analysis:

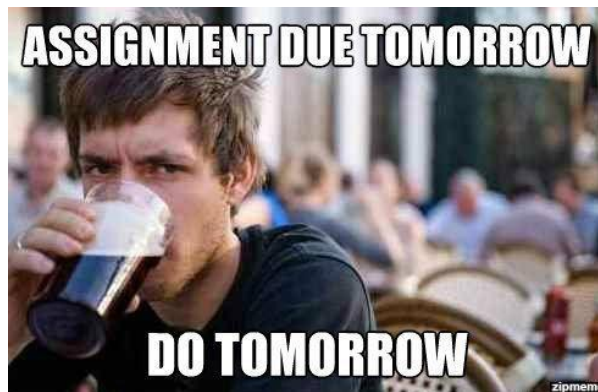
The first statement of the two sentences conveyed by the meme creator is that he stated that there was a student college who was late for the first class. Usually, the reader wants to know or hear the next statement after the first sentence is read. After that, the speaker gave a funny part or something that not a few students do, namely skipping school for a full day.

The explanation of the second sentence is also a criticism of students who often ignore their class hours just because they are late for just one subject. Indeed, some lecturers do not allow their students to enter class when they are even one minute late. However, the meme also implies that the real reason students are late for even one course and miss an entire day of school is not because they don't want to attend the class but because they are too lazy to move on from the lecture in the following hours. even though they were almost entering the class, even though they were late for 5 minutes.

Conventional implicature is contained in the first example of meme. As in the implicature theory that Grice (1975) said that one

of the conventional examples of implicatures is that there is a conjunction “but” and an adverb “therefore”. Then, as seen in the meme sentence that has been described, the sentence refers to **a conventional implicature** even though in this meme the adverb “therefore” is an implied word.

Datum 13



Picture 3. Example of second meme

(29th November 2022, at 10.17 p.m.)

The first text in the meme is "assignment due tomorrow" and "do tomorrow". Cut's context theory (2002) states that both texts are in a **co-textual context** so that meme readers can understand what the author wants to convey. If interpreted literally and given complete sentences, then the two sentences in the meme have the meaning of a student who has an assignment due the next day and the assignment will be done the next day.

Based on presupposition theory, the relationship between context and the actual caption is explained below:

[I have an] assignment due tomorrow, [therefore I'll start] do(ing)
[the assignment] tomorrow.

The sentences in the data above have an **assertive or representative** implicature function. The implicature function in this utterance states or informs the reader that there is a student who has an assignment with a deadline tomorrow, but he will instead do it the following day.

Analysis:

Based on the actual caption, the first of the two sentences made by the meme maker states that there is a student who has an assignment that must be submitted the next day. After that, the reader wants to know more about the meme's statement after reading the first sentence, which is something that often happens to some students. In the second sentence, the meme creator stated that the student would do the assignment the following day.

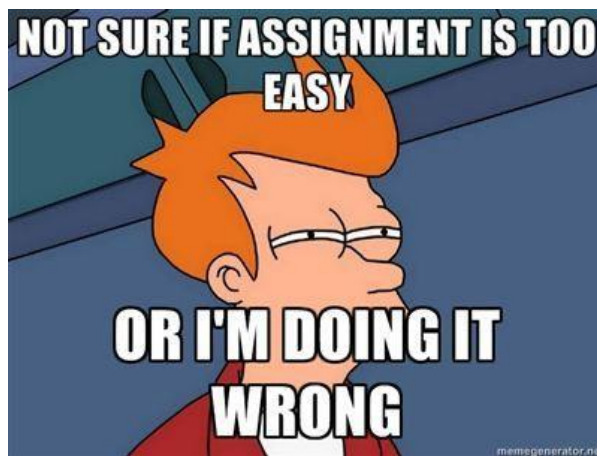
From these two sentences, it can be seen as an example of discussing memes in Datum 1, where the essence of this meme sentence states that the student feels lazy about doing his assignment, even though the assignment must be submitted the next day. He prefers to work when there is only a little time left for his submission and does not make the best use of his time when a new assignment is given; he

does it straight away so he can relax when it is nearing the assignment submission time.

The ninth examples of memes contain **conventional implicatures**. The adverb "therefore" is an example of a conventional implicature, based on Grice's (1975) implicature theory. Because the adverb "therefore" is the implied word, the statement refers to the **conventional implicature**, as can be seen in the sentence meme that has been discussed.

2. Conventional implicature type adverb with word “even”

Datum 6



Picture 4. Example of third meme

(16th October 2022, at 09.20 p.m.)

The first text in the meme is “not sure if assignment is too easy” and “or I’m doing it wrong”. Cutting's context theory (2002) states that the two texts are in a **co-textual context** so that the meme reader can understand what the author is trying to convey which the two sentences convey same feelings. Which, if interpreted literally, means

that there are students who are unsure because the task is too easy. Then, on the other hand, the student looked unsure because he felt the assignment that he was doing was wrong.

Based on presupposition theory, the relationship between context and the actual caption is explained below:

[I'm] not sure if [the] assignment is too easy, or [even] I'm doing it wrong.

The sentences in the data above have an **assertive or representative** implicature function. The implicature function in this utterance states or informs the reader that there are students who feel unsure that the assignment they are doing is too easy, or that he/she was even doing it incorrectly.

