

CHAPTER I

INTRODUCTION

A. Background

Translation is one of the key competencies in foreign language learning, particularly in the context of English as a Foreign Language (EFL). EFL students are not only required to understand the lexical and grammatical meanings of a text but also the pragmatic meanings contained within it. One aspect of pragmatics that often poses a challenge in the translation process is *conversational implicature*. According to Grice (1989), *conversational implicature* is the implicit meaning conveyed by an utterance. Understanding conversational implicature is a crucial element in communication because it helps the message recipient grasp the implicit meaning not explicitly stated in the original utterance (Indarti, D., 2024). Conversational implicature must be interpreted accurately; otherwise, it can lead to miscommunication and misunderstandings because the listener fails to grasp the speaker's implied intent (Puri & Baskara, 2023).

Conversational implicature is categorized into two main types: generalized conversational implicature and particularized conversational implicature; the latter is more prevalent because it is more effective in everyday conversations (Astria & Fitrawati, 2025). Understanding and interpreting conversational implicature strongly influence communication effectiveness; effective communication requires a deep understanding of the implied meaning behind an utterance. Understanding and interpreting conversational implicature can help bridge cultural differences and enhance the effectiveness of cross-linguistic communication. Therefore, the ability to understand and

interpret *conversational implicature* is not only important in a linguistic context but can also help bridge cultural differences and significantly enhance the effectiveness of cross-linguistic communication.

The focus of this study is to determine the extent of students' ability to interpret *conversational implicatures*. However, in reality, many students still face challenges in interpreting or understanding implicatures within a conversation. These difficulties are often evident when they are exposed to authentic media such as films, TV series, or sitcoms, which typically contain implicit meanings. This is also supported by preliminary observations of sixth-semester students at UIN Fatmawati Sukarno Bengkulu, where some students demonstrated difficulty in understanding conversations containing implicatures when asked questions regarding the meaning of those utterances. These findings align with previous research indicating that EFL learners' understanding of *conversational implicatures* is still frequently overlooked (Cheikh & Rabab'ah, 2024). Additionally, research conducted by Alharbi (2022) also found that EFL learners experience difficulties in understanding implicatures in communication. Furthermore, Nugroho and Antouw (2023) revealed that students face the greatest difficulty in understanding indirect forms of refusal as part of conversational implicatures. Based on these findings, it can be concluded that understanding conversational implicatures remains a challenge for EFL students, particularly in the context of accurately comprehending and interpreting implicit meanings.

Based on these findings, mastery of *conversational implicature* (CI) is also a fundamental need for EFL students because pragmatic competence not only influences the ability to understand utterances but also the ability to produce and convey meaning accurately in cross-

cultural communication. One medium that can enhance EFL students' understanding is the sitcom. According to Gray & Gershon (2024), a sitcom is a comedy series no longer confined to a single, repetitive situation or setting, but rather a more open-ended narrative featuring evolving characters and flexible plotlines—a blend of comedy and drama. Identifying conversational implicatures in sitcoms can help EFL students develop metalinguistic awareness and pragmatic competence (Ezar, L.M., 2021).

Numerous previous studies have extensively examined *conversational implicature* (CI) in various contexts. One such study is by Ben Slamia, F. (2025), who analyzed pragmatic humor in the sitcom **Friends**; the findings revealed that the success of humor translation in audiovisual contexts is significantly influenced by pragmatic aspects, visual context, and cultural proximity between the source and target languages. Additionally, a study conducted by Omar, F.R., & Razi, O. (2022) examined the effectiveness of using film clips and television series in enhancing the pragmatic competence of English as a Foreign Language (EFL) learners. The study concluded that teaching pragmatics through film clips and television series is proven to be effective and beneficial in improving the pragmatic competence of EFL learners.

Although numerous studies have examined *conversational implicature* (CI) in various contexts, research that specifically combines the use of sitcoms with EFL students' skills—particularly in the area of implicature interpretation—remains limited. This is significant in the context of media development in today's digital age, where the use of sitcoms as a subject of study for *conversational implicature* warrants further investigation, as evidenced by the fact that Gen Z, as the dominant learner group today, tends to consume more audiovisual

content through digital platforms such as Netflix, YouTube, and streaming services; approximately 70% of Gen Z regularly watches long-form video content such as movies and television series via streaming platforms (Brito, M., 2024). Furthermore, the use of sitcoms can enhance EFL students' pragmatic translation skills (Alerwi & Alzahrani, 2020). Therefore, this study aims to fill a gap in the existing literature, particularly regarding EFL students' ability to translate *conversational implicatures*, a topic that has yet to be thoroughly explored.

