

**AN ANALYSIS OF CONVERSATIONAL IMPLICATURE
IN “*ABBOTT ELEMENTARY*” TELEVISION SERIES**

SARJANA’S THESIS

**MUHAMMAD TAUFAN ALMAIDA
REG. NUMBER 1710117110011**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMBUNG MANGKURAT UNIVERSITY
BANJARMASIN
2024**

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IN “*ABBOTT ELEMENTARY*” TELEVISION SERIES**

***SARJANA’S* THESIS**

**Presented to Faculty of Teacher Training and Education
as a Partial Fulfillment of the Requirements of Completing the *Sarjana*
Pendidikan Program in English Language Education Study Program**

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FACULTY OF TEACHER TRAINING AND EDUCATION
LAMBUNG MANGKURAT UNIVERSITY
BANJARMASIN**

2024

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This is certified that the Sarjana's Thesis of Muhammad Tofan Almaida with registration number 1710117110011, titled "**An Analysis of Conversational Implicature in *Abbott Elementary Television Series***" has been approved by the broad of Examiners as the requirement for completing *Sarjana Pendidikan* program in English Language Education Study Program of Universitas Lambung Mangkurat for the Thesis Examination.

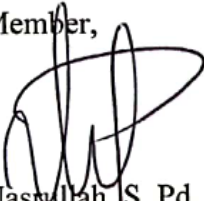
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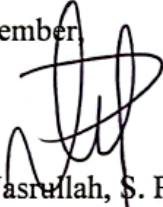
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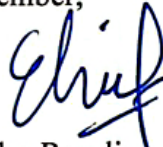
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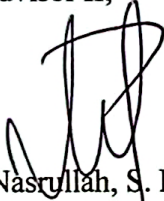
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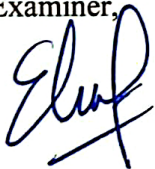
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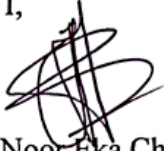
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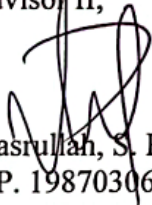
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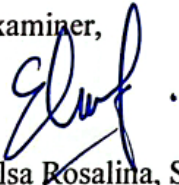
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ABSTRACT

Almaida, Muhammad Taufan. 2023. *An Analysis of Conversational Implicature In Abbott Elementary Television Series*. SARJANA'S THESIS, English Department, Faculty of Teachers' Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Noor Eka Chandra, M.Pd., the second advisor: Nasrullah, S. Pd, M.Pd.B.I

Keywords: Conversational implicature, Abbott Elementary, figure of speech, language function

In recent ages, the use of conversational implicature has been massively used in many areas, including in mass media entertainment such as television series. However, most of the time, the existing studies regarding conversational implicature in TV series highlight the non-educational aspects of the implicature result. The almost non-existent studies in this area suggest the urgency of discussing conversation to see the comparison between fictional education settings and real-life education settings. The objectives of this study are 1.) to analyze the types of conversational implicature in the *Abbott Elementary* TV series and 2.) to discuss how conversational implicature is uttered in the *Abbott Elementary* TV series.

This study was conducted using a qualitative design method with a discourse analysis approach. It uses the transcripts of the first season of the *Abbott Elementary* TV series as the source of data. To collect the data, the researcher used a table adapted from Akmal (2020) based on Grice's (1975) and Levinson's (2013) theories. The data analysis is using Miles and Huberman's (2014), with steps including 1.) Data Identification, 2.) Data Classification, 3.) Data Reduction/Condensation, 4.) Data Display, and 5.) Conclusion Drawing and Verification.

In *Abbott Elementary* episodes, 90 instances of Generalized Conversational Implicature (GCI) and 75 instances of Particularized Conversational Implicature were found. GCI usage in the show often deviated from the main context of the messages, leading to misunderstandings. Particularized conversational implicature may have some generalized implicature. However, it reveals that the characters using this implicature have radical, anarchistic, and witty personalities. Considering the educational-themed nature of the comedy TV series, it is important to get its educational values and non-vulgar jokes or profanity-free. Interestingly, it is assumed that this show has a few vulgar jokes that also contains a lot of educational values and information.

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