Implicature Analysis on English Textbooks for Junior High School: A Comparison Between National and International English Textbooks

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Abstract

Indonesian government provides both national schools and international schools with different English exposures and different language uses that are implemented in the textbooks. Considering the importance of understanding implicature for students, it needs to be investigated what type of textbook has sufficient resources of implicature for students' learning. Nevertheless, there is a small number of previous researchers that consider comparing textbooks from different types of schools with different curricula in terms of conversational implicature. Therefore, this study aimed to identify the types and analyze the implied meaning of conversational implicature and flouting of Grice's maxim that is used in When English Rings a Bell for Junior High School and Cambridge Global English for Lower Secondary textbooks, as well as to find the distinctions that are shown in both textbooks in terms of the implicature. This study employed a descriptive qualitative research method with a content analysis approach. This study found that there were 19 conversations from 241 pages collected from When English Rings a Bell and 17 conversations from 152 pages from Cambridge Global English for Lower Secondary which were categorized into GCI and PCI as well as the four maxims (Quality, quantity, relevance, and manner). Therefore, the percentage for the occurrence of conversational implicature and the flouting of the maxim is higher in the international textbook. In conclusion, as the whole comparison, the most noticeable distinction shown in both textbooks is in terms of the way both textbooks provide content of the learning material in the form of conversation. It is also shown the different level of language use in both textbooks that will affect the complexity of the implied meaning in the conversations where the international textbook provides conversations with clearer context and the implied meaning are way more complex.

Keywords: Conversational Implicature; Flouting of Maxim; National Textbook; International Textbook

INTRODUCTION

The materials in the textbook that are used in English Language Teaching (ELT) process mostly cover communicative purposes which are relevant to our social life (Ahmed, 2017). In communication, people need interpretations in every word uttered since sometimes that process contains something beyond what the speakers deliver. That particular additional conveyed meaning which is often found in conversation is called implicature. Moreover, the implicature also occurs in the form of texts, hence, textbooks as the source for students' learning process

need to consider the existence of implicature in it. Burt (2011) stated that implicature necessarily exists in the textbook since it can help to increase students' critical thinking. Nonetheless, since Indonesia has diverse accessible types of schools including national and international schools that mostly implement different curricula, it leads this study to consider whether there is any difference in the materials that might be exist in the textbook used by both curriculums.

As stated before, the Indonesian government provides some types of schools for learners, two of them are national schools and international schools. Based on Poudel (2020), international schools serve international topics and allow students to build a strong foundation of cultural understanding since they will meet other students from diverse cultures. Thus, students must use English as a tool to communicate with other students. However, in the most national school in Indonesia, although English has not been widely used in daily life, it is still perceived as a priority so it still is the most important foreign language to be taught (Lauder, 2008). Hence, English is only taught as a subject for school but is not applied in students' daily activities. Based on those facts, it can be summarized that international schools generally provide more English exposure than national schools which can lead to the different language uses that are implemented in the textbooks. Considering those things, the comparison between two textbooks from different types of schools that focus on the implicature analysis will be the main focus of this study. The textbooks that were compared in this study were the ones for junior high school students. The national textbook published by the Indonesian Ministry of Education was When English Rings a Bell textbook (Pusat Kurikulum dan Perbukuan Balitbang Kemdiknas, 2017), while the international one was Cambridge Global English for Lower Secondary textbook published by Cambridge University Press (Cambridge International, 2014).

According to Pusat Kurikulum dan Perbukuan Balitbang Kemdiknas (2017), When English Rings a Bell textbook is one of the textbooks from the government which can be bought by the school. Therefore, almost every national school in Indonesia uses this textbook. Based on the Minister of Education Regulation number 71/2013, the book entitled 'When English Rings a Bell' is used as the textbook of English subject in the national curriculum. 'When English Rings a Bell' is also a textbook that focuses on speaking and writing skills (Syukron et al., 2020). That is why this book contains a lot of conversation examples. Based on Cambridge International (2014), Cambridge textbooks are massively used in Cambridge curriculum. Thus, this textbook is also mostly used in international schools in Indonesia that implement Cambridge curriculum. According to Najah & Setiati (2020), International Schools in Indonesia mostly implement the Cambridge International Curriculum (CIC). According to Collins UK (2018), Cambridge textbook focuses on improving skills for all four skills including reading, listening, speaking, and writing but giving more emphasis on reading and speaking skills. Furthermore, this textbook also contained sufficient conversation examples to be analyzed in this study.

