

CHAPTER II

LITERATURE REVIEW

A. Theoretical Frameworks

1. Concept of Translation

1. Definition of Translation

In today's rapidly evolving modern era, audiovisual media especially films serve not only as a form of entertainment but also as an effective educational tool, making them a highly influential cross-cultural communication medium in the modern world. Through translation, the exchange of information between nations is facilitated, enabling the transmission of content from the source language to the target language.

Translation plays a vital role in bridging cross-cultural communication. According to Diaz-Cintas, J. et al. (2022), translation is a productive form of global communication in today's society, capable of overcoming linguistic barriers when disseminating culture worldwide. Sharma, H. (2024) argues that translation deals not only with conveying information and verbal aspects but also with the semiotics and pragmatics of meaning-making. Another view holds that translation is the process of aligning meaning and expression in the source language (Sakareva, I., 2023).

From these various perspectives, it can be concluded that translation is an essential process of global communication for disseminating information and culture across language barriers. This process is not merely a matter of transferring words

but also an effort to align meaning and expression between the source and target languages. To achieve this alignment, translation involves deeper aspects, including an understanding of semiotics (signs and symbols) and pragmatics (context of meaning). In this way, translation serves as a bridge for global communication, helping people from diverse linguistic backgrounds to understand one another.

2. Differences in Translation Strategies, Methods, and Techniques

In translation studies, the terms translation methods, strategies, and techniques are three interrelated concepts, yet they have different scopes and levels of application. Understanding the differences between these three terms is crucial for conducting translation analysis in a conceptual and systematic manner.

Translation methods refer to the general approaches translators use when translating an entire text. Methods are macro-level because they relate to the fundamental orientation of translation—whether it focuses more on the source language or the target language. According to Peter Newmark (1988) in “*A Textbook of Translation*”, translation methods are applied to the entire text (*translation methods relate to whole texts*). Another view states that translation methods are understood as the global approach or strategy used by translators to process the entire text from the source language to the target language, methods not only encompass technical steps but also reflect the translator’s conceptual choices regarding linguistic orientation—for example, choosing to focus more on the

structure of the source language or on readability in the target language (Sang, Z., 2023).

Unlike methods, translation strategies are more specific and are used as problem-solving steps during the translation process. Strategies emerge when the translator faces linguistic, cultural, or pragmatic challenges that cannot be resolved simply by following the chosen method. Translation strategies are not merely linguistic procedures but also encompass contextual and pragmatic approaches tailored to the characteristics of the text type and the communicative needs of the target language audience. These strategies are consciously chosen by the translator to address structural, cultural, and semantic differences between the source and target languages, thereby ensuring the translation's functional and communicative quality (Rosalia, H., 2025).

Meanwhile, Translation techniques, according to Molina & Albir (2002), explain that translation techniques are procedures used to analyze and classify how equivalence is achieved in the translated text, whereas, according to Ausloos, H. (2021), translation techniques are specific operational procedures used by translators to resolve issues of meaning transfer from the source language to the target language. It can be concluded that translation techniques are operational procedures used by translators to analyze, classify, and resolve issues in the process of transferring meaning from the source language to the target language. These techniques serve as concrete steps at the micro level that enable the achievement of equivalence of meaning in the translated text.

Based on the above discussion, it can be concluded that the differences between translation methods, strategies, and techniques lie in their level of application. Methods operate at the global level and govern the entire text; strategies operate at the procedural level as problem-solving efforts within the translation process; whereas techniques operate at the operational level and are evident in the translation results within specific linguistic units.

3. Definition of Translation Strategy

Generally, a translation strategy can be understood as the fundamental guide underpinning a translator's work. This term refers to a series of methods, techniques, or systematic steps used to convey a message from the source language to the target language. The primary goal is to achieve the most appropriate and natural equivalent, so that readers in the target language can understand the message in the same way as readers in the source language.

Leading translation scholar Peter Newmark (1988) offers a more specific perspective on this definition. According to him, translation strategies are procedures applied to translate linguistic units, ranging from the sentence level down to smaller units such as words and phrases. This view highlights that strategies are not merely broad concepts but also encompass technical decisions at the micro-linguistic level that the translator must make.

In line with Newmark, Podufalova (2021) adds another equally important dimension: the problem-solving aspect. She argues that a translation strategy is a procedure consciously

employed by the translator to address various difficulties that arise during the translation process. This procedure begins with the stage of recognizing and identifying problems, followed by an analysis process to find the most appropriate solution. Thus, strategies are not merely procedural but also constitute an adaptive response to the challenges present in the source text.

4. Classification of Translation Strategies

Translation is a complex process of transferring meaning between two distinct languages, which involves handling linguistic differences, understanding, and context between the source language (SL) and the target language (TL); translating text is not merely about finding similar words and sentences, but also striving to convey the intended meaning from the source language (SL) into the target language (TL) in a natural way (Syamsinar, S., et al., 2023). Translation strategies are necessary to ensure that the intended meaning of the source language is accurately conveyed in the target language (Saoutri & Manurung 2023). The classification of translation strategies in this study refers to the ideas of Peter Newmark (1988) in his book *A Textbook of Translation*. They are as follows:

Table 2. 1 Peter Newmark's (1988) Translation Strategies

No.	Translation Strategy	Definition
1.	Word-for-word translation	A translation method that directly transfers words one by one in the order of the source language without adapting to the grammatical structure of the target language

2.	Literal translation	Translating by altering the grammatical structure of the source language to conform to the target language's grammar, but the words are still translated literally (their basic meaning).
3.	Faithful translation	Translating while remaining faithful to the contextual meaning and the original author's intent, but still adhering to the source language's grammatical structure, which can sometimes sound stiff.
4.	Free translation	Translating with a focus on the message or content, not the form. The translator is free to alter the original style and structure as long as the meaning is conveyed, usually in the form of paraphrasing.
5.	Idiomatic translation	Translating by reproducing the original message using expressions that are natural and appropriate in the target language, so that the result sounds like it was originally written in that language.