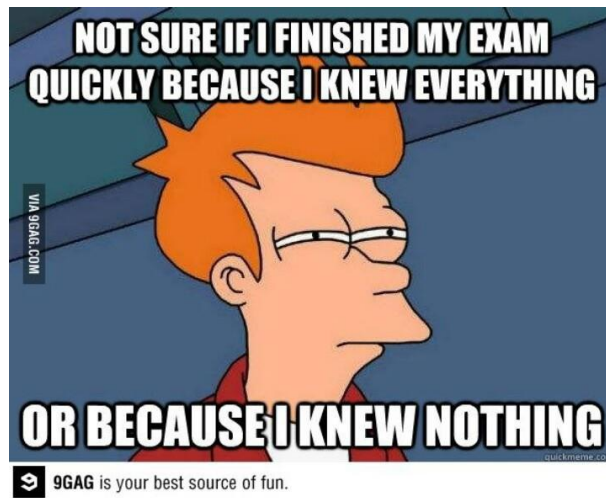
Analysis:

Based on the actual caption, the first statement of the two sentences conveyed by the meme creator stated that there was a student who was unsure if the assignment he was doing was too easy. After that, readers want to know more about the meme's statement after reading the first sentence, which is the funny part, or it can be said that some students have experienced it. In the second sentence, it can be seen that the student also doubted the assignment he was doing, because he felt he was wrong for doing it.

These two sentences show feelings of worry because, in the first sentence, the creator shows that the student is doubtful about the assignment because it is too easy, then in the second sentence, the creator says that the student feels that the assignment he is doing is wrong. This indicates that the student may be too enthusiastic about doing the assignment because he feels the task is too easy, and afterwards he does not re-correct the assignment he has done. Then, in the end, he felt unsure. This might happen when the student described by the creator has already submitted the assignment or is just about to submit it.

So, the sixth example in the meme contains a **conventional implicature**. The adverb “even” is an example of a conventional implicature, based on Grice's (1975) implicature theory. Therefore, the statement refers to the **conventional implicature**, as can be observed in the sentence meme that has been discussed, even though the adverb “even” is the implied word.

Datum 7



Picture 5. Example of fourth meme

(17th November 2022, at 09.30 p.m.)

The first text in the meme is "not sure if I finished my exam quickly because I knew everything" and "or because I knew nothing". Cutting's context theory (2002) states that both texts are in a **co-textual context** so that the meme reader can understand what the author wants to convey and that the two sentences convey the same feelings. Which, if taken literally, means that there are students who hesitate because they finish their exams quickly because they feel they know everything. Then, on the other hand, the student looks insecure because he feels he doesn't know anything.

Based on presupposition theory, the relationship between context and the actual caption is explained below:

[I'm] not sure if I finished my exam quickly because I knew everything [on that exam] or [even] because I knew nothing [about that exam].

The sentences in the data above have an **assertive or representative** implicature function. The implicature function in this utterance states or informs the reader that there are students who feel unsure that the exam they completed so quickly because they understood everything in the exam questions or even they didn't know anything about the exam questions.

Analysis:

Based on the actual caption, the first statement of the two sentences conveyed by the creator of the meme stated that there was a student who doubted if the exam had been completed very quickly. Even though he felt he knew everything on the exam. After that, the reader wants to know more about the meme's statement after reading the first sentence, which is the punchline, or it can be said that some students have experienced it. In the second sentence, it can be seen that the student also doubted himself because he felt that he did not know anything about the exam.

These two sentences show a feeling of worry because in the first sentence the author shows that the student doubts about the exam that he has completed very quickly because he feels he knows everything on the exam, and then in the second sentence the author says that the student doubts himself, who may not know anything at all. the

exam because it was too fast to finish. This is almost the same as the previous example, which shows that the student did not check his exam answers again because he was too excited about doing the exam, and he finished it quickly because he felt he had learned it last night and understood all the answers on the exam. Later, when he finished submitting the exam, he wasn't sure why he did it so fast. Then he doubted himself, wondering whether he just thought he knew everything on the exam when he really did not.

Again, an example from the seventh meme above contains a **conventional implicature**, because the meme was on the same theme or the same feeling. The adverb “even” is an example of a conventional implicature, based on Grice's (1975) implicature theory. Therefore, the statement refers to the **conventional implicature**, as can be observed in the sentence meme that has been discussed, even though the adverb “even” is the implied word.

3. Conventional implicature type adverb with word “already”

Datum 8



Picture 6. Example of fifth meme

(29th October 2022, at 07.50 a.m.)

The first text in the meme is "just finished college" and "technically went from high performing student to jobless piece of shit". Cutting's context theory (2002) states that both texts are in a **co-textual context** so that the meme reader can understand what the author is trying to convey. The two sentences in the meme, if interpreted literally, mean that there are students who have completed their studies. Then, on the other hand, the student feels he is changing technically from an excellent student to a person without a job.

Based on presupposition theory, the relationship between context and the actual caption is explained below:

[I] just finished [my] college, [and then I] technically [already] went from high-performing student to jobless piece of shit.

The sentences in the data above have an **expressive** implicature function. The meme creator tells readers that there is a student who feels regret and complains because when he graduated from college he immediately went from being an outstanding student to having no job.

Analysis:

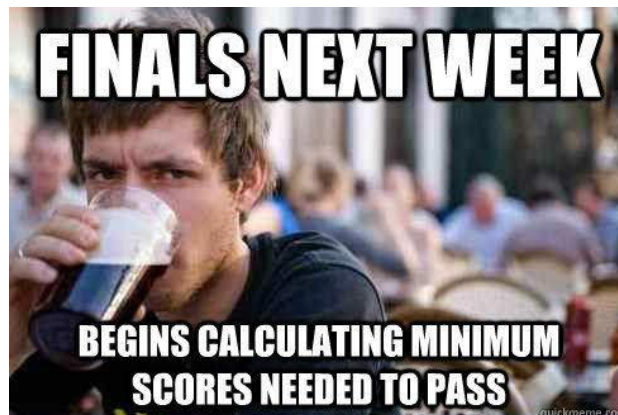
Based on the actual caption, the first statement of the two sentences conveyed by the creator of the meme states that a student has graduated from college. After that, readers want to know more about the meme's statement after reading the first sentence, which is the punchline, or it could be said that this might have happened to some students. In the second sentence, it can be seen that the student feels that he has technically changed from an outstanding student to a person who does not have a job.