Therefore, those textbooks are considered relevant and suitable for the main focus of this study since they contain many conversation examples that can be analyzed in this study. Furthermore, the researchers considered both textbooks comparable since both of them are used for the same level of students which are junior high school students. Also, both textbooks are massively used in Indonesia where When English Rings a Bell is mostly used in national schools with the 2013 Curriculum and Cambridge Global English for Lower Secondary is mostly used in international schools with Cambridge curriculum. Considering the importance of understanding implicature for students, it needs to be investigated what type of textbook has sufficient resources of implicature for students' learning process. Since in Indonesia, there are some diverse types of schools with different curricula, to some extent, the material used in the textbooks can also be different. Nevertheless, there is a small number of previous researchers

that consider comparing textbooks from different types of schools with different curricula in terms of conversational implicature.

Conversational implicature has been an interesting topic to be studied by some previous researchers. Martini (2018), Suprobo (2017), and Syafryadin et.al (2020) conducted studies about spoken conversation implicature. However, this study focused on analyzing written conversational implicature. Even so, several past researchers also considered researching the written conversational implicature, such as Igwedibia (2017), Akmal & Yana (2020), and Ariyanti et.al (2020) who analyzed Conversational Implicature in books with general topics. Therefore, this study focused on the educational topic which is specifically related to the analysis of students' textbooks. However, Nurzani (2015) has already analyzed the conversational implicature in a textbook. Yet, the chosen textbook is the one that comes from English speaking country. Furthermore, this study attempted to compare textbooks from national junior high schools and international junior high schools. Moreover, Sujiyani & Ramadhani (2017) also compared some textbooks in terms of conversational implicature. However, all the compared textbooks were from national junior high schools and only were produced in Indonesia. Therefore, the novelty of this study can be shown from the comparison of the textbooks from national junior high schools and international junior high schools with different curriculums by using the theory of implicature and cooperative principle by Grice (1975). Based on those gaps, the research question purposed was: What are the types of conversational implicature and flouting of Grice's maxim that are used in When English Rings a Bell for Junior High School and Cambridge Global English for Lower Secondary textbooks?; What are the implied meanings of the conversational implicature and flouting of Grice's maxim that are used in When English Rings a Bell for Junior High School and Cambridge Global English for Lower Secondary textbooks?; and What are the distinctions shown in both textbooks in terms of the implicature? To answer the research questions, the researchers applied several theories from previous literature.

The notion of pragmatics

Pragmatics is the study of the way of getting more communicated than is said (Yule, 1996). It means that in communications, listeners need to reckon in the process of making inferences toward the speaker's intended meaning. As every single person has their preferences in making use of their language when conveying messages, indeed, sometimes there are hidden meanings in the speakers' utterances, hence the listeners should pay attention to the possible implicit meaning and consider the intended meaning of the speaker. Thus, the role of interpretation is remarkably crucial in terms of pragmatics.

The theory of implicature

The theory of implicature was introduced firstly by Herbert Paul Grice. According to Grice (1975), implicatures deal with the understanding of what is beyond speakers' utterances. It means the hearers should take further understanding and knowledge to acknowledge the meaning of what the speakers say. Thus, in communication, several utterances need more consideration regarding whether the utterances are conveyed explicitly or somehow implicitly. Yule (1996) also described implicatures as something beyond the conveyed meaning. Hence, listeners need to be able to interpret the unspoken utterances which are delivered by the speakers. The theories of implicatures will be implemented in this study based on Grice's (1975); cooperative principle and conversational implicature theories.

The theory of conversational implicature

Conversational implicature is defined as the inferences by assuming that the speaker and addressee know and accept the communicational norms (Griffiths, 2006). Grice (1975) separated conversational implicature into two types, those are Generalized Conversational Implicature and Particularized Conversational Implicature. Generalized conversational implicature is the conversational implicature that occurs without specifying any particular features of the contexts (Levinson, 2000). It means that the listeners do not need to have any particular understanding or special knowledge to recognize the meaning of a conversation. In contrast, according to Levinson (2000), particularized implicature happens with a consideration of any particular features of the contexts. It means that the listeners are required to have certain background knowledge or inferences in the process of understanding the additional conveyed meaning.

