ABSTRACT
This paper deals with raising knowledge of the illocutionary acts and implied meanings for students of English education study program. It aims to describe the types of illocutionary acts, illocutionary forces, and conversational implicatures used in the thesis examination. Such types of knowledge should be well understood as the knowledge confers a clear description of the use of speech acts in the thesis examination.

More specifically, students of English education study programs should be aware of the types of illocutionary acts, namely representatives, directives, commissive, expressive, and declarative which are further classified according to the illocutionary forces of each illocutionary act. Added to this, the knowledge of conversational implicatures: generalised conversational implicatures and particularised conversational implicature are also of great importance to minimise mis-conception and mis-interpretation of speech acts which possible occur in the thesis examination practices.

Key words: illocutionary acts illocutionary forces implicatures

INTRODUCTION
A language, for example, English is defined as a system of sounds, symbols, or signs that convey meanings. It is commonly used by human beings to express their ideas, feelings, emotions, and the like in different settings of communications which include natural and formal settings. In natural settings,
background that can show them or lead them to see more examples of good and bad characters from other cultures. Besides, there are more positive points that literature can offer and can be empowered for the character building education. Collie and Slater (1987) defined that it is from literature that people can treat it as valuable authentic material, cultural enrichment, language enrichment, and personal involvement. In relation to the empowerment of literature for character building teaching material, literature is placed as the valuable authentic material because it can provide the real character building education inside its stories. The authentic material reflects the real examples of character building indicators exactly like what is presented by the short story used in this study. O’Henry’s *After Twenty Years* presents the story of responsibilities and honesty between two best friends meeting after twenty years whom one of them was apparently the country’s most wanted robber that the other best friend had the obligatory duty to arrest him. When such story is read, the readers see the authentic example of character building that they must be able to identify which one is good and another one is the bad. Furthermore, the empowerment of literature for character building can be taken into account just like what Collie & Slater (1987) explained that literature offers a bountiful and extremely varied body of written material which is ‘important’ in the sense that it says something about fundamental human issues. Of course, the fundamental human issues cover the qualities of good characters presented above. Thus far, the empowerment of literature to be used for the teaching material of character building education is so possible by considering the qualities that literature has e.g. valuable authentic material and fundamental human issues.

Another quality that literature could offer is that literature can educate the whole people, (Lazar, 1993). Generally, it is clearly seen that indeed literature and its literary works can teach its readers. It can be taught with many teaching objective such as the language use, the content and the messages, and also some other ideas that might not be found in other teaching materials. Secondly, Lazar also claimed that literature may also have a wider educational function in the classroom in that it can help to stimulate the imagination of the students, to develop their critical abilities and to increase their emotional awareness. Thus, it could add more qualities that literature could offer for the character building education and finally literature could empower the character building education for its readers.

English is widely employed by some Indonesian society members such as *becak* drivers, tour guides, cashiers and the like to communicate with non-domestic tourists in some tourism spots like Malioboro, Borobudur, Bali, and others. In formal settings, English is employed by many Indonesian educationalists, namely English or non-English teachers, English or non-English lecturers, English trainers and the like as a means of classroom communications beside Indonesian. In international seminars or conferences, English is also employed by the presenters as a means of presentations or by participants as a means of asking questions to the presenters. Added to this, English is also used as a means of a communication between the board of the examiners and the examinees when they are involved in the thesis examination, for example, thesis examination at English language education study program.

The use of English in the thesis examination by the board of the examiners is unique in nature. The uniqueness is that the thesis examination is dominated by question and answer practices between the examiners and the examinees. The questions to some extent do not really ask the examinees the content of the thesis drafts but the questions as reflected in the form of the speech acts are primarily aimed at reconfirming the examinees’ understanding of what they have written in their thesis drafts. Therefore, the utterances of the board of the examiners can be comprehensively analysed when students of English language education study program have sufficient knowledge of pragmatics, which include the knowledge of illocutionary acts, illocutionary forces, and conversational implicatures.

In reference to the above issue, this article presents the nature of illocutionary acts, the types of illocutionary forces of each illocutionary act and the conversational implicatures. The exploration of the three issues is of great importance for students of English language study program who are engaged in the thesis examination. By understanding the three issues, mis-interpretation and communication barriers could be minimised.