This second sentence is inversely proportional to the first sentence because, in the first sentence, the creator shows that the student has graduated from college, which is a happy thing for the student. However, in the second sentence, the creator says that even though the student has graduated from college, he feels himself instantly turning

into a person without a job. Even while in college, these students were smart and accomplished. Then, with the word "piece of sh*t" in the sentence, the creator wanted to show that the student was insulting the situation he was experiencing. This could be a fact because not all students who have graduated from college get jobs directly.

So, the examples of the eighth memes above contain **conventional implicatures**. The adverb "already" is an example of a conventional implicature, based on Grice's (1975) implicature theory. Therefore, the statement refers to the **conventional implicature**, as can be observed in the sentence meme that has been discussed, even though the adverb "already" is the word that is implied.

Datum 9



Picture 7. Example of sixth meme

(29th October 2022, at 07.52 a.m.)

The first text in the meme is "finals next week" and "begins calculating minimum scores needed to pass". Cutting's context theory (2002) states that both texts are in a **co-textual context** so that meme

readers can understand what the author is trying to convey. The two sentences in the meme, if taken literally, mean that there are students who will be taking final exams next week. After that, the student immediately calculates the minimum score on the test to pass the exam.

Based on presupposition theory, the relationship between context and the actual caption is explained below:

[The] final [exam is beginning] next week, and [I have already] begun calculating [the] minimum scores needed to pass [the exam].

The sentences in the data above have an **assertive or representative** implicature function. The implicature function in this utterance states or informs the reader that there are students who are starting to calculate the minimum score needed to pass the exam because the exam will start next week.

Analysis:

Based on the actual caption, the first of the two sentences made by the meme creator states that a student will take his final semester exam next week. After that, readers want to know more about the meme's statement after reading the first sentence, namely things that might happen to some students.

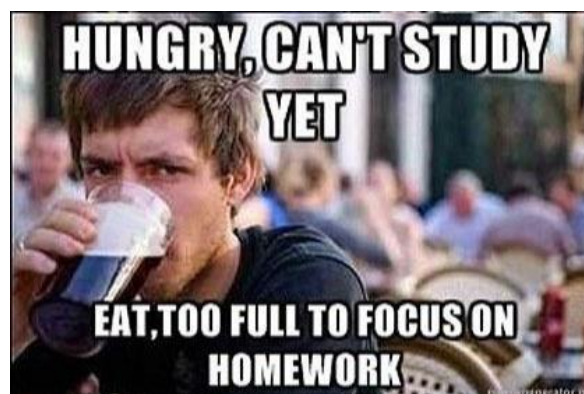
In the second sentence, the student can be seen calculating the minimum score needed to pass the final exam. The statement in the

second sentence could be something that some students do because they only target passing the final exam, not getting the best results on the exam. This is a way for students to get enough grades to pass their course so as not to repeat the course in another semester. In other cases, some students do this in subjects where they feel the learning material is very difficult.

The ninth examples of memes contain **conventional implicatures**. The adverb "already" is an example of a conventional implicature, based on Grice's (1975) implicature theory. Because the adverb "already" is the implied word, the statement refers to the **conventional implicature**, as can be seen in the sentence meme that has been discussed.

1. Conventional implicature type adverb with word “yet”

Datum 4



Picture 8. Example of seventh meme

(16th October 2022, at 09.01 p.m.)

The first captions in the meme are “hungry, can't study yet” and “eat, too full to focus on homework”. According to Cutting's (2002) context theory, both texts are placed in a **co-textual context** where the meme reader understands of what the meme creator is saying. Although there may be readers who do not understand the compatibility between the two sentences which if interpreted literally, means that there are students who are hungry and cannot carry out their learning activities. But on the other hand, when he ate, he was too full to be able to focus on his homework.

Based on presupposition theory, the relationship between context and the actual caption is explained below:

[I am] hungry, [and I] can't study yet, [but after I] eat, [my stomach feels] too full [to be able] to focus on [my] homework.

The sentences in the data above have an **assertive or representative** implicature function. The implicature function in this speech states or informs the reader that there are students who cannot study because they feel hungry. However, when he feels full with a full stomach, he cannot focus on doing his work.

Analysis:

Based on the actual caption, the first statement of the two sentences conveyed by the creator of the meme states that there is a student who cannot study because he is hungry. After that, readers want to know more about the statement from the meme after reading the first sentence, which is the funny part, or it can be said that the average student has experienced it.

In the second sentence, it can be seen that the student was even full after he ate, which resulted in him not being able to focus on doing his homework. This second sentence is the same as the meme in datum 3, which is also a different thing from the first sentence, because in the first sentence the creator shows that the student is hungry, but in the second sentence the creator says that the student is indeed no longer hungry, but he was so full after eating that he couldn't focus on his homework.

The fourth example in the meme contains **conventional implicatures**. The adverb “yet” is an example of a conventional implicature, based on Grice's (1975) implicature theory. Therefore, the statement refers to **conventional implicatures**, as can be observed in the meme sentence that has been discussed, where the adverb "yet" is a word that is directly implied.

2. Conventional implicature type conjunction with word “but”

Datum 2



Picture 9. Example of eighth meme

(9th October 2022, at 09.54 p.m.)

There are two captions in this meme. First is “Only went to first class, midterm, and final” and “Still got an A”. according to context theory of Cutting (2002), the two captions fall into a **co-textual context** in which the meme readers know about what the meme creators say in that caption. Which, if interpreted directly, indicates that the person only enters college on the first day of class, mid exams, and also final exams. However, in the end he still got an A.