The theory of cooperative principle and the flouting of maxim

The Cooperative Principle has been broadly studied in the linguistics and pragmatics fields. Grice (1975) defined the Cooperative Principle as creating conversational contribution such as is required at the circumstances of its occurrence using the accepted purpose of the talk exchange in the conversation we are engaged. Cooperative Principle is categorized into four maxims. Those are called the Gricean maxims or Grice's maxims that portray a principle in a conversation that is observed by people in order to conduct effective communication. Four maxims based on Grice (1975) are maxim of quality, maxim quantity, maxim of relevance, and maxim of manner. Maxim of Quantity: "A) *Make your contribution as informative as is required; B) Do not make your contribution more informative than is required*" (Grice, 1975, p. 45). Maxim of Quality: "A) *Do not say what we know to be false*; B) *Do not say something for which you lack adequate evidence*." (Grice, 1975, p. 46). Maxim of Relevance: "*Make your contributions relevant*." (Grice, 1975, p. 46). Maxim of Manner: "A) *Avoid obscurity of expression; B) Avoid ambiguity, C) Be brief; D) Be orderly*." (Grice, 1975, p. 46). As rules that sometimes being flouted, the four maxims theory also are not always followed by people in conversation. Sometimes, people interact and do a conversation without following the maxim (Zebua, 2017). Some people will break the rule of maxims for some reason in order to achieve their purposes, either hiding the meaning or trying not to tell something explicitly. If speakers do not follow the rule of the maxims' principle, they can be categorized to be flouting the maxims and the implicature is produced by the speakers consequently.

METHOD
Research design

This study employed a descriptive qualitative research method. The qualitative method is the research that deals with data that are not presented in numerical form (Kothari, 2004). This method is considered appropriate to encircle a particular portrayal of the phenomena in the occasion of life.

This study described the phenomena of implicature of the conversation in the textbook. Therefore, it applied a content analysis approach. According to Krippendorff (2018) content analysis is a technique of research that is particularly making replicable and valid inferences from data to their context. In this case, the researchers made inferences from the conversation containing implicatures in the textbook.

The object of the study

The objects of this study were two English textbooks entitled "When English Rings a Bell Kelas VIII" and "Cambridge Global English Coursebook 8 for Lower Secondary" which are the

textbooks for 8th grade of junior high school. "When English Rings a Bell" is a textbook used in most Indonesian national schools while "Cambridge Global English for Lower Secondary" is the one that is mostly used in international schools in Indonesia. The textbooks were in the form of e-books and have been downloaded via trustworthy and reliable websites, to be specific, *kemendikbud.go.id* and *cambridge.org*.

Instruments of the Study
The main instrument of the research was the researchers themselves. The researchers were involved in all processes of the research including collecting, analyzing, and interpreting the data. It was stated by Moleong (2010) that in qualitative research, the researchers have some duties as planners, data collectors, data analysts, data interpreters, as well as writers of the report. Therefore, those roles bring the researchers as the key instrument to obtain the data needed for this study. In order to help the researchers to organize the data, this study also made use of a table. The types of conversational implicature and the flouting of maxims found in both textbooks were written in a table to make it easy to categorize them. The following table provided is the tables of the research instrument for both data collection and data analysis.

Table 1. Research Instrument

Code	Data	Context	Type Conversational Implicature	Type of Maxim	Description	Implied Meaning
W #1 I/004	"Conversation"		PCI GCI	QL QN RE MN		
C #1 01/004	"Conversation"					

Code Interpretation of the Table:
W: When English Rings a Bell Textbook
C: Cambridge Global English for Lower Secondary English Textbook
#1: Number of data
01: Number of the unit in Cambridge Global English
I: Number of the unit in When English Rings a Bell
004: Number of the page
PCI: Particularized Conversational Implicature
GCI: Generalized Conversational Implicature
QL: Maxim of Quality
QN: Maxim of Quantity
RE: Maxim of Relevance
MN: Maxim of Manner

Data collection procedure
The technique of data collection used documentation. The collected data were classified in the form of a table. The table above was used as the tool for data categorization. There were some steps conducted to obtain the data. The first step was reading and skimming the textbook. This process was conducted to search for the conversation in both textbooks. In the second step, after finding the conversation, the researchers began to select the conversation that contains implicature in each unit of the textbooks. Finally, the collected implicatures were coded and

labeled based on the code of the textbook, the number of the unit, and the number of the page and will be put on the table as the instrument of this data collection process. Considering the ethical research, all the data used in this study was kept safely in both hard storage and cloud storage only for the research needs.

Data analysis

The analysis procedure of the data used the table to make the categorization easier. The table was utilized in some processes of data analysis. The table helped to classify the data based on the types of implicatures, the types of conversational implicature, and the codification of the textbook. The researchers added the coloring technique for each type to simplify the analysis process. The analysis will be based on the theory of conversational implicature and the cooperative principle proposed by Grice (1975).