2. The Concept of Conversational Implicature

1. Definition of Conversational Implicature

The concept of *conversational implicature* was introduced by H. P. Grice in his work "*Studies in the Way of Words*" (1989). According to Grice (1989), within the framework of his fundamental theory, conversational implicature refers to meaning that is not literally stated but can be inferred by the conversation partner based on the principle of cooperation and the conversational maxims. Meanwhile, Lia and Xu (2025) define *conversational implicature* as the meaning or proposition

implicitly expressed by the speaker in their utterance—not merely “what is said” literally—which requires an inferential process to understand the speaker’s intent, including the interpretation of the accompanying sentiment. Another view states that conversational implicature is a pragmatic conclusion that requires the listener to infer the meaning intended by the speaker from their explicit utterances (Kim, Z.M., et al., 2023).

It can be concluded that *conversational implicature* is an implicit meaning not directly stated in the utterance, but understood through a process of pragmatic inference based on context, the principle of cooperation, and the speaker’s communicative intent. This concept, introduced by H. P. Grice (1989), emphasizes that understanding meaning does not rely solely on the literal form of language but on the —the ability of conversation partners to interpret hidden intentions through conversational maxims. This view aligns with Lia and Xu (2025), who assert that implicature is an implicit proposition requiring interpretation of the speaker’s intent and sentiment, and is consistent with Kim, Z.M., et al. (2023), who describe it as a pragmatic conclusion drawn by the listener from explicit utterances. Thus, *conversational implicature* can be understood as the process of interpreting implied meaning that emerges from the interaction between utterances, context, and the listener’s inferences.

In its development, the relevance of this concept is also evident in the realm of digital communication, where *conversational implicature* serves as an indirect communication strategy that is often more dominant in online interactions

compared to face-to-face communication, as it functions as a buffer against potential conflict. Regardless of the context of its use, whether online or offline, it can be asserted that *conversational implicature* is not merely an ordinary linguistic phenomenon, but a fundamental concept in pragmatics that bridges the gap between the literal meaning of an utterance and the speaker's actual communicative intent. Understanding *conversational implicature* plays a crucial role in both pragmatics and translation studies, as the meaning embedded in an utterance often extends beyond its linguistic structure. Accuracy in capturing implicit meaning determines the success of communication, especially in cross-linguistic and cross-cultural contexts. Therefore, the analysis of implicature not only helps reveal the speaker's communicative intent but also enriches our understanding of the dynamics of meaning in everyday communication and in the translation process.

2. The Cooperative Principle and the Maxims of Conversation

The Cooperative Principle is crucial for enhancing the flexibility and accuracy of communication. To understand how conversational meaning is conveyed and interpreted, the Cooperative Principle serves as the primary foundation. This concept was first introduced by H.P. Grice, who stated that in a conversation, the speaker and listener typically cooperate to achieve effective communication. Another view also describes the Cooperative Principle as the fundamental assumption that speakers will direct their contributions in accordance with the mutually accepted direction of the conversation, which is articulated through four maxims: quantity (provide just enough

information), quality (speak truthfully), relation (be relevant), and manner (be clear and unambiguous) (Yeboah, J., 2021). Meanwhile, according to Cutting & Fordyce (2021), the Cooperative Principle is a principle that explains that verbal exchange can proceed successfully not only when participants observe these maxims but also when they are able to grasp the implied meanings (implicatures) arising from intentional violations of these maxims, such as in cases of irony or hyperbole.

Based on these various perspectives, *the Cooperative Principle* serves as a pragmatic foundation asserting that the success of verbal interaction depends on the assumption of implicit cooperation among speech participants in achieving communicative goals. This principle assumes that every contribution in a conversation is tailored to the context, direction, and shared needs, so that the message can be understood accurately. This framework is realized through four main guidelines: sufficient information, truthfulness of utterances, relevance to the topic, and clarity of delivery. However, the effectiveness of communication does not lie solely in adherence to these guidelines but also in the ability of speakers and listeners to interpret the implied meanings that emerge, including when intentional deviations occur for specific rhetorical purposes. Thus, this principle of cooperation serves as a theoretical foundation for explaining how explicit and implicit meanings can be produced and understood in everyday communication practices.

Conversational maxims are a set of ideal norms governing the exchange of information in dialogue, yet their application is dynamic and contextual. Grice formulated them into four main maxims: the maxims of quantity, quality, relevance, and manner. The maxim of quantity requires the speaker to provide a sufficient contribution—neither too little nor too much—for the conversation (Cochrane, F., et al., 2025). Next, Grice's maxim of quality defines this as the principle of truthfulness, where the speaker must state the truth and not say anything lacking sufficient evidence. The maxim of relevance is a rule in communication requiring us to speak on topic or stay relevant to what is being discussed. Finally, there is the maxim of manner; Grice explains that speakers must speak clearly, directly, unambiguously, and coherently, avoiding vagueness and confusion.

Grice formulated them into four main maxims :

1) Maxim of Quality

The Principle of Truth requires speakers to state facts that are supported by clear evidence. Speakers must not make false statements or claims that do not align with the facts. In conversation, violations of this principle are often used to convey sarcasm, hyperbole, irony, or humor.

2) Maxim of Quantity

The Maxim of Quantity is a principle that requires speakers to provide just enough information—neither too little nor too much. The information provided must be appropriate to the needs of the conversation so that the listener can clearly understand the speaker's meaning.

3) Maxim of Relevance

According to Grice (1975), the Maxim of Relevance is based on the principle of speaking in a way that is relevant to the topic. A violation of this maxim can occur when a speaker gives an irrelevant response or strays from the topic of conversation, resulting in implicatures such as evasion and topic shifting

4) Maxim of Manner

Grice (1975) defines the Maxim of Manner as speaking clearly and directly, without ambiguity or circumlocution. Violating this maxim can lead to implicatures such as sarcasm, subtle mockery, and veiled criticism.