Between the context and the true meaning of the sentence is explained in the presupposition theory which is also explained in the actual caption below:

[I] only went to first class [at the beginning of the semester],
midterm [test], and final [test], [but I] still got an A.

The sentences in the data above have an **assertive or representative** implicature function. The implicature function in this utterance states or informs the reader that there are students who only come at the beginning of the semester, mid-term exams and final exams, but they still get an A at the end of the semester.

Analysis:

Based on the actual caption, the first statement of the two sentences conveyed by the creator of the meme is that he stated that there was a student who only entered the first class, which the author meant was the first course meeting at the beginning of the semester, then in the midterms, as well as at the final exams at the end of the semester.

After reading the first sentence, the reader wants to know further statements from the meme, which is the funny part of the creator's work, and it's also the opposite of the first sentence, that is, the student still gets an A, which is a very good grade. Then, in the second sentence, where the sentence is contrary to the meaning of the first sentence, it indicates that the student got an A in only one course. because it is also impossible for the student to do the same thing in all of his courses and still get an A. The author also provides an implied meaning in which the student may be having luck by getting an A even though not in all of his courses.

In that meme, the **conventional implicature** is contained in the second example. As in the implicature theory by Grice (1975), one example of conventional implicature is the conjunction “but”. Then, as seen in the meme sentence that has been explained, the sentence refers to a **conventional implicature** even though in this meme the conjunction “but” is an implied word.

Datum 3



Picture 10. Example of ninth meme

(9th October 2022, at 09.57 p.m.)

In this meme, there are two captions. The first is "too tired to finish the work" and "can't sleep because of the unfinished work". The two captions are put into a **co-textual context** where the meme reader knows what the meme maker is saying, according to Cutting's (2002) context theory. Which, if interpreted literally, means that there is a

student who is too tired to complete his work. But on the other hand, he can not sleep because of his unfinished work.

The presupposition theory, which is also stated in the actual statement below, explains the relationship between the context and the actual caption:

[I am] too tired to finish [the] work, [but, I] can't sleep because of
[my] unfinished work.

The sentences in the data above have an **assertive or representative** implicature function. The implicature function in this speech states or informs the reader that there is a student who is too tired to complete his assignment, but he also cannot sleep because his assignment has not been completed.

Analysis:

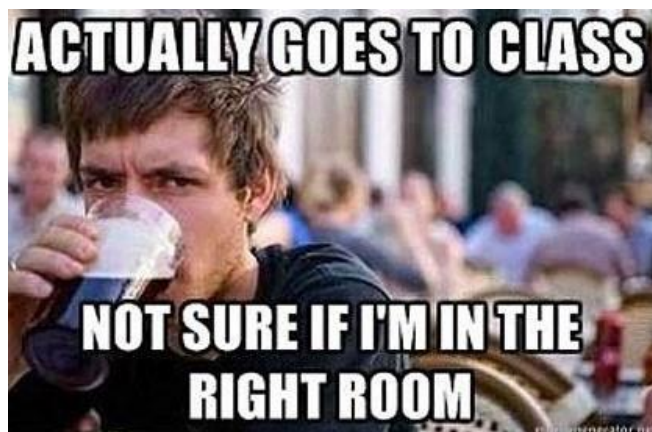
Based on the actual caption, the first statement of the two sentences conveyed by the creator of the meme is stating that there are students who are too tired to finish their work. The word “work” meant by the creator here is not necessarily work done by adults, but still refers to student work, namely assignments based on the keyword that researcher used.

After that, the reader wants to know further statements from the meme after reading the first sentence, which is the funny part or it

can be said that the average student experiences it. In the second sentence, it shows that the student cannot sleep because of his unfinished work. This second sentence is also something that is different from the first sentence, because in the first sentence the creator seems to indicate that the student is very tired, but in the second sentence the indication from the creator seems to make the student no longer tired because the assignment has not been completed.

The third example in the meme contains **conventional implicatures**. The conjunction “but” is an example of a conventional implicature, based on Grice's (1975) implicature theory. Therefore, the statement refers to a **conventional implicature**, as can be observed in the meme sentence that has been discussed, even though the conjunction "but" is implied word.

Datum 5



Picture 11. Example of tenth meme

(16th October 2022, at 09.10 p.m.)

The first captions in the meme are “actually goes to class” and “not sure if I'm in the right room”. Cutting's (2002) context theory

states that both texts are set in a **co-textual context** so that the reader of the meme is able to understand what the creator is trying to convey. If interpreted literally, it means that there are students who actually go to their college classes. Then, on the other hand, the student seemed unsure of the class he entered.

Based on presupposition theory, the relationship between context and the actual caption is explained below:

[I] actually goes to [the] class [but], [I am] not sure if I'm in the
right [class]room.

The sentences in the data above have an **assertive or representative** implicature function. The implicature function in the utterance states or tells the reader that there is a student who goes to his class, but he feels unsure that he is entering the right class.

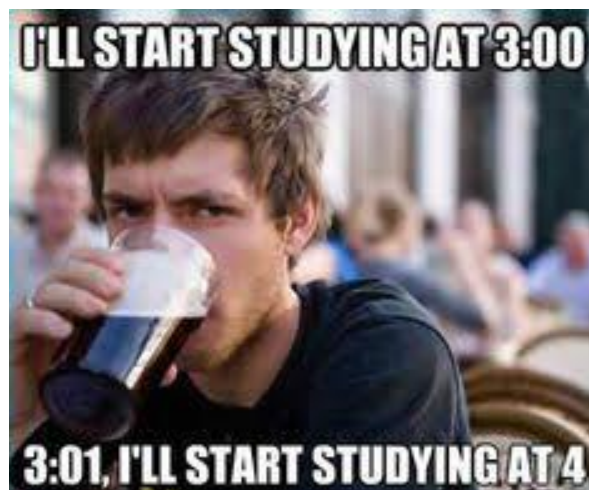
Analysis:

Based on the actual caption, the first statement of the two sentences conveyed by the creator of the meme stated that a student had actually entered his classroom. After that, readers want to know more about the statement of the meme after reading the first sentence, which is the punchline, or it can be said that some students have experienced it. In the second sentence, it can be seen that the student is not sure that the room he entered is the right classroom. This second sentence is the

same as the meme in datum 4, which is inversely proportional to the first sentence, because in the first sentence the creator indicates that the student has entered the classroom, but in the second sentence the creator says that the student is not sure that he has entered the correct classroom. This indicates that the student may be unfocused or may be thinking about something while walking and will enter the classroom until he enters the wrong room.