The first step of data analysis was examining the implicature in the conversation by identifying the types of cooperative principle or conversational implicature found in the textbooks based on Grice's theory of cooperative principle and conversational implicature. The second step was categorizing the implicature identification in the form of a table. This process was supported by both Microsoft Word and Microsoft Excel as the tool for analyzing the data. Microsoft Excel helped with all analysis in the form of tables including grouping and categorizing data, while Microsoft Word will be applied to describe and write the interpretation from the table in Microsoft Excel. After the data were categorized, the next step was comparing the implicatures found in National Textbook and International Textbook. Then, the contextual meaning and the implied meaning of the implicatures found in the conversation were described. Those elaborations were used to compare both textbooks by taking a look at the distinctions shown in both textbooks in terms of the types of conversational implicatures and the types of maxims as well as the complexity of the implied meaning on them. Finally, the last step was drawing a conclusion based on the findings.

RESULTS AND DISCUSSION
Results

According to the analysis, there were 19 conversations from 241 pages collected from When English Rings a Bell and 17 conversations from 152 pages from Cambridge Global English for Lower Secondary. The analysis from those textbooks was categorized into Generalized Conversational Implicature (GCI) and Particularized Conversational Implicature (PCI). Furthermore, the conversations which have been classified into either GCI or PCI were divided into four types of flouting of maxim including the flouting of maxim of quality, quantity, relevance, and manner. Those data were presented in the table below.

Table 2. Total Conversational Implicature in National and International Textbooks

Type of Textbooks	Conversational Implicature		Total (%)
	GCI	PCI	
National Textbook	**11** (57.8%)	**8** (42.2%)	**19** (100%)
International Textbook	**4** (23.5%)	**13** (76.5%)	**17** (100%)

As portrayed in the table, in the national textbook, for a total of 19 data in the form of conversations, 11 conversations were classified into GCI and 8 conversations were categorized into PCI. Furthermore, in the international textbook, among 17 data in the form of conversations that have been found, 4 conversations were categorized into GCI and the other 13 conversations were classified into PCI.

After being classified into the types of conversational implicature. The data were also divided into four different types of flouting of maxim. However, there were some conversations in both textbooks which flouted more than one maxim. Hence, the amount of the flouting of maxim was presented differently from the amount of the conversation as a whole. In the national textbook, from 19 conversations, there were 32 flouting of maxim in total, while in the international textbook, from 17 conversations, there was 23 total flouting of maxim. The detailed data were portrayed in the following tables.

Table 3. Total Flouting of Maxim for each CI in National and International Textbooks

Type of Textbooks	Type of CI	Flouting of Maxim (Frequency)				Subtotal	Total
		QL	QN	RE	MN		
National	GCI	1	9	4	7	21	32
Textbook	PCI	1	3	4	3	11	
International	GCI	0	3	1	1	5	23
Textbook	PCI	2	4	5	7	18	

Discussion
The types of conversational implicature and flouting of maxim with the analysis of the implied meaning
National textbook
As presented earlier in the table, based on the analysis of the English national textbook "When English Rings a Bell kelas 8", there are 11 out of 19 conversations (57.8%) categorized into Generalized Conversational Implicature (GCI) while the other 8 conversations (42.2%) were included into Particularized Conversational Implicature (PCI). There will be presented one data as the representation for each category. The examples given are only samples of the whole data.
1. Generalized Conversational Implicature
   Overall, there are 21 out of 32 flouting of maxim which is categorized into GCI.
   a. The Flouting of Maxim of Quality

> **Code: W #5 I/010**
>
> Teacher : "Udin, what do you think of your classroom?"
>
> Udin : "It's very dirty, Ma'am. **Some people don't care."**

The conversation above occurs in the classroom where the teacher asks one of her students, Udin, about the classroom condition. The flouting of maxim quality can be shown from Udin's statement *"Some people don't care"* as Udin gives judgmental opinions about his other friends without any evidence. The truthfulness of his statement is also questionable. Furthermore, that unprovable statement implies that Udin just wants to inform the teacher about what causes the class to be dirty which is because some people in the classroom do not care about classroom cleanliness. It also implies that Udin does not want to be blamed for what happened to the classroom. However, he

should have supported that statement with evidence so it can be more trusted. This conversation is classified as generalized conversational implicature since the listener can easily understand the context of the conversation.

b. The Flouting of Maxim of Quantity

> **Code: W #15 X/143**
>
> A : "What are you carrying?"
>
> B : "They are toy cars. **I collected them when I was in elementary school. I do not collect toy cars now. I'm going to give them to Ucok, my younger cousin.**"