**LITERATURE REVIEW**

**Illocutionary Acts and Illocutionary Forces**

In relation to pragmatics, Yule (1996:47) states that the pragmatics is primarily concerned with the issue of a speech act which means an action performed via utterances which have specific labels such as apology, complaint,
compliment, invitation, promise or request, and the like. According to her, the speech act may embody locutionary, illocutionary, and perlocutionary acts. The locutionary act refers to an utterance that is tied in terms of sense and reference. The illocutionary act is defined as the making of a statement, for example, offering, promising, etc in expressing an utterance, by virtue of the conventional force associated with it. The per-locutionary act means the bringing about of effects on the audience by means of the utterance.

In lieu with the illocutionary act, Searle in Finch (2000:182) classifies the illocutionary acts into five types, namely (1) representative, (2) directive, (3) commissive, (4) expressive, and (5) declarative. The term representative is defined as one of the illocutionary acts which commits the speaker to the truth of the uttered proposition. It is commonly used to represent a state of affairs (Finegan et al., 1997:L344). Such a type of the illocutionary act is divided into some illocutionary forces which include stating, suggesting, boasting, complaining, claiming, and announcing (Leech, 1983:105). Further, Cutting (2008:14) adds some illocutionary forces of the representative, namely describing, hypothesizing, insisting, and predicting.

The second type of the illocutionary act is directive which is defined as asking the hearer to do something. With the use of directive, the addressee attempts to get the addressee to do some actions as he/she wants. This illocutionary act is subdivided into some types which include (1) commanding, (2) requesting, (3) suggesting, (4) inviting, (5) questioning, and (6) warning. The term commissive refers to committing the addressee to some future course of actions. In other words, it deals with an action which will be or will not be done in the future course. This illocutionary act is categorised into some illocutionary forces which include (1) promising, (2) vowing, (3) offering, (4) threatening, and (5) refusing.

The fourth illocutionary act is expressive. It is defined as a speech act, which expresses a psychological state. This can be in the form of stating pleasure, pain, likes, dislikes, anger, joy, sorrow, and the like. The illocutionary act of expressive has some illocutionary forces such as (1) greeting, (2) thanking, (3) apologizing, (4) complimenting, (4) stating pleasure, (5) stating pain, (6) stating doubt, (7) stating confusion, (8) stating surprise, (9) stating panic, (10) stating anger, and (11) stating dislike. Another type of the illocutionary act is declarative. It refers to a speech act of which effects immediately change an institutional state of affairs. Added to this, it tends to rely on elaborated extra-linguistic institutions.

The indicators above are to be used as the assessment indicators to check whether those indicators above are shown or performed or not by the students after they read and discuss the short story containing the values of good characters that become the objective of the study.

Literature Empowerment and Character Building Education

Employing literature as the teaching material for character building education is indeed a way of empowering literature exactly like this paper is aiming to purpose. Empowering literature during the process of character building education is supported by some qualities that literature can provide when it is read and enjoyed by its readers. At least, there are some viewpoints of examining the reasons for using and empowering literature in character building education e.g. it is seen as motivating material depicting real sense of life achievement; it is placed as an access to cultural background showing the cultural comparison and eventually leading to social respect, and it is considered to educate the whole person relating the value inside and outside the society.

Literature is seen as motivating material because it depicts the real sense of life achievement. The story has some particular issues of human life that its readers can learn not only about the valuegood or bad characters, but also the cultural
First, it is possible to have performance character without moral character, and vice versa. Second, a person of character embodies both performance character and moral character. Both carry obligation. Third, whereas moral virtues are intrinsically good, performance virtues can be used for bad ends. Forth, both performance character and moral character have three psychological components: awareness, attitude, and action. Fifth, a person of character, performance character and moral character support each other in an integrated, interdependent way. The last, performance character and moral character can be operationally defined in terms of eight strengths of character. (Thomas Lickona & Matthew Davidson, 2005)