The meme in the fifth example contains **conventional implicatures**. The conjunction “but” is an example of a conventional implicature, based on Grice's (1975) implicature theory. Therefore, the statement refers to a **conventional implicature**, as can be observed in the sentence meme that has been discussed, even though the conjunction “but” is implied word.

Datum 10



Picture 12. Example of eleventh meme

(1st November 2022, at 07.52 p.m.)

The first text in the meme is "I will start studying at 3.00" and "3.01, I will start studying at 4". Cut's context theory (2002) states that both texts are in a **co-textual context** so that meme readers can understand what the author wants to convey. If interpreted literally, the two sentences in the meme mean that a student will study at 3 o'clock. After that, the time shows 3.01 and he will start studying at 4 o'clock.

Based on presupposition theory, the relationship between context and the actual caption is explained below:

I'll start studying at 3.00 [o'clock], [but the clock showed] 3.01.

[So] I'll start studying at 4 [o'clock].

The sentences in the data above have an **assertive or representative** implicature function. The implicature function in this speech states or informs the reader that there is a student who will start studying at 3 o'clock. However, when the clock shows 3.01, he immediately changes his mind to study at 4 o'clock.

Analysis:

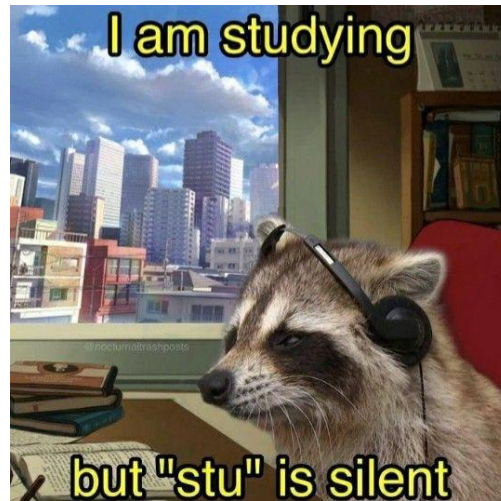
Based on the actual caption, the first sentence of the two sentences made by the creator of the meme states that there is a student who will study at exactly 3 o'clock. The meme creator in the picture above does not say what specific time he will study. Whether in the early morning or in the afternoon. After that, the reader wants to know

more about the meme's statement after reading the first sentence, which is something that often happens to some students. In the second sentence, because the clock showed 3.01, the student said that he would start studying at exactly 4 o'clock.

The statement in the second sentence was something he did repeatedly. This could have happened because when he said he would study at exactly 3 o'clock, the clock was showing 2.55 or even later. After that, he tried to relax while waiting for 3 o'clock to start studying, and because he took too long to relax, he didn't realize that the clock was already 3 o'clock. As a result, he only realized that the time was running at 3.01. After that, he stated that he would start studying at exactly 4 o'clock. He would continue to say this when the clock was not showing the right time or only one minute had passed. He will only start studying when the clock shows the right time, such as 3.00, 4.00, etc. Students like this are lazy students who like to waste their time studying and even doing assignments.

So, the tenth meme example above contains **conventional implicatures**. The conjunction “but” is an example of a conventional implicature, based on Grice's (1975) implicature theory. Therefore, the statement refers to a **conventional implicature**, as can be observed in the sentence meme that has been discussed, even though the conjunction “but” is implied word.

Datum 11



Picture 13. Example of twelfth meme

(28th November 2022, at 08.55 p.m.)

The first text in the meme is “I am studying” and “but the "stu" is silent”. Cut's context theory (2002) states that both texts are in a **co-textual context** so that meme readers can understand what the author wants to convey. If interpreted literally and given complete sentences, the two sentences in the meme have the meaning of a student who is studying and chattering in his heart saying the word "stu" in studying is lost.

Based on presupposition theory, the relationship between context and the actual caption is explained below:

[Right now] I am studying, but [when I'm studying, I feel like the word] "stu" [in the word studying is] silent.

The sentences in the data above have an **expressive** implicature function. The meme creator tells readers that there is a student who,

when he is studying, he's complains because he feels like he is "dying" because he thinks he is studying but the word "stu" in studying is nothing.

Analysis:

Based on the actual caption, the first sentence of the two sentences made by the creator of the meme states that there is a student who is studying. After that, the reader wants to know more about the meme's statement after reading the first sentence, which is something that often happens to some students. In the second sentence, the student said that while studying, in his heart he felt that he was studying, but the word "stu" in his study was not there.

The statement in the second sentence is an outpouring from the bottom of his heart because when he studies, he seems to want to die. Therefore, his heart said that the "stu" in the sentence did not seem to exist. This often happens when someone has entered college, where the material and assignments given by the lecturer are very difficult and very different from the material when they were at school, which can be understood when the material is explained by the teacher and when re-reading the material. This is different from when we were in college, where even though we tried to understand the material and re-read it, we might not necessarily be able to understand. Especially in college,

we are encouraged to read journal articles as reference material and not just stick to books.

The eleventh meme example above contains **conventional implicatures**. The conjunction “but” is an example of a conventional implicature, based on Grice's (1975) implicature theory. Therefore, the statement refers to a **conventional implicature**, as can be observed in the sentence meme that has been discussed, where the conjunction "but" is a word that is directly implied.