This conversation has unclear context and setting, what is known from the conversation happens between two children who seem to be friends at school. The names of the students were not clearly stated. Here, B is flouting the maxim of quantity as he gives a long unnecessary statement. A only asks about what item he is carrying and it is enough if B's answer stops at the first sentence. The next two sentences are obviously unnecessary and it makes the conversation feel unnatural. This conversation is generalized conversational implicature as the listener does not need any background knowledge to understand the context of the conversation.

c. The Flouting of Maxim of Relevance

> **Code: W #9 IV/058**
>
> Teacher : "Hey, Udin. What are you doing there?"
>
> Udin : "**May I wash my hands, Ma'am?**"

The conversation presented above happens in a classroom when the teacher asks one of the students, Udin, about what he is doing. Udin responds to the teacher's question by giving an irrelevant answer. The teacher throws a question that should be answered by a statement. Instead of answering it directly, he chooses an irrelevant response by asking another question in the form of asking permission. It, therefore, sounds irrelevant. By giving that response, Udin implies that he wants to wash his hand as the teacher asks about what he is doing, thus, he tries to ask for permission to do that action. This might happen since Udin is still in a classroom circumstance where asking permission from the teacher before doing things is considered a polite manner. Furthermore, this conversation is categorized as generalized conversational implicature since Udin is able to understand the context clearly even though his answer sounds irrelevant.

d. The Flouting of Maxim of Manner

> **Code: W #12 IX/120**
>
> A : "I think Bono will win the race!"
>
> B : "I think so too. **Bono is thinner but stronger than Gani. Gani is bigger but weaker than Bono.**"

This conversation occurs when two children are watching a race and they start to talk about who will win the race. The setting and the context of the conversation are not clearly shown. In the response, B gives a response that is not brief and it sounds verbose. Some repetitive sentences have almost the same meaning or it is basically only the opposite phrase. It is shown that B tries to give information about who is more possible to win the race but it sounds wordy and unnatural. It can be enough if B says *"I think Bono is stronger than Gani".* The repetitive comparison form is undoubtedly unnecessary. It has been stated by Ariyati (2017) that there are some conditions to consider the flouting of maxim of manner which are obscurity or unclear contribution, ambiguity, and the contribution which is not brief and use long explanation. This conversation is considered as flouting the maxim of manner since it meets one of those conditions. This conversation is generalized conversational implicature as the listener does not need any background knowledge to understand the context of the conversation.

2. Particularized Conversational Implicature

In this category, there are 8 conversations in "When English Rings a Bell kelas 8" textbook that is classified into PCI. Those conversations are further clustered into each type of flouting maxim including flouting the maxim of quality, quantity, relevance, and manner. Overall, there are 11 out of 32 flouting of maxim which is categorized into PCI.

a. The Flouting of Maxim of Quality

> **Code: W #7 II/021**
>
> A: "Lina, sorry, **I cannot come on time to the meeting."**
>
> B: "You can't? **I know you can. You just will not do it."**

This conversation between two girls seems to happen at school and they seem to be on the same particular team. Here, both A and B flout the maxim of quality. Firstly, A flouts the maxim of quality by giving a statement in which the truth is still unknown, hence, it remains and needs more explanation or supporting evidence to strengthen the statement. Furthermore, B is also flouting the maxim of quality as she says a judgmental statement without giving any evidence and supporting truth. The implied meaning shown by both of them might be that A seems to have a certain business to deal with but she cannot explain more about the details as it might be something personal. Besides, B's statement might imply that B knows that A is lying because it is not her habit to come late, or B is just being judgmental without knowing the reason why A will come late. Moreover, those implied meanings can also imply that both of them are not really close as friends, they are perhaps only partners in a team. This conversation is classified as particularized conversational implicature since B needs to have specific background knowledge about A to correctly understand the context in the conversation. B seems to know A in person as she throws a statement and becomes so sure about what she is saying.

b. The Flouting of Maxim of Quantity

> **Code: W #16 X/144**
>
> A : "Is Edo here?"
>
> B : "No. He is sick. **He caught the flu yesterday. He walked home when it was raining hard.**"

This conversation takes place in a classroom between two classmates where they are talking about Edo who missed the class. Here, B gives too much additional information as a response to A's short question. A asks about where Edo is, thus, B can simply answer it by saying that Edo is sick. However, B gives more information that is actually not being asked. Even so, B might imply that he wants to give more specific and trusted information by giving more detail so that A believes what he says. Another implied meaning is possible that A, B, and Edo are close to each other, hence, B knows that sharing detailed information about Edo's condition with A is something necessary. Based on that implied meaning, it can be seen that this conversation is particularized conversational implicature as B needs some background knowledge to understand the context of the conversation and has a background relationship with Edo to answer A's question completely.