To understand the effectiveness of the character building education, the writer has also employed the following pointers to carefully check the students' understanding and reaction about the characters that they have learned and found in the literary works. (Thomas Lickona & Matthew Davidson, 2005):

| Table 1. Performance and Moral Character Indicators |
|-----------------------------------------------|----------------|
| **Action/ behavior/ habits** | **Attitude/ emotional/ valuing** | **Awareness/ cognitive** |
| **Performance Character:** | | |
| 2. Demonstrates the skills and habits required for excellence. | ✔ It is strongly motivated to give best effort. | ✔ It can identify excellence in many areas of endeavor. |
| 2. Practices in order to improve the skills and habits required for excellence. | ✔ It is committed to high-quality work. | ✔ It understands the performance virtues required to pursue excellence. |

This illocutionary act comprises some illocutionary forces which include (1) excommunicating, (2) declaring war, (3) christening, (4) marrying, (5) firing from employment, and others Finch (2000:182). This type of the illocutionary act is rarely used in communication practices including in the thesis defence because it is limited to ceremonial events.

Of the five types of illocutionary acts, four types of illocutionary acts are commonly used in communication practices including the communication performed by board of examiners in the thesis defence. They include (1) representative, (2) directive, (3) commissive, and (4) expressive. The following provides examples of the four illocutionary acts and forces used in the thesis defence.

**Illocutionary Acts and Illocutionary Forces Used in the Thesis Examination**

In the thesis defence, there are four types of illocutionary acts which are commonly used by the board of examiners. Each illocutionary act is discussed below.

**Representative**

The following presents some examples of illocutionary forces of representative as commonly performed by the board of examiners. Each illocutionary force has a linguistic feature as presented in the bold forms.

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Illocutionary Forces</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Stating an opinion</td>
<td>E-1: In my opinion, at least there are two factors to successfully comprehend the English text. They are schematic knowledge and systemic knowledge.</td>
</tr>
<tr>
<td>2</td>
<td>Informing</td>
<td>C: Dear examinee, let me inform you that in the first part of the examination, you are given time fifteen minutes to present the summary of your thesis and then in the second part, the examiners will ask you the details of your research.</td>
</tr>
</tbody>
</table>
consists of knowing the good, desiring the good, and doing the good. By this definition, students who are being educated or taught their character building must possess the ability of identifying the good and the bad things including their action, willing, and concept of good life. In fact, it sounds so perfect; however, students nowadays really need this so that they could have brighter life in the future based on their best characters. Furthermore, Lickona and Davidson (2005) mentioned some indicators of having good characters such as trustworthy, responsible, respectful, fair and just, caring, empathic, self-controlled, and above all, as a good citizen who obeys laws and plays by the rules. It is based on these characters, students are trained to bear them in mind; they understand these characters as their life guidance.

In relation to the aim of this paper that is to study the quality of literature that can be possibly utilized as the character building education teaching media, it could be suggested that in literature there must be issues related to the character indicators mentioned above. It means that within the story or the messages delivered and depicted in the literary works must pop-up those particular issues. Therefore, by reading them, students can easily take a role model to understand the good characters illustrated. These qualities are actually found and depicted in the short story under the study e.g. O’Henry’s *After Twenty Years* in which the story brings the issues related to responsibility and honesty between two best friends who vowed to meet again after twenty years later in the same place and in the same date. The conflict provided within the short story is worth reading since such kind of situation is possible to happen in this life. As a result, this novel is chosen as the media for the character building education in this particular time; therefore, it also aims at seeing the effectiveness of utilizing this short story that will be explored by the students.

Furthermore, to examine the effectiveness of the process of character building education, students needs to be assessed. The assessment is of course not to judge their score or grade, but it is more to investigate their understanding of good characters that they have studied or learned during the process. Lickona and Davidson (2005) divided the concept of character into 2 types of character i.e. moral and performance characters. Moral character is the character emerging from interpersonal and ethical relationship among people whereas performance character is the performed characters which are good in the real life. Both of them are supporting one another. The following quotation may explain their position:
what might be needed is teaching method or teaching approach which is more progressive and indirect method that can stimulate the skills of active social construction of moral meaning by participating the democracy, having collaboration and cooperation in work groups and also in discussions.