3. Types of Conversational Implicatures

In pragmatic studies, the classification of conversational implicatures is inseparable from the theoretical foundation proposed by Grice (1975), who distinguishes them into two main types based on their dependence on context: *generalized conversational implicatures* and *particularized conversational implicatures*. This classical definition has since been examined and expanded upon by contemporary scholars.

a. *Generalized conversational implicature*

Wang & Lim (2025) state that a generalized conversational implicature is one whose meaning can be immediately inferred solely from the words used, without requiring much thought, as our brains automatically already understand its intent in everyday conversation. In line with this, Perliansyah (2025) argues that a generalized implicature is one whose understanding does not depend on

complex background knowledge or specific context, but rather on the linguistic structure itself

Based on these views, it can be concluded that *generalized conversational implicature* is a type of conversational implicature whose implicit meaning can be understood relatively directly by the listener without requiring specific situational context or complex background knowledge. The implied meaning in this type of implicature can generally be inferred from the speech form or word choice used by the speaker in a utterance. Thus, the process of interpreting this implicature tends to occur naturally because it has become part of the common patterns of language use in everyday communication. *Generalized conversational implicatures* have characteristic patterns such as conveying additional messages without the need for detailed or explicit explanation, responses that do not require additional explanation, and brief and concise responses (Pinayungan. A.L., et al., 2024).

In communication practice, *generalized conversational implicatures* frequently appear in various general and conventional verbal interactions. This type is frequently found in everyday conversation, so listeners do not need specialized knowledge to interpret its meaning (Hidayati, F., et al., 2022). Therefore, *generalized conversational implicature* is often considered a form of implicature that is relatively easier to identify compared to other types of implicature that are highly dependent on specific situational contexts.

b. *Particularized Conversational Implicature*

Unlike the general type, *particularized conversational implicature* is a type of implicature whose occurrence and understanding are highly dependent on the specific context of the conversation. The implied meaning of an utterance cannot be understood solely from the words used but requires knowledge of the background, situation, or shared knowledge underlying the conversation (Feng, W., & Zhou, X., 2021). Tasić, L. (2025) provides a statement regarding specific implicatures, which are stereotypical responses to questions being discussed within a specific context. This approach seeks to explain the implied meaning by examining the implied question, the speaker's perspective, and what is generally considered reasonable in that situation.

Lassiter (2021) identifies three conditions for specific implicatures to be successfully understood. *First*, the utterance must allow the listener to draw a conclusion. *Second*, the conclusion drawn by the listener must align with the speaker's intent. *Third*, the thought process the listener undergoes to reach that conclusion must align with the speaker's thought process. Lassiter emphasizes that in practice, it is very difficult to meet all three conditions simultaneously, so the success of communication is often merely a matter of chance. It can be concluded that *particularized conversational implicature* is a type of implicature that is highly dependent on the specific context of a conversation. The implied meaning that emerges

cannot be understood solely through the lexical meaning of the utterance but requires an understanding of the situation, the conversational background, and shared knowledge between the speaker and the listener. Furthermore, this implicature often emerges as a response related to a specific question or topic within the context being discussed. For such a specific implicature to be accurately understood, a coordinated process of inference is required between the speaker and the listener.

Furthermore, the existence of *particularized conversational implicatures* also indicates that the process of meaning-making in communication depends not only on linguistic structure but also on the speaker's and listener's ability to utilize the pragmatic context appropriately. In certain conversational situations, speakers often do not convey their intentions directly but rely on *shared knowledge* and the ongoing situation so that the listener can interpret the intended meaning. Therefore, understanding particularized implicatures requires more complex inferential abilities than general implicatures, as the listener must relate the utterance to social conditions, communicative goals, and the relationships among participants in the conversation. Thus, the success of *particularized conversational implicatures* is heavily influenced by the extent to which both parties share the same contextual understanding, so that the implicit meaning conveyed can be accurately grasped without needing to be explicitly stated.

4. The Relevance of Conversational Implicatures in the Context of Translation

In translation studies, understanding conversational implicatures holds significant relevance as it pertains to the transfer of implicit meaning from the source language to the target language. A translator's inability to identify and convey implicatures can lead to meaning distortion, communicative failure, or even text manipulation that impacts the target readers or audience. According to Masia, V. (2025), the relevance of implicature in translation lies in the ethical and social consequences of translation choices; conversational implicature, as part of implicit communication phenomena, if translated inconsistently—whether by omitting or altering the implicit strategies of the source language—can render the translated text dangerously manipulative. This impacts how the target audience perceives social reality and can influence the formation of democratic consensus. In other words, the translation of implicatures is not merely a technical linguistic issue but carries broad ideological and social implications. In line with this, Saidova, M.A. (2024) states that implicature plays a crucial role in the translation process because translators do not merely translate words literally but must also be able to capture the intended meaning, tone, and cultural references embedded in the utterance.

Furthermore, the relationship between pragmatics and translation demonstrates that the translation process is not merely linguistic but also involves contextual and cultural aspects. Nurillayeva (2025) explains that pragmatic elements

such as implicature, politeness, and speech acts play a crucial role in understanding the nuances of meaning when a text is translated into another language. Differences in cultural backgrounds and language systems often influence how implicit meaning is understood and re-expressed in the target language. Conversational implicatures in the context of translation are relevant because differences in cultural conventions between speakers of the source and target languages can lead to differences in the existence, meaning, and *salience* of implicatures (Francesch & Payrató 2024). This pragmatic ambiguity arises when an utterance has more than one "processing instruction" due to the listener's potential assumptions regarding the implicature. In translation practice, translators face the choice of retaining this ambiguity or selecting one processing instruction deemed most consistent with the speaker's intent.

It can be concluded that conversational implicatures play a crucial role in translation because they influence not only linguistic accuracy but also the understanding of implied meaning, cultural nuances, and the social implications of the translated text. A translator's inability to accurately identify or transfer implicatures can lead to distortions of meaning, communication breakdowns, or even ideological manipulation. By understanding pragmatic elements such as implicatures, politeness, and speech acts, translators can capture the speaker's intent, tone, and cultural references more accurately, ensuring the conveyed message remains consistent with the speaker's intent. Furthermore, awareness of differences in

cultural conventions and pragmatic ambiguities enables translators to make strategic decisions regarding whether to retain or adapt implicatures to ensure their communicative relevance is maintained in the target language. Thus, the translation of conversational implicatures demands not only linguistic competence but also pragmatic and cultural sensitivity to produce a translated text that is meaningful, communicative, and ethical.

3. The Concept of Sitcoms (Situational Comedy)

1. Definition and Characteristics of Sitcoms

A sitcom is a television genre that focuses on a group of recurring characters in a consistent setting, where humor arises from the everyday situations these characters encounter. According to Krsteva, M. (2025), sitcom—short for situation comedy—is a genre that primarily uses humor for entertainment, yet also incorporates real-life situations with realistic everyday dialogue, employing language that is effective for communication. Meanwhile, Simmons, A. (2025) adds that sitcoms typically feature a consistent cast of characters navigating humorous and often exaggerated scenarios. It can be concluded that a sitcom is not merely a genre of comedic entertainment, but rather a form of audiovisual narrative that combines humor, the realism of everyday conversation, and character consistency within a fixed setting. Additionally, sitcoms usually have a consistent setting, such as a home, office, or café, which serves as the primary location for character interactions. Another characteristic is realistic and effective dialogue, where language is used naturally to convey both humor and implicit

meaning. Thus, sitcoms can be understood as a medium that balances entertainment and the representation of real life, where the use of language and conversational situations play a crucial role in conveying humor as well as social context to the audience.

The evolution of sitcoms from the classic to the modern era is evident in the shift in topics and themes of humor. Gray and Gershon (2024) observe that contemporary sitcoms feature more flexible settings, character development, and adaptable narratives. Meanwhile, modern sitcoms often include underrepresented groups, reflecting evolving social norms. Diverse casts and writing teams allow for more authentic portrayals of various races, genders, and sexual orientations, reshaping the genre to be more inclusive and representative of its audience (Simmons, A. 2025). Sitcoms have always contained moral lessons, but modern shows tend to weave humor into these learning moments. Thus, the evolution of sitcoms is not limited to changes in production formats or narrative structures but also reflects a shift in the genre's social function—from mere light entertainment to a medium capable of reflecting the complexities of modern society while fostering dialogue on identity, diversity, and human values.

Thus, the evolution of sitcoms is not limited to changes in production formats or narrative structures but also reflects a shift in the genre's social function—from mere light entertainment to a medium capable of reflecting the complexities of modern society while fostering dialogue on identity, diversity, and human values. A deep understanding of these sitcom characteristics serves as a crucial foundation for analyzing how language and

humor work simultaneously to create meaning—both literal and implicit meanings that emerge through character dialogue. As a narrative form that combines conversational realism with humorous situations, sitcoms offer a wealth of linguistic data relevant for study from a pragmatic perspective, particularly in understanding how implicatures and implied meanings are constructed and interpreted in everyday interactions packaged in an entertaining manner.

2. Sitcoms as a Medium for Language and Pragmatics Learning

In the context of language and pragmatics learning, sitcoms have been identified as an effective medium for developing students' communicative competencies. According to Ballens & Prieto (2025), sitcoms are not only used to entertain viewers but have also become an effective strategy for teaching English as a foreign language; sitcoms can play a positive role in EFL (English as a Foreign Language) classrooms, with relatable characters and humorous situations, this TV comedy is more than just entertainment; according to them, sitcoms are effective teaching tools for improving language skills at all levels. Meanwhile, according to Cezar, L.M. (2021), the benefits of sitcoms are more specifically focused on the pragmatic domain, as sitcoms present contextual language similar to real life, there by helping learners develop pragmatic competence.

Based on these explanations, it can be concluded that sitcoms have significant potential as a language learning medium, particularly in developing students' communicative and pragmatic competencies. Through contextual dialogues and situations reflecting everyday interactions, sitcoms provide a

more authentic exposure to language compared to conventional learning materials. In addition to helping improve general language skills, the use of sitcoms also allows learners to understand how language is used appropriately in various social situations. Thus, sitcoms serve not only as a form of entertainment but also as a learning resource that supports the understanding of language use in a contextual and communicative manner.

Given these characteristics, the use of sitcoms in language learning can serve as an effective alternative medium to enhance students' linguistic and pragmatic understanding. Through exposure to natural dialogue, social contexts, and variations in communicative expressions, learners can gain a more contextual and relevant learning experience aligned with real-life language use. Therefore, integrating sitcoms into language learning activities can help bridge the gap between the linguistic theory taught in the classroom and actual communication practices, thereby supporting the development of communicative competence in a more comprehensive manner.

4. Concept of EFL Students

1. Definition of EFL Learners

EFL (English as a Foreign Language) students are individuals who study English in an environment where the language is not used as the primary language in daily life. In this context, English is studied as a foreign language through formal learning processes in educational institutions such as schools or universities. According to Wu and Shafait (2024), EFL refers to the learning of English by non-native speakers in countries that

do not use English as the primary language of social or institutional communication. Therefore, the process of learning English in an EFL context typically takes place primarily in the classroom and relies on teaching strategies designed by instructors. Meanwhile, according to Febriyanti, R.I., et al. (2024), a more specific explanation regarding EFL students is provided: these are students who study English as a foreign language within formal educational programs, such as in English language education majors or related programs, with the aim of improving their English language proficiency, particularly in the areas of grammar, speaking, reading, writing, and listening.

EFL students are expected to possess various skills, such as reading (skimming, scanning, and using context to understand unfamiliar vocabulary), writing (the ability to produce high-quality writing and comprehend its content), speaking (interactive speaking skills), and listening (the ability to grasp the meaning of spoken material, including both non-academic conversations and academic lectures). These four skills are taught in an integrated manner with language systems (grammar, vocabulary, pronunciation) to build advanced language proficiency (Jiaotong, X. 2026). Students are not only required to master the four basic language skills (listening, speaking, reading, writing) with good grammatical accuracy but must also be equipped with pragmatic competencies to communicate appropriately in social contexts (Wang, Y., et al., 2024). Furthermore, global challenges require them to possess 21st-century skills (critical, creative, and communicative thinking), global and intercultural competencies to adapt to diverse

environments, as well as strategic competencies to overcome communication barriers. All of this must be supported by adequate academic literacy and self-directed learning to succeed in higher education and future careers.

It can be concluded that EFL students are English language learners who study the language as a foreign language in an environment where English is not the primary language of daily communication. The English language learning process for EFL students generally takes place within a formal educational context and is heavily influenced by teaching methods, learning strategies, and the level of language exposure they receive. Therefore, EFL students are not only required to master linguistic aspects such as grammar, vocabulary, pronunciation, and the four main language skills—reading, writing, speaking, and listening—but also need to develop pragmatic competencies to be able to understand and use English appropriately according to social contexts and communication situations.

2. Characteristics and Challenges of EFL Students in Language Learning

Students of English as a Foreign Language (EFL) have distinct characteristics that set them apart from second-language learners. In the Indonesian context, English as a Foreign Language (EFL) students learn the language in an environment where it is not used as a tool for daily communication. Consequently, classroom instruction is conducted in a formal manner. These characteristics encompass a number of personal challenges that affect their ability to learn English, both linguistically and practically.

According to Parmadi and Kepirianto (2023), the key characteristics of EFL students are significantly influenced by learning strategies and their types, which help them achieve the desired level of English proficiency. Students with high levels of self-efficacy and effective learning strategies tend to have better skills, such as TOEFL scores above the average standard, and effective learning strategies tend to result in better skills, such as TOEFL scores above the average standard. Additionally, Mappangara, S., et al. (2023) emphasize that self-efficacy is a key factor in EFL learning. Students who believe in their abilities will be more active in participating and are less likely to give up when facing difficulties. On the other hand, research by Woo.D.J., et al. (2023) indicates that EFL students also exhibit ambivalent attitudes toward learning technologies, such as the use of AI. Some students feel assisted, while others experience confusion and dependency. Based on these various studies, it can be concluded that the characteristics of EFL students are heterogeneous and influenced by various factors. Students have uneven initial proficiency levels, resulting in varying English language abilities from the start of the learning process. Additionally, learning success is influenced by personality and learning strategies employed, as each individual adopts a distinct approach to understanding and mastering the language. Students' levels of self-confidence also vary, which impacts their willingness to use English, particularly in speaking skills. Furthermore, EFL students exhibit diverse attitudes toward the use of technology in learning, ranging from those who find it helpful to those who

struggle to adapt. Therefore, these characteristics indicate that English language instruction must be tailored to the needs and circumstances of each student.

In addition to these characteristics, EFL students also face major challenges, such as psychological barriers that affect their confidence in using English. Sawitry. M., et al (2026) found that students face significant difficulties, including limited vocabulary, low self-confidence, and pronunciation issues that hinder their speaking proficiency. Kafabih, A. (2026) adds that psychological barriers such as anxiety and a lack of self-confidence are significant obstacles to achieving fluency in speaking. Furthermore, limited exposure to authentic English language practice and teacher-centered pedagogical approaches also contribute to the challenges faced by students.

In addition to psychological challenges, EFL students also face linguistic and pragmatic barriers. According to Waliyudin and Annisah (2024), EFL students often encounter various linguistic difficulties in learning English, particularly in vocabulary acquisition, understanding sentence structure, and the ability to grasp meaning in both texts and conversations.

Limitations in these areas make it difficult for students to understand and use English effectively. Furthermore, the use of English as the medium of instruction in the learning process poses a unique challenge, particularly for students with low foundational skills, who require additional time and support to keep up with the coursework. Pragmatic challenges for EFL students relate to the ability to use English appropriately within social and cultural contexts. Students often struggle to

understand implied meanings, such as the use of polite expressions, sarcasm, or differences in levels of formality in communication.

3. Pragmatic Competence of EFL Students

Pragmatic competence is an essential component of communicative competence that enables English as a Foreign Language (EFL) students to use language appropriately in accordance with social and cultural contexts. According to Wang.Y. et al (2024), pragmatic competence is the ability of language users to use language appropriately in various social situations and to understand the implied meaning in communicative interactions; the study emphasizes that pragmatic competence encompasses the ability to understand social relationships, cultural norms, and the purposes of communication in language use. In other words, EFL students are not only required to speak grammatically correctly but must also be able to adapt their speech to the context, such as the appropriate use of politeness strategies, requests, refusals, and other expressions.

Pragmatic competence consists of two main components: pragmalinguistics and sociopragmatics. The pragmalinguistic component relates to linguistic resources for performing communicative acts, while the sociopragmatic component concerns social rules in language use (Yeshanov.M.U., 2024). These two components complement each other in forming effective communication skills, as mastery of language forms alone is insufficient without an understanding of the social context of their use. Thus, EFL

students need to develop not only linguistic aspects but also sensitivity to social and cultural norms to avoid misunderstandings in cross-cultural communication. This indicates that pragmatic competence is an integrative and contextual ability in language use.

Additionally, pragmatic failures often occur in EFL students' interactions. Siregar, A. et al. (2024) explain that pragmatic errors can include transfer from the first language, errors in politeness strategies, and an inability to understand humor and idiomatic expressions. These failures can lead to communication misunderstandings and even result in negative perceptions from the conversation partner. Factors influencing EFL students' pragmatic competence include language proficiency level, exposure to English, teaching methods, and real-world communication experience. It can be concluded that pragmatic competence is an essential skill that EFL students must possess to use English appropriately within social and cultural contexts. This competence involves not only mastery of linguistic forms but also an understanding of social norms and communicative situations to avoid misunderstandings. Therefore, the development of pragmatic competence must be a priority in instruction so that students can communicate effectively and contextually.

4. The Relationship Between Pragmatic Competence and the Ability to Translate Implicatures

Pragmatics is a branch of linguistics that studies meaning in context, specifically how speakers use language not only to convey literal information but also to convey intent,

attitude, and social actions through utterances. In the field of translation, pragmatic ability is an essential competency because translators deal not only with linguistic structures but also with the original speaker's intent, which is often implied. Meanwhile, implicature is a concept introduced by Grice to explain the indirect meaning intended by the speaker, where the listener or reader must draw conclusions based on context, the principle of cooperation, and the maxims of conversation. In the context of translation, implicature poses a serious challenge because the implied meaning in the source text must be understood and accurately conveyed into the target text without losing the intended communicative nuance. In line with this, Bhataniah & Khatimah (2024) state that the ability to translate implicatures involves understanding implied meanings that are highly context-dependent. Thus, the success of implicature translation is determined not only by language proficiency but also by the translator's pragmatic ability to accurately grasp and convey implicit intentions.

The relationship between pragmatic competence and the translation of implicatures can be observed through the inference process carried out by the translator. According to Mustaqim, A.H. (2020), implicatures play a highly significant role in the translation process because they relate to how the translator understands unstated intentions through Grice's Cooperative Principle. Understanding implicatures helps the translator maintain a balance of meaning between the source and target languages, ensuring that the message remains communicatively intact. Without adequate pragmatic

competence, translators tend to produce literal translations that risk losing the implied meaning in the source text. Sergienko & Shugai (2025) note that pragmatic misinterpretations can lead to distortions of institutional meaning, loss of trust, and even legal invalidity. Thus, pragmatic competence directly determines the success of translating implicatures, which are rich in strategic and contextual content.

Pragmatic competence is the primary foundation in the translation of implicatures. The relationship between the two is integrative and mutually determinative, with the following characteristics. First, pragmatic competence enables the translator to understand the meaning of utterances contextually, including the speaker's intentions, attitudes, and communicative goals that are not explicitly stated. Second, in the process of translating implicatures, the translator is required to make inferences based on the principles of cooperation and the maxims of conversation as proposed by H. P. Grice, so that the implied meaning can be accurately captured. Third, pragmatic competence plays a role in determining the appropriate translation strategy to ensure that the implicit meaning is preserved without losing the communicative nuances in the target language. Fourth, low pragmatic competence has the potential to lead to misinterpretations that can cause shifts or even distortions in meaning. Therefore, the higher a translator's pragmatic competence, the greater their ability to translate implicatures precisely, accurately, and appropriately in accordance with the communicative context.

B. Some Related Previous Studies

1. From the American sitcom 'Seinfeld' to Modern Standard Arabic: Implicature translation by Arabic EFL students (Rabab'ah, G. & Cheikh, M., 2025)

This study examines the ability and strategies of conversational implicature translation by students learning English as a *Foreign Language* (EFL) whose native language is Arabic. This study examines how students understand and translate *conversational implicature*—the implied meaning not explicitly stated—from dialogue examples in the American sitcom '*Seinfeld*' into Modern Standard Arabic (MSA). This study is significant because *conversational implicature* is a crucial aspect of pragmatics for effective cross-linguistic communication between languages with vastly different linguistic and cultural structures.

The results indicate that EFL students who are native Arabic speakers face difficulties in translating conversational implicatures from English into Modern Standard Arabic (MSA). These difficulties primarily arise when the meaning of the implicature heavily depends on cultural and pragmatic context, such as humor, sarcasm, and indirect meanings commonly found in the dialogues of *the Seinfeld* sitcom. Some participants tended to translate literally, resulting in the implied meaning in the source language not being fully conveyed in the target language.

Additionally, the study found that students employed a variety of translation strategies, ranging from *word-for-word* and literal translation to idiomatic and free translation. Students with better pragmatic understanding were able to choose more flexible strategies and produce more accurate translations. These findings

confirm that pragmatic competence has a significant influence on translation quality, so translation instruction needs to emphasize understanding of implicatures and cultural context, not just linguistic aspects alone.

2. The Pragmatics of Humor in the English Sitcom *Friends* and Its Arabic Subtitles: A Pragmatic Analysis of Humor Types and Transfer. (Ben Slamia, F. 2025)

This journal article focuses on a pragmatic analysis of humor in the sitcom *Friends*, specifically in the process of translating subtitles from English to Arabic. The primary objective of the study is to identify the types of humor present in the dialogue and to analyze how this humor is pragmatically transferred into the target language. Using an inductive qualitative approach, the researcher analyzed data drawn from 33 episodes and focused on a number of punchlines containing humorous elements. The theoretical framework employed refers to the Raphaelson-West classification of humor, which divides humor into three main types: cultural humor, universal humor, and linguistic humor, which were then further developed within the context of this study.

The results of the study indicate that nine subtypes of humor were successfully identified, representing an expansion of these three main categories. Regarding pragmatic transfer, not all types of humor can be effectively translated. Universal humor and most linguistic humor tend to be successfully transferred into Arabic because they are not heavily dependent on specific cultural contexts and are generally easier to understand. Additionally, non-verbal humor and humor supported by pragmatic context also demonstrate a high success rate. Conversely, cultural humor—

particularly that related to idioms and specific cultural concepts—as well as phonological humor, which relies on wordplay, fails in the translation process due to linguistic and cultural differences between the source and target languages.

Based on these findings, the author concludes that the success of humor translation in an audiovisual context is significantly influenced by pragmatic aspects, visual context, and cultural proximity between the source and target languages. Humor that is universal in nature and supported by visual elements has a greater chance of being understood by cross-cultural audiences, whereas humor that is heavily tied to a specific language and culture tends to be difficult to transfer effectively. Therefore, translating humor requires not only linguistic accuracy but also creativity and cultural sensitivity to ensure that the humorous effect remains intact for the audience in the target language.

3. The Use of Grice's Conversational Maxims in the American Sitcom "Modern Family" (Bušelić, Ivana., 2023)

This study aims to examine the use of Grice's conversational maxims in the American sitcom *Modern Family*. The study focuses on how *the cooperative principle* and the four conversational maxims proposed by Grice (1975)—namely the maxims of Quality, Quantity, Manner, and Relevance—are violated or disregarded by the characters in the sitcom. The author employs a qualitative approach by analyzing ten episodes from the fourth season of *Modern Family*, which aired from 2012 to 2013. Data were collected from conversational scenes demonstrating non-compliance with the maxims, which were then categorized based on the type of maxim violated and the type of non-

compliance, such as *flouting* (overt violation), *violating* (covert violation), *infringing* (unintentional violation), *opting out* (refusal to comply), and *suspending* (suspension of the maxim). The primary objective of this study is to demonstrate that Grice's conversational maxims are frequently used in sitcoms as a tool to achieve humorous effects and evoke specific emotions in the audience.

The results of the study indicate that, of all the data analyzed, the *Maxim of Quality* is the maxim most frequently violated, occurring 19 times in 14 of the 19 analyzed scenes. This suggests that lies and dishonesty serve as the primary strategies employed by characters in sitcoms to create humor. The Maxim of Relevance and the Maxim of Quantity were each violated 5 times, while the Maxim of Manner was violated the least frequently, only 3 times. In terms of categories of non-compliance, "*flouting*" or overt violation was the most dominant with 20 occurrences, followed by "*violating*" 7 times, "*infringing*" 4 times, and "*opting out*" 2 times, while the "*suspending*" category was not found in the data. The character who most frequently engaged in non-compliance was Phil Dunphy with 7 violations, followed by Claire Dunphy and Cameron Tucker. The Dunphy family had the highest number of non-compliance instances at 20, while the Pritchett and Tucker-Pritchett families each had only 4.

Based on these findings, the author concludes that the sitcom *Modern Family* relies heavily on violations of Grice's conversational maxims, particularly the Quality Maxim, as a primary strategy for generating humor. The characters in this sitcom often lie or are dishonest in their conversations, and this

serves as an effective source of humor for the audience. The author also found that character personalities significantly influence their patterns of non-compliance, with more laid-back and expressive characters like Phil and Cam tending to violate the maxims more frequently than more serious characters like Mitchell and Alex. The limitations of this study lie in the exclusion of nonverbal communication aspects from the analysis and the subjective nature of determining categories of maxim non-compliance. This study contributes to the field of pragmatics, particularly in understanding how Grice's Cooperative Principle is applied in fictional discourse such as sitcoms to achieve specific communicative effects.

4. Impact of instruction based on movie and TV series clips on EFL learners' pragmatic competence: Speech acts in focus (Omar, F.R. & Razi, O., 2022)

This study, conducted by Fouad Rashid Omar and Özge Razi (2022), aims to examine the effectiveness of using movie clips and television series in enhancing the pragmatic competence of learners of English as a Foreign Language (EFL), with a specific focus on the production of speech acts such as requests and suggestions. This study was motivated by the understanding that pragmatic competence is a crucial component in second language acquisition that is often overlooked in textbook-based learning. The researchers employed an experimental design involving 42 students majoring in English Language and Literature at Cihan University-Duhok, Iraq, who were selected based on their intermediate-level IELTS test scores. Participants were then randomly assigned to an experimental

group and a control group. The experimental group received *explicit instruction* on the speech acts of *requests* and *suggestions* through carefully selected film clips and television series, while the control group was exposed only to minimal pragmatic material via printed texts from the textbook. The instrument used was the *Written Discourse Completion Test* (WDCT), administered as a *pre-test* and *post-test*, and analyzed using Taguchi's (2011) rating scale, which measures the level of pragmatic and grammatical appropriateness. This study spanned one academic semester with two face-to-face sessions per week.

The results showed that the experimental group, which received instruction based on film clips and television series, experienced a significant improvement in the production of *request* and *suggestion* speech acts compared to the control group. The author concluded that teaching pragmatics through film clips and television series proved effective and beneficial in enhancing the pragmatic competence of EFL learners, particularly in the production of *request* and *suggestion* speech acts. This success is attributed to the authentic nature of the audiovisual materials, which represent real communicative situations, thereby exposing learners to social contexts, body language, intonation, and other nonverbal elements that cannot be obtained from printed texts. This study also supports Schmidt's (1990) *Noticing Hypothesis*, which states that second language learning requires *awareness* of linguistic features, where film clips and television series help learners to "see" and "notice" how speech acts are used in authentic contexts. Practically, this study provides recommendations for English

language educators to integrate film clips and television series into pragmatic instruction to create a more engaging and contextual classroom environment. However, the authors also acknowledge the limitations of this study, namely the relatively small sample size, which requires careful generalization of the results; participants were limited to intermediate-level students; the lack of qualitative data collection methods; and the use of *the Written DCT*, which may not fully represent learners' oral pragmatic abilities. Further research is recommended to involve a larger sample, a variety of proficiency levels, and the use of *the Oral DCT* to obtain more comprehensive data.