c. The Flouting of Maxim of Relevance

> **Code: W #11 IV/060**
>
> A: "What are you doing with the jacket, Siti?"
>
> B: **"Can I wrap it later? We don't have enough paper."**

This piece of conversation happens between two friends who are talking about the jacket. In this conversation, B gives an irrelevant response to A's question. A is asking *"What are you doing with the jacket, Siti*?" which means that Siti or B is actually doing something with the jacket. Nevertheless, B responds by saying *"Can I wrap it later? We don't have enough paper."* which has no relevance to A's question. Moreover, B's response implies that she wants A to understand that even though she has not done anything with the jacket, she will do something with it which is wrapping it later, but she doesn't answer the question straightforwardly. Even so, A still understands what B says implicitly. This conversation shows a particularized conversational implicature as B needs to have the background knowledge to understand the context of the question asked by A.

d. The Flouting of Maxim of Manner

> **Code: W #6 II/020**
>
> A: "Siti, I think you can ask me the question in English."
>
> B: **"I'm not sure, but I will try."**

This conversation between two girls seems to take place at school. Here, B is giving an unclear and ambiguous response to A's request for help. The utterance *"I'm not sure"* can mean either B is not sure that she has time for asking English questions to A or she is not sure that she can use English well. Furthermore, B's response might imply both of them either B is not pretty good at using English, that's why B feels hesitant to help A, or she is quite busy doing that. This conversation is classified as particularized conversational implicature since B needs to have the same context to understand exactly what they are talking about.

International Textbook
Based on the analysis of English international textbook "Cambridge Global English coursebook 8 for Lower Secondary", there are 4 out of 17 conversations (23.5%) categorized into Generalized Conversational Implicature (GCI) while the other 13 conversations (76.5%) included in Particularized Conversational Implicature (PCI). The examples given below are only samples of the whole data.
1. Generalized Conversational Implicature
   There are 5 out of 23 flouting of maxim which is categorized into GCI, including flouting the maxim of quantity, relevance, and manner.
   a. The Flouting of Maxim of Quantity

Code: C #14 17/140	
Guest	: "Could you tell me what time breakfast is, please?"
Manager	: **"Yes, I could."**
Guest	: "Well, umm, what time is it?"
Manager	: "Breakfast is from 7 till 10, but you need to tell me what time you want it."

The conversation above takes place in a hotel between a guest and the manager. In this conversation, the manager flouts the maxim of quantity in his response. It is shown when he gives less information than is required by the guest. The guest asks *"Could you tell me what time breakfast is, please?"* and the manager only replies *"Yes, I could"* without giving the required answer directly. Therefore, the guest needs to ask the following questions to make it clear. That short answer attempted by the manager might imply that he is trying too much to be formal and he wants the conversation to be ended quickly. Besides, it also can imply that the manager does not focus on the conversation due to his busyness or it might be just because he is not confident to deal with a guest. This conversation is categorized into generalized conversational implicature as the context of the conversation is clear enough to be understood by the interlocutor.

b. The Flouting of Maxim of Relevance

Code: C #17 17/140
Guest   : "Well, is there a bus into town?"
Manager   : **"Oh, just look at the timetable. There's one in your room. Now, I wonder if you'd mind letting me get on with my work. Can't you see that I'm busy? The hostel is full this weekend and I've got a lot to do."**

This conversation is still the continuation of the previous analysis which takes place at the hotel between the guest and the manager. In this conversation, the manager flouts the maxim of relevance as he gives irrelevant answers to what is being asked. The guest asks *"Well, is there a bus into town?",* however, he replies with an answer that is out of topic and says *"I wonder if you'd mind letting me get on with my work. Can't you see that I'm busy? The hostel is full this weekend and I've got a lot to do."* Therefore, it implies that he is uncomfortable with the conversation this whole time because he has a lot of things to do, but the guest kept asking questions. However, it implies that he is not professional in his work. This conversation is also classified into generalized conversational implicature since the manager can understand the context of the conversation without any background knowledge needed.

c. The Flouting of Maxim of Manner

Code: C #17 17/140
Guest   : "Well, is there a bus into town?"
Manager   : **"Oh, just look at the timetable. There's one in your room. Now, I wonder if you'd mind letting me get on with my work. Can't you see that I'm busy? The hostel is full this weekend and I've got a lot to do."**

This is the last piece of the conversation that is still in the same context as the previous ones. In this conversation, the manager flouts the maxim of manner since he provides a verbose and ambiguous answer that is far from straightforward. From the beginning of the conversation, he tries to avoid the conversation by giving a short answer. Moreover, in this last part, he replies to the question with long-winded utterances. By saying this, the guest must feel dissatisfied and uncomfortable with the situation. Lastly, it obviously implies that he cannot handle the situation and he fails to keep his work organized. Furthermore, it shows how unprofessional he is in doing his job. This conversation is also classified into generalized conversational implicature since the manager can understand the context of the conversation without any background knowledge needed.