Furthermore, university students majoring on English Literature study program at FISIP University of Jenderal Soedirman are likely to be much exposed to read various literary works with various topics that some of them are very universal topics reflecting the actual and real life in the society. Literature/literary works offer its readers with values, humanity, and other issues that sometimes they do reflect things happening in the real life. Therefore, Laurenson & Swingewood (1971) called literature as a mirror to the age. By reading literature, students are exposed to many life stories presented within the literature. Therefore, when literature is used as teaching material for character building education, it can predicted that literature could teach students more humanistic life experience, and not teaching them in didactic manner nor in preaching way. In this study, one example of literary works utilized as the teaching material is a short story by O’Henry entitled After Twenty Years. In relation to the aim of this paper, the writer wants to explore the quality that literature has that can be very useful and possible to be taken into account as teaching material for character building education. Besides, the writer is going also to illustrate the result of previous study setting an example of utilizing one of literary works to teach character building and the students' opinion after they use a piece of work literature in their character building education process.

LITERATURE REVIEW

Character Building Education

Nowadays, character building education is booming and is to be socialized by the government. However, it is necessary to understand the concept of character building education before discussing further to take literature into account as one teaching material in character building education classes. Lickona and Davidson (2005) also ensured that teachers play important roles to teach the good characters that have become the spirit of character building education. Furthermore, to understand the definition of character education, one must be able to define what character means. Lickona and Davidson (2005) defined good character as it

Directives

In the thesis defence, the illocutionary act in the form of directive is often found. The following exemplifies the illocutionary forces of the illocutionary act of directive. Each illocutionary force has a linguistic feature as presented in the bold forms.

Table 2. The examples of the illocutionary forces of directive

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Illocutionary Forces</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Commanding</td>
<td>E-1 : Now open to page 54. You can display Table 14. Please tell me the meaning of the information of each column.</td>
</tr>
<tr>
<td>2</td>
<td>Requesting</td>
<td>C : Would you please show us the identification of the problem in your slide? Yr, this one.</td>
</tr>
<tr>
<td>3</td>
<td>Suggesting</td>
<td>E-1 : I think it’s better for you to give an emphasis that students still found difficulties in comprehending text for the first cycle.</td>
</tr>
<tr>
<td>4</td>
<td>Inviting</td>
<td>C : Now, I invite you to present your thesis draft in 15 minutes. The floor is yours.</td>
</tr>
<tr>
<td>5</td>
<td>Questioning</td>
<td>E-1 : How did the teacher learn English based on your interview? Did they have or attend special English training from school or from the government?</td>
</tr>
<tr>
<td>6</td>
<td>Warning</td>
<td>C : Please highlight that vocabulary should be embedded in the macro-language skills. It is not explicitly taught for the students of secondary school levels. Don't teach vocabulary separated from the macro language skills. Do you understand this point?</td>
</tr>
</tbody>
</table>
Commissive

In the thesis defence, the illocutionary act in the form of commissive is often found. The following exemplifies the illocutionary forces of the illocutionary act of commissive. Each illocutionary force has a linguistic feature as presented in the bold forms.

Table 3. The examples of illocutionary forces of commissive

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Illocutionary Forces</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Promising</td>
<td>C: In the first part of examination you have done 15 minutes to present the summary of your research and then we will ask you questions and will give you necessary advice for the revision of your report.</td>
</tr>
<tr>
<td>2</td>
<td>Offering</td>
<td>E-1: Do you want to drink first before I continue my next questions? It seems to me that you are nervous. Just relax. Don't be afraid of me.</td>
</tr>
<tr>
<td>3</td>
<td>Threatening</td>
<td>E-1: You have to carefully revise all mistakes that I found on your thesis. Otherwise, I do not want to ratify your thesis.</td>
</tr>
</tbody>
</table>

Expressive

In the thesis defence, the illocutionary act in the form of expressive is often found. The following exemplifies the illocutionary forces of the illocutionary act of expressive. Each illocutionary force has a linguistic feature as presented in the bold forms.
mentioning those learned characters, and they also can show their self-reflection after learning it. In conclusion, there is possibility of using literature as prospective teaching material in educating students’ character building by analyzing the qualities embedded in the literature e.g. novels, short stories and poems, and doing this is also a way of empowering literature for a greater life benefit. Keyword: Character building, Teaching material, and Literature empowerment.