Based on the above, the topic of EFL students' ability to translate *conversational implicatures* is crucial to investigate, given the importance of understanding implied meaning in cross-linguistic and cross-cultural communication. This analysis will contribute to the development of translation instruction and speaking skills. Therefore, this study aims to examine the extent of EFL students' ability to translate *conversational implicatures* from the sitcom *Modern Family* into standard Indonesian.

B. Identification of the Problem

1. EFL students still face difficulties in understanding and interpreting *conversational implicatures* in English conversations.
2. Translation instruction in EFL settings tends to emphasize lexical and grammatical aspects over pragmatic aspects, particularly implicit meaning.
3. Research specifically examining EFL students' ability to translate *conversational implicatures* from American sitcom dialogues into Indonesian remains limited.
4. Errors in interpreting *conversational implicature* have the potential to cause inaccuracies in meaning in the translation results.

C. Limitations of the Research

1. The subjects of this study are limited to sixth-semester Indonesian EFL students majoring in English at UINFAS Bengkulu.
2. This study focuses only on the translation of conversational implicatures found in selected utterances from the American sitcom *Modern Family*.
3. The research data is limited to specific dialogues containing conversational implicatures and does not cover the entire series or all types of implicatures present in the series.
4. This study only examines the translation strategies used and the degree of success in preserving pragmatic meaning, without discussing other technical aspects such as the overall quality of the subtitles, audiovisual aspects, or audience response.
5. This study does not compare students' translations with professional translations but focuses on students' performance as EFL learners.

D. Research Question

1. What translation strategies do sixth-semester English major students at UINFAS Bengkulu use to translate implied meanings from English to Indonesian in selected sentences from the American sitcom *Modern Family*?
2. Which translation strategy is the most dominantly used by sixth-semester English major students at UINFAS Bengkulu in translating implied meanings from English into Indonesian?
3. How successful are these students in preserving the pragmatic meaning of the implied meaning during the translation process?

E. The Purposes of the Research

1. To identify and analyze the translation strategies used by sixth-semester Indonesian EFL students majoring in English at UINFAS Bengkulu in conveying the implicit meaning from English into Indonesian in selected utterances from the American sitcom *Modern Family*.
2. To determine the most dominantly used translation strategy employed by sixth semester Indonesian EFL students majoring in English at UINFAS Bengkulu in translating implied meanings from English into Indonesian.
3. To evaluate the success rate of sixth-semester Indonesian EFL students majoring in English at UINFAS Bengkulu in preserving the pragmatic meaning of implicatures during the translation process from English into Indonesian.

F. The Significance of the Research

Theoretically, this study is expected to enrich translation studies, particularly in the field of pragmatics related to the translation of conversational implicatures in audiovisual media such as the American sitcom *Modern Family*. This study can also serve as an academic reference for the development of theory and further research on the translation of implicit meaning in an EFL context.

Practically, this study benefits students by helping them improve their ability to translate implicit meaning more accurately, and it serves as a basis for instructors to design translation learning strategies that emphasize pragmatic aspects. Additionally, this study can serve as a reference for future researchers interested in examining the translation of implicatures in different contexts and with different subjects.

G. Operational Definitions of Key Terms

To avoid differences in interpretation, the following explains important terminology that is defined operationally so that this study has clear concepts and scope:

1. EFL Students

Students who are learning English as a foreign language and are the subjects of this study in the translation process. In this study, EFL students are sixth-semester students at UINFAS Bengkulu.

2. Conversational Implicature

An implicit meaning that is not stated directly in an utterance but is understood through the context of the conversation and pragmatic principles.

3. Translation Strategies

Strategies or techniques used to convey meaning from the source language to the target language, particularly in preserving implicit meaning. Examples include word-for-word translation, literal translation, free translation, faithful translation, and idiomatic translation

4. American Sitcom

An American sitcom used as a research data source, namely Modern Family, which contains many utterances with implicit meaning in the context of everyday conversation.