2. Particularized Conversational Implicature
   Overall, there are 18 out of 23 flouting of maxim which is categorized into PCI, including flouting the maxim of quality, quantity, relevance, and manner
   a. The Flouting of Maxim of Quality

Code: C #4 02/021

Father: "I know your intention are good, son, but sometimes you act without thinking."

Alex: **"I told you, I'll pay for everything I broke,"** yelled Alex, banging a fist on the table.

The conversation occurs in a car between a father and his son, Alex. Alex and his father argue about taking Alex to his grandmother as Alex refuses what his father plans to do. Here, Alex's response flouts the maxim of quality by saying *"I told you, I'll pay for everything I broke"* which is a lack of evidence and the truthfulness is still unknown. It does sound like a promise but Alex does not show his determination. Furthermore, it might imply that Alex is not mature enough to make promises since he sounds like he is only saying things without thinking and considering them properly. This conversation belongs to particularized conversational implicature. The father says *"your intention"* which needs background knowledge for the listener to understand what it means. Here, since Alex and his father are in the same context, Alex can use his background knowledge to comprehend it correctly.

b. The Flouting of Maxim of Quantity

Code: C #11 12/101

Mother: "How much did you earn this morning, Husband?"

Father :**"Not enough**," Father replied.

The data above shows a conversation in Naima's family between Naima's mother and father. The conversation occurs when Naima's father just came home from work. Naima's mother asks *"How much did you earn this morning, Husband?"* and the husband only replies by saying *"Not enough,"*. Here, Naima's father flouts the maxim of quantity. The response is too short and needs more supporting statements. It does not explain specifically about what is *"Not enough"* for. It can be not enough to buy groceries or not enough to purchase something. Furthermore, this flouting of maxim quantity can imply that the father only earns a little amount of money and it makes him feel guilty as well as disappointed, but he realizes that he can do nothing about that.

c. The Flouting of Maxim of Relevance

Code: C #2 02/021

Alex: "Kate? I don't want to go to her, Dad! Why can't I go with my sisters? At least grandmother Carla knows how to cook."

Father: **"Three children would be too much for her."**

The conversation occurs in a car between Alex and his father. Here, they are talking about Kate, Alex's grandma, and his father's mom. In this conversation, the father responds to Alex's statements irrelevantly. Alex talks about taking him to grandmother

Carla instead of with Kate. Then, his father responds by saying *"Three children would be too much for her."* which technically has no relevance to what Alex said. Moreover, Alex's father implies that grandmother Carla already has a lot of things to do as she has three children, therefore, it would be trouble for her if Alex's father takes him to grandmother Carla. Besides, it also implies that the father doesn't agree with what Alex says. Furthermore, this conversation belongs to particularized conversational implicature since the listener in this conversation needs to have the background knowledge to be able to comprehend what the speaker is saying.

d. The Flouting of Maxim of Manner

> **Code: C #7 06/053**
>
> Joe: **" Where do you usually play?"** *Joe said.*
>
> "I":   *I beamed at him.* "In the park."

The conversation above takes place on a football field between Joe and the "I" character. "I" wants to join Joe's football team, but she is a girl. In this piece of the conversation, Joe throws a question *"Where do you usually play?"* which sounds ambiguous, obscure, and unclear. That ambiguous question can mean in what place she usually plays or in what position she usually plays. Joe seems to ask about the position as a football player and not the place. Moreover, the question might imply that it is the type of question that is commonly used among football players. However, since "I" is new in that particular circumstances, she lost the translation and caught it wrong. Furthermore, this conversation belongs to particularized conversational implicature since the character "I" needs to have background knowledge about football to be able to understand the context of the conversation.

The distinctions shown in national and international textbooks
From the collected data and the analysis that has been done, some distinctions are shown in both national and international textbooks. In the national textbook, from a total of 241 pages, there were 19 data collected (0.008%), while in the international textbook, there were 17 data collected from 152 pages (0.12%). This similar phenomenon is also true for the flouting of maxim. In the national textbook, there were 32 data collected from a total of 241 pages (0.12%), while in the international textbook, there were 23 data from 152 pages (0.15%). It, therefore, means that the percentage for the occurrence of conversational implicature and the flouting of maxim is higher in the international textbooks. Furthermore, the most frequent type of conversational implicature applied in the national textbook is Generalized Conversational Implicature (GCI) and the maxim that is most frequently flouted is the maxim of quantity. On the other hand, in the international textbook, the type of conversational implicature that is most frequently used was Particularized Conversational Implicature (PCI). Furthermore, for the flouting of maxims, the type of maxims that are most frequently flouted was the maxim of manner.

In terms of the implied meaning, the national textbook has a smaller range of implied meaning in the utterances. The implied meanings also tend to be easier to discover since they are mostly presented in the form of short dialogs (not more than 2 take turns) which have no clear context. The conversations also do not contain any complex topic and it tends to be shorter compared to the conversation in the international textbook. Furthermore, in terms of the complexity of the implied meaning, it seems that the national textbook does not show the implied meaning that can be considered complex enough. Furthermore, in the national textbook,

almost all the conversations are presented with pictures. As stated by Firmansyah (2019), a picture helps to visualize the situation and give the context of the conversation. However, in this textbook, some of the pictures do not add any valuable context to the flouting of maxim for the students to comprehend. It is also supported by Yasmine (2018) who said that in Indonesia, the understanding of how to choose the adequate picture for books that can increase reading comprehension is still limited. Therefore, instead of putting pictures that do not help students to understand the context of the conversation, establishing the conversation with valuable context is way more suggested.

Contrariwise, since the conversations in the international textbook are in the form of texts, the context and the implied meaning are way more complex. The implied meaning in the conversations also has a higher potential to be analyzed and discussed by the students since the contexts are shown clearly, so the conversations are effortlessly comprehendible. Based on the theory of conversational implicature by Grice (1975) and as explained by Saul (2010), the implied meaning is derived from the utterances' context. Hence, it is so crucial for a conversation to have a clear context so that the implied meaning can be analyzed with ease. In the international textbook, the context is way more comprehensible for students which therefore opens the room for students to easily analyze the conversational implicature on it. The language and the implied meaning are also definitely appropriate to be used for students' analysis since the students can understand the context of the conversation as a whole and understand each character's intention in using certain phrases. It also showed the different levels of language use in the conversation compared to the ones in the national textbook. Besides, the conversations that are provided inside the story in the form of a text help students to enhance their language skills including the range of vocabulary, phrases for conversation, as well as their reading and writing skills.

CONCLUSION

In conclusion, there are some types of conversational implicature found in both national and international textbooks which are Generalized Conversational Implicature (GCI) and Particularized Conversational Implicature (PCI). Furthermore, there are also four different types of flouting of maxim which is the flouting of maxim of quality, quantity, relevance, and manner. In terms of the amount, the national textbook contains more data conversation with conversational implicature compared to the international textbook. However, if we take a look at the comparison from the percentage of the total pages of both textbooks, the occurrence of conversational implicature and the flouting of maxim are higher in the international textbook.

In terms of the implied meaning, the national textbook has a smaller range of implied meaning in the utterances. The implied meanings also tend to be easier to discover. Furthermore, in terms of the complexity of the implied meaning, it seems that the national textbook does not show the implied meaning that can be considered as complex enough. Contrariwise, since the conversations in the international textbook are in the form of texts, the context and the implied meaning are way more complex. The implied meaning in the conversations also has a higher potential to be analyzed and discussed by the students. Besides, the conversations that are provided inside the story in the form of a text help students to enhance their language skills including the range of vocabulary, phrases for conversation, as well as their reading and writing skills.

As a whole comparison, the most noticeable distinction shown in both textbooks is in terms of the way both textbooks provide content of the learning material in the form of conversation. It is also shown the different level of language use that will affect the complexity

of the implied meaning on the conversations where international textbook provides conversations with clearer context and the implied meaning are way more complex.

Since this study focused on finding the source for students to learn the implied meaning, this study suggested the students to be more aware of the importance of understanding meaning. Furthermore, by knowing the importance of understanding meaning for students, English teachers should have proper knowledge about conversational implicature in general or at least understand about the implied meaning so that they can encourage the students to discuss or analyse the meaning beyond what is said in the conversations in the textbook. Realizing the limitations of this study, the researchers suggested future researchers to discover more new findings in terms of the conversational implicature either finding the different categories, applying different methods and approaches, or using different theories.

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