INTRODUCTION

Realizing and being aware of what is happening around Indonesian society nowadays will force and make some of us think and try to relate with the education system that Indonesian people have conducted so far. Corruption, collusion, nepotism and some other white-collar cases are more frequently to appear and to happen in Indonesia; therefore, it is so understandable when some people start questioning this as the result of the unprepared education system in Indonesia since almost the criminals committing those inhumanity cases are those who have pursued high or higher formal education. Further, even some people are saying that the education system has really failed to mentally educate them to really teach them as good human beings and citizens.

These facts are able to lead some of us to look back to what had been argued by Martin Luther King, Jr. that he required us to always remember that intelligence is not enough. It is intelligence plus character that is the goal of true education. This is so meaningful to interpret that solely intelligence is not considered enough to teach a person to be a completely educated person. Character building must also be taught and educated to strengthen one’s self-value both academically and behaviorally. Seeing the facts that there are still many white-collar crimes happening in Indonesian society either in a very small scale or the huge ones, Indonesian education system is assumed to be incomplete, and it has not yet accommodated character building education during the formal education levels. As a result, the output of such education system can only graduate those well-educated people without having strong and good personalities. It also soon becomes the government’s concern and urgency to teach character building to students of any level as it is mention in the Decree of National Education Ministry number 045/U/2002. The government has realized the urgency of teaching

Table 4. The example of the illocutionary forces of expressive

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Illocutionary Forces</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting</td>
<td>C : Good morning, everyone We are very pleased to invite you to put for the thesis examination.</td>
</tr>
<tr>
<td>2</td>
<td>Thanking</td>
<td>C : Thank you so much for your presentation and I’d also like to congratulate you on accomplishing your thesis draft, this is writing draft.</td>
</tr>
<tr>
<td>3</td>
<td>Apologizing</td>
<td>E-1 : I am so sorry, I could not stay here until the end because I have to join the meeting at Rectorate. Sorry for making you inconvenience.</td>
</tr>
<tr>
<td>4</td>
<td>Complimenting</td>
<td>E-1 : I am pleased to be your first examiner. First of all, I would like to say congratulation for your success in finalizing your thesis draft. C : You did well enough in your performance even though there are weaknesses in there.</td>
</tr>
<tr>
<td>5</td>
<td>Stating pleasure</td>
<td>C : Board of the examiners, examinee Eko Fabrianto and audience, its pleasure for us this morning to have you to take the examination of his thesis entitled Improving Students Speaking Ability through Contextualised Speaking Tasks.</td>
</tr>
<tr>
<td>6</td>
<td>Stating a doubt</td>
<td>E-1 : For me, internal factor is related to the reader. It can be the motivation or the ability of the reader. It is an internal factor. The other factor is the teacher. It can be the external factor. Perhaps, there are other theories.</td>
</tr>
<tr>
<td>7</td>
<td>Stating confusion</td>
<td>E-1 : I don’t quite understand why some are included in the internal factors and some others are included in the external factors.</td>
</tr>
</tbody>
</table>
Note:
E-1 : The First Examiner   C : Chair Person
E-2 : The Second Examiner  S  : Student

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### Stating dislike

C : Could you explain that to me what you mean with their writing ability is low? I dont like the score when you are talking writing ability. I dont believe in score. But in writing ability, did you observe the student skill ability? What typical mistake did you find?

---

### Stating panic

C : Ehm.. ehm.. I have a meeting at Senate. Let me give the opportunity to the first examiners. Ehm.. I will be right back.

---

### Stating surprise

E-2 : You have so many prints -out of data but you didnt explain what they mean. How come? Why happened to you? Ini semua yang harus dilaporkan untuk item 1 (This should be reported).

---

### Stating anger

C : Do you get the first examiner's question? Do you get the point of his question? She does not understand it. It is terrible.

E-1 : How many percent is this, spelling? And then total correct answer? 140. 94.9. So the percentage? Is this about spelling or pronunciation? How do you spell 67.7%?

How do you write? Kok bisa, kok kamu bisan ('How come')? We are testing what you have done not your purpose? Kita bukan ahli kebathinan ('We are not paranormal'). Jadi yang diujikan adalah yang tertulis (So what I see is what you write), "not what I mean".