5. Comprehension of Conversational Implicatures among Yemeni EFL Students (Yasser M. H. Ahmed Alrefaee & Abbas H. Al-Shammari 2025)

This study aims to determine the extent to which EFL students in Yemen are able to understand conversational implicatures, namely the implied meanings behind a person's utterances. The authors utilize Bouton's (1994) theory, which categorizes implicatures into two types: *idiosyncratic* (implied meanings arising from situational context) and *formulaic* (implied meanings following specific cultural patterns). The research sample consisted of 261 English major students from six universities in Yemen, both public and private. The students were given a multiple-choice test comprising 18 questions to measure their understanding of various types of implicatures. This study also aimed to examine whether factors such as age, gender, and university of origin influence the ability to understand implicatures.

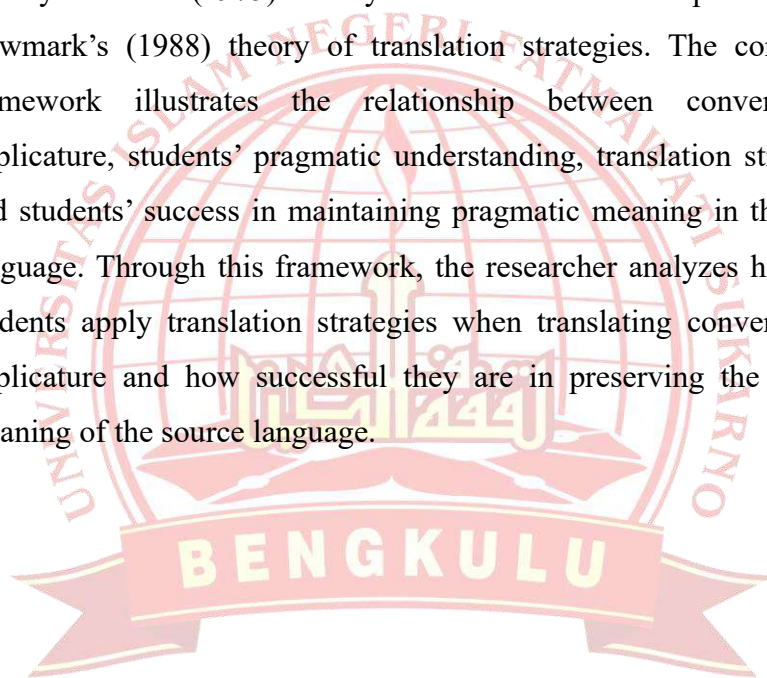
The results showed that Yemeni EFL students' ability to understand implicatures was at a moderate level, with only 53.05% of answers being correct. Students found it easier to understand situational implicatures (55.83%) compared to cultural implicatures (48.61%). The easiest type of implicature to understand was *relevance implicatures* (72%), which are implied meanings related to the relevance of the conversation. Conversely, the most difficult type of implicature to understand was *indirect criticism* (31.8%), which is criticism conveyed indirectly, followed by *the Minimum Requirement Rule* (40.5%). Regarding demographic factors, age was found to have a significant influence: students aged 20–25 demonstrated better comprehension compared to older students. Meanwhile, gender did not affect the ability to understand implicatures, and differences between public and private universities were also not particularly significant.

This study concludes that Yemeni EFL students still struggle to understand culturally-based implicit meanings, particularly indirect criticism and the Minimum Requirement Rule. Their ability is stronger in understanding implicit meanings that can be logically inferred from the conversational context. These findings indicate that pragmatic understanding does not develop on its own through formal language learning alone but requires explicit instruction and exposure to the target culture. The author suggests that pragmatic instruction be provided early on, not just at advanced levels, and that authentic materials such as films or real dialogues be used so that students become accustomed to indirect communication patterns. A

limitation of this study is the use of multiple-choice tests, which may not adequately reflect students' pragmatic abilities in real conversations. Further research is recommended using qualitative methods to gain a deeper understanding of students' thought processes when grasping implicit meaning.

C. Conceptual Framework

This study is built upon the integration of two main theories, namely Grice's (1975) theory of conversational implicature and Newmark's (1988) theory of translation strategies. The conceptual framework illustrates the relationship between conversational implicature, students' pragmatic understanding, translation strategies, and students' success in maintaining pragmatic meaning in the target language. Through this framework, the researcher analyzes how EFL students apply translation strategies when translating conversational implicature and how successful they are in preserving the implied meaning of the source language.



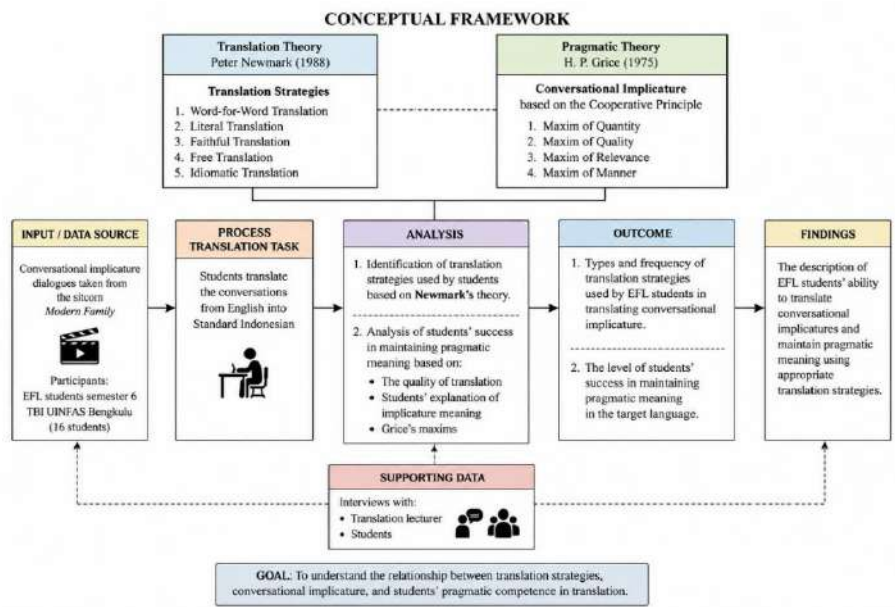


Figure 2. 1 Conceptual Framework