Datum 12



Picture 14. Example of thirteenth

(28th November 2022, at 09.08 p.m.)

In the meme, if we make it into two complete sentences, the first text in the meme is like "Must get all A's in the first semester" and "but for the rest of the college year, just don't fail". Cut's context theory (2002) states that both texts are in a **co-textual context** so that meme readers can understand what the author wants to convey. If taken

literally and given a complete sentence, then the two sentences in the meme have a meaning, such as that a student feels he has to get an A when he enters the first semester, and during the following semesters he feels that he should not repeat the course.

Based on presupposition theory, the relationship between context and the actual caption is explained below:

[When I got accepted to college, I felt like I] must get all A's in the first semester, [but for the] rest of [the college] year, [I can only say to myself that] just don't fail.

The sentences in the data above have a **directive** implicature function. The meme creator tells readers that there is a new student who, when he has been accepted to college, wants to get an A grade in all subjects at the start of the semester. However, the next semester he no longer wanted to get an A, but just not fail in any course.

Analysis:

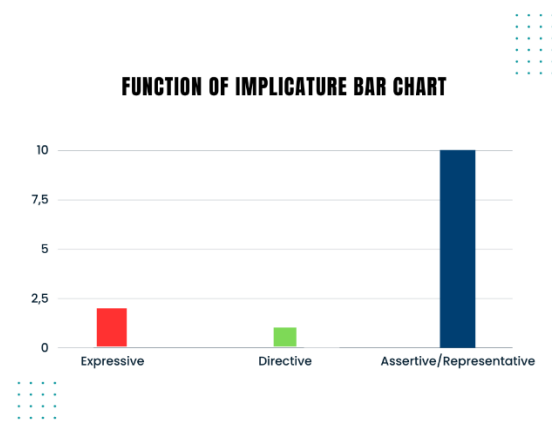
Based on the actual caption, the first of the two sentences created by the meme maker stated that there was a student who, when he was accepted into college, he was determined to get an A in all courses when he first entered college. After that, the reader wants to know more about the meme's statement after reading the first sentence, which is something that often happens to some students. In the second

sentence, in the second and subsequent semesters, the student said that he just had to not fail in all courses. The statement in the second sentence is inversely proportional to the first sentence, which is the determination or ambition of the student, who is very enthusiastic about getting A grades in all subjects at the start of his studies. Because he has already experienced several things in college learning and in the second semester and beyond, the student is not too ambitious to get an A in all subjects. It's just that he was determined not to fail in all courses.

The twelfth meme example above contains **conventional implicatures**. The conjunction “but” is an example of a conventional implicature, based on Grice's (1975) implicature theory. Therefore, the statement refers to a **conventional implicature**, as can be observed in the sentence meme that has been discussed, even though the conjunction “but” is implied word.

A. Discussion

Based on the result of the research findings, this study discovered three implicature functions—the directive, expressive, and assertive/representative functions—in college student life memes from the *9gag* website. The implicature function analysis findings for this study are displayed in the bar chart below:



Picture 15. Bar Chart of Function of Implicature

From the bar chart above, it can be seen that the most dominant implicature function contained in college student life memes is the assertive/representative function, namely with a total of 10 data points. Data that shows the assertive/representative function is data 1, 2, 3, 4, 5, 6, 7, 9, 10, and also 13. The assertive function is often found in meme speech made by creators because it functions to state or describe something that a student has experienced. This is in accordance with the assertive function theory by Senft (2014), which is cited from Aslinda (2021), which states that this function attempts to relate the truth to the statement made by the speaker in his speech.

The next implicature function contained in this research is the expressive function, with a total of 2 data points. Data that shows the expressive function is datum 8 and also 11. The expressive function in the 2 meme data functions to express complaints or regrets by the speaker or creator regarding things experienced by the meme reader according to the wishes from the student's perspective. For example, in Datum 8, which says *technically went from a high-performing student to a jobless piece of sh*t.*

This sentence is an allusion from the meme creator to the reader, indicating that this is an insult to the situation he sees around him. This is in accordance with the assertive function theory by Senft (2014), which is cited from Aslinda (2021), which says that this function attempts to convey emotions about a certain object or situation.

The final implicature function in this research is the directive function, which is only 1 out of a total of 13 data findings. The data that shows the directive function is in datum 12. The directive function in datum 12 functions to expect something from the reader according to the wishes, which is in datum 12 it is said that the student wants an A grade in all courses when he is first accepted into college and when he is in the next semester his desire changes, namely not failing in all courses. This is in accordance with function theory by Senft (2014), which cited from Aslinda (2021), which says that function aims to create a context for the meme sentence to do something through the words spoken by the speaker.

After determining the function of the implicature in all the found data, the researcher determined the type of implicature contained in the 13 found data. Of the 13 memes analyzed, the researcher found that all memes contained implicatures that referred to conventional implicatures. According to Grice (1989) cited in Lalić (2018), conventional implicatures are ones in which “the conventional meaning of the words used will determine what is implicated, besides helping to determine what is said.” He provides the adverb “therefore” and the conjunction “but” as two

instances. Another source according to Yule (1996), conventional implicatures are connected to particular words and produce new meanings when such words are utilized. Therefore, the researchers found several “triggering” words that confirmed that the sentences in the memes in the data found in this research were included in conventional implicature.

The most common types of “trigger” words are adverbs, which have four words, namely, therefore, even, already, and yet. Then the word conjunction only has one word, namely but. However, the conjunction “but” is found in 6 of the total 13 data. This research also has similarities with research conducted by Idham (2020) with titled *Implicature in The Internet Meme: Semio-Pragmatics Analysis*. The aim of this research is to describe implicatures in internet memes using Grice's theory from a semiotic and pragmatic perspective because all contexts, symbols, icons, and indices in memes influence the interpretation of implied meaning and intent.

According to the results of those research, internet memes are mostly dominated by Grice's conventional implicatures because only a few memes rely on conversational implicatures and their maxims. However, even though it has similarities with the results, which show that the analyzed memes are dominated by conventional implicatures, this research is different from Idham (2020) because it not only uses pragmatic and implicature theories but also uses semantic theory to explain symbols, icons, and indices in memes that influence the interpretation of meaning, implied and meant.

The next research that examines using implicature theory is in a journal entitled *The Implicature of Reddit Meme From R/History Meme Sub-Reddit* by Pramesthi (2021). The purpose of this study is to identify the implicatures that are present in particular memes. The similarity between the research written by Pramesthi (2021) and the research written is that there is one example memes in research by Pramesthi (2021) that use conventional implicatures with the conjunction word “but” which is the same as this research where there is conjunction word “but” in conventional implicatures found in 6 of the total 13 data. Things that differentiate this research from research by Pramesthi (2021) is that the implicature theory used by Pramesthi (2021) uses more conversational implicatures rather than using conventional implicatures.

The latest research that examines using implicature theory is in a journal entitled *Meme Implicature Using the Word “Tenggelamkan”* by Nurhayati. (2020). The study's goals are to: (1) identify the language style employed in memes that contain the word “*tenggelamkan*”; and (2) identify the implicature of memes that contain the word “*tenggelamkan*.” The study's findings indicate that the themes of love, friendship, corruption, worship, and food are all present in memes that employ the term “*tenggelamkan*.” There are nine memes that express cynicism, five that show paradox, and one that reflects hyperbole. The following are the implications of meme data that contain the word “*tenggelamkan*”: satire, suggestion, insinuation, and suggestion. Research by Nurhayati. (2020) and this research only have two

things that similar with this research, which is the use of implicature theory and the research method used also uses descriptive qualitative. Things that differentiate this research and research by Nurhayati (2020) is implicature theory used by Nurhayati (2020) is more about the use of conversational implicatures rather than conventional implicatures.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusions obtained from this research which discusses the types of implicatures by Grice (1975) as well as the functions of implicatures listed in 13 data. Not only that, this chapter also contains suggestions given by researchers for further research.

A. Conclusion

Based on the results of research analysis and discussions conducted on “Implicature of Humour Memes Found On 9gag Website: Pragmatics Analysis” which uses implicature theory by Grice (1975), researchers found 13 memes for which researchers only needed a meme in the form of an image with two sentences. The results of the implicature analysis used in the 13 data are conventional implicatures because the researcher believes that conversational implicatures cannot be found in the 13 memes analyzed because there is no conversation in the found data.

Conventional implicature also only requires a “trigger” word that will determine what is implied and also the determine what is said, according to Grice (1975). The research results show that there are two type of words in conventional implicatures in the finding data, namely adverbs, namely; therefore, even, already, and yet, and also the conjunction “but”, even though the adverb and conjunction are implied words. The research results also show that there are 3 implicature functions in the 13 found data,

of which the most widely used function is the assertive/representative function found in the 10 found data, which is in accordance with the theory from Senft (2014), which is cited from Aslinda (2021).

B. Suggestion

In this research, there is also a limit where the memes analyzed are the lives of college students and also the sentences in the memes. This is because memes often use illustration images from real life, animation, and even movies. Therefore, the researcher suggests that future researchers research memes not only using implicature theory in pragmatics but also semantic theory. This aims to ensure that the details of existing memes can be explained in detail, such as the context of different meme images, in order to make produce more varied findings in meme research, especially in memes about the lives of college students.

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CURRICULUM VITAE


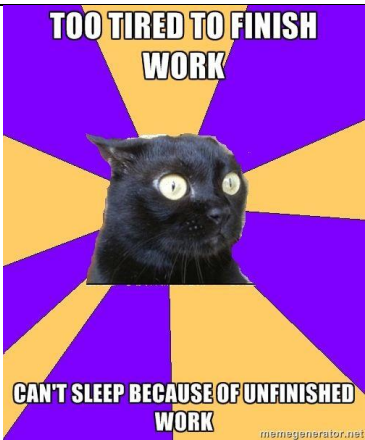


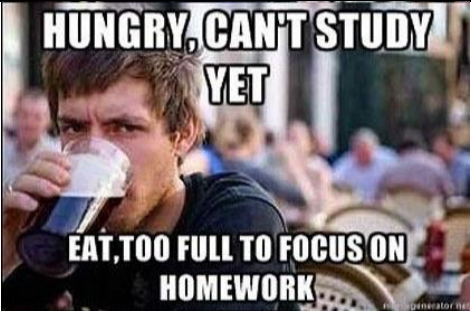

Aldo Yusuf Johan Kurniawan was born in Malang on 2nd October 2001. He graduated from Pamekasan Public High School 1 in 2019. During his high school years, he often took part in band competitions held by the school on the occasion of his school anniversary. His position in his band is as drummer. In 2019, he started his college education majoring in English literature at UIN Maulana Malik Ibrahim Malang and finished his study in 2023. During at university, he often took part in committees held by faculties or departments by taking the consumption division and equipment division.

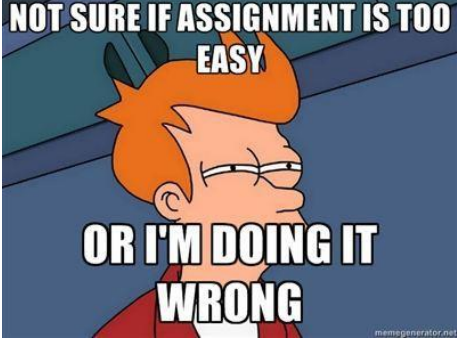
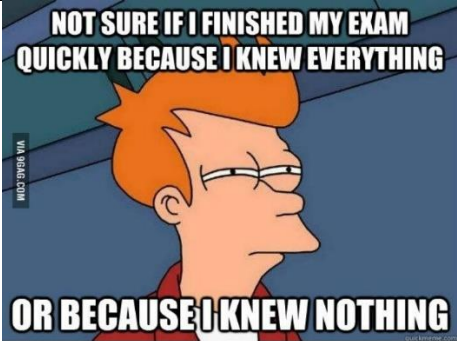
APPENDIX


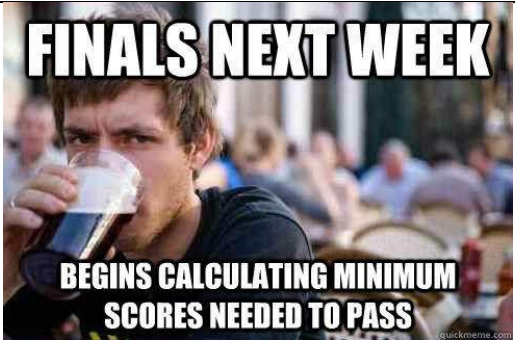
DATA TABULATION

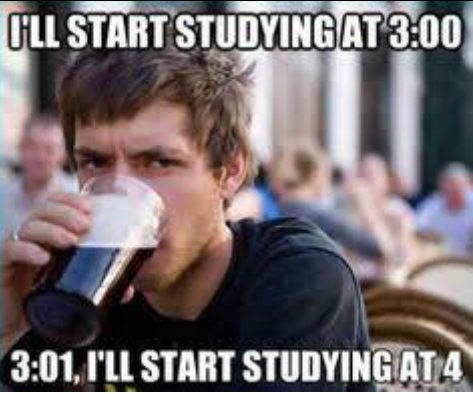
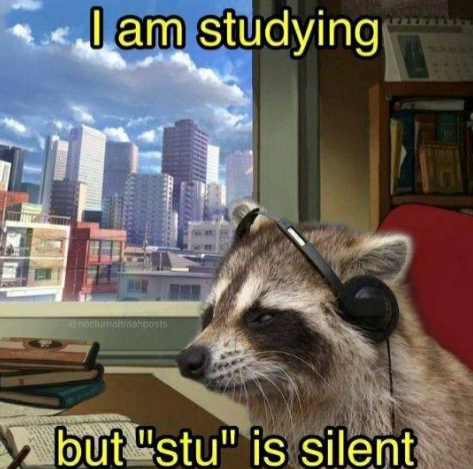
No.	Student College Life Memes	Actual Caption Using Presupposition Theory	Type of Implicature	Function of Implicature
1.		<p>[I arrived] 5 minutes late [for the] first class, [therefore I] skip [all] entire class [in a] day.</p>	<p>Conventional implicature type adverb with word “therefore”.</p>	<p>Assertive/representative</p>

2.		<p>[I] only went to first class [at the beginning of the semester], midterm [test], and final [test], [but I] still got an A.</p>	<p>Conventional implicature type conjunction with word “but”.</p>	<p>Assertive/representative</p>
3.		<p>[I am] too tired to finish [the] work, [but, I] can't sleep because of [my] unfinished work.</p>	<p>Conventional implicature type conjunction with word “but”.</p>	<p>Assertive/representative</p>

4.		<p>[I am] hungry, [and I] can't study yet, [but after I] eat, [my stomach feels] too full [to be able] to focus on [my] homework.</p>	<p>Conventional implicature type adverb with word “yet”.</p>	<p>Assertive/representative</p>
5.		<p>[I] actually goes to [the] class [but], [I am] not sure if I'm in the right [class]room.</p>	<p>Conventional implicature type conjunction with word “but”.</p>	<p>Assertive/representative</p>

6.		<p>[I'm] not sure if [the] assignment is too easy, or [even] I'm doing it wrong.</p>	<p>Conventional implicature type adverb with word “even”.</p>	<p>Assertive/representative</p>
7.		<p>[I'm] not sure if I finished my exam quickly because I knew everything [on that exam] or [even] because I knew nothing [about that exam].</p>	<p>Conventional implicature type adverb with word “even”.</p>	<p>Assertive/representative</p>

8.		<p>[I] just finished [my] college, [and then I] technically [already] went from high-performing student to jobless piece of shit.</p>	<p>Conventional implicature type adverb with word “already”.</p>	<p>Expressive</p>
9.		<p>[The] final [exam is beginning] next week, and [I have already] begun calculating [the] minimum scores needed to pass [the exam]</p>	<p>Conventional implicature type adverb with word “already”.</p>	<p>Assertive/representative</p>

10.		<p>I'll start studying at 3.00 [o'clock], [but the clock showed] 3.01. [So] I'll start studying at 4 [o'clock].</p>	<p>Conventional implicature type conjunction with word "but".</p>	<p>Assertive/representative</p>
11.		<p>[Right now] I am studying, but [when I'm studying, I feel like the word] "stu" [in the word studying is] silent.</p>	<p>Conventional implicature type conjunction with word "but".</p>	<p>Expressive</p>

12.	<p>1st Semester: GET ALL A's!</p> <p>Rest of year: JUST DON'T FAIL!</p>	<p>[When I got accepted to college, I felt like I] must get all A's in the first semester, [but for the] rest of [the college] year, [I can only say to myself that] just don't fall.</p>	<p>Conventional implicature type conjunction with word "but".</p>	<p>Directive</p>
13.		<p>[I have an] assignment due tomorrow, [therefore I'll start] do(ing) [the assignment] tomorrow.</p>	<p>Conventional implicature type adverb with word "therefore".</p>	<p>Assertive/representative</p>