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### Abstract

When Martin Luther King, Jr. mentioned that “We must remember that intelligence is not enough. Intelligence plus character that is the goal of true education”, he must have completely understood that education is never enough without educating the students' characters. Nowadays, character-building-based curriculum has been promoted throughout the country to educate students' character building. It also soon becomes the government's concern and urgency to teach character building to students of any level as it is mentioned in the Decree of National Education Ministry number 045/U/2002. However, there are some problematic matters in designing its teaching materials whether it is between didactic and non-didactic or implied and vice versa method of teaching.

To propose a prospective solution of teaching character building to students; therefore, this paper aims to probe and to share a case study from the readers of O. Henry's *After Twenty Years* who happen to be the students of Book Report class at English Language and Literature Department of Jenderal Soedirman University in Purwokerto Central Java. The short story is given to the students as the teaching material to seek the most efficient way of teaching them character building as it is reflected within the short story. Given the short story, read it, responded and finally answered the questionnaire, those students are able to identify the character building embedded in that particular literary work and to learn them from the story. Besides, derived from the students' questionnaire, it can be concluded that students can educate themselves the character building through the story by

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* The paper has been presented in The 16th English in South-East Asia Conference: English for People Empowerment in December 8-10, 2011 at Sanata Dharma University Yogyakarta.
study program should be familiar with four types of illocutionary acts which include representative, expressive, commissive, and directive and the types of illocutionary forces of each illocutionary act mentioned which are commonly employed in the thesis defence.

Added to this, they have to be familiar with types of implicatures, namely generalised and particularised conversational implicatures. Such understanding is of great use to make sense of the implied meanings in order that mis-interpretation leading to the failure of their thesis examinations could be minimised. To sum up, raising knowledge of illocutionary acts and implied meanings used in the thesis examination to students of English language education study program is fruitful to establish open-minded graduates in lieu with use of English language in some different communication practices in order that mis-conception and mis-interpretation of speech acts can be minimised.

REFERENCES

Conversational Implicature

In any communication practices, the speakers have intentional meanings which are not explicitly stated in their utterances. This drives the hearers to struggle hard to get the message which is implicitly stated in order to minimise communication barriers due to the unsaid information. The implied message in a conversation is called an implicature. Brown and Yule (1983: 31) state that an implicature is what the speaker can imply, suggest, or mean as distinct from what the speakers literally express. As it is not explicitly stated by speakers in their utterances, the hearers then need to make implication or suggestion in order to gain what the speakers mean through their utterances. Further, Horn and Ward (2006: 3) state that implicature is a component of speakers’ meaning that constitutes an aspect of what is meant in the speakers’ utterance without being part of what is said. Grundy (2008: 92) claims that an implicature is a meaning that is conveyed but not explicitly stated. To know the intended meaning of the speakers’ utterances, the hearers must do a deep interpretation since the speakers’ utterances usually have more than a literal meaning.

In terms of the types of implicatures, some experts classify the implicatures into two types, namely (1) conversational implicatures and (2) conventional implicatures. The conversational implicatures refer to a particular meaning as implicitly conveyed by the speaker in conversational practices (Cutting, 2008:35). In this case, the hearers are demanded to make an inference of the speakers’ utterances. This type of implicatures is divided into two, namely (1) generalised conversational implicatures and (2) particularised conversational implicatures. The former may arise without any particular context or special scenario to deal with additional conveyed meaning (Yule, 1996:41). For example, the construction I saw a university student last Monday standing next to a pretty car exemplifies the generalised conversational implicature which informs that the student and the pretty car do not belong to the speaker.

The latter deals with an implicature that requires very specific contexts in which inferences are needed. Such inferences are required to search out the conveyed meanings. The following presents the example of particularised conversational implicature.

John: May I have a ride tomorrow? My car is broken.
Yessica: My mother asks me to take her in the airport at dawn.

The above conversation shows that Yessica could not give a ride to John because she takes her mother in the airport. Such an inference requires particular contexts to interpret the implied meaning.
Different to the conversational implicature, the conventional implicature deals with specific words and results in additional conveyed meanings when the words are employed (Yule, 1996:45). Mey (1993:104) urges that the conventional implicature cannot be changed by invoking another context as it is standardised by convention. Levinson (1983: 127) claims that the conventional implicature is treated as non-truth-conditional inferences, which are not generated from superordinate pragmatic principles like the maxims, but it is simply connected by conversation to particular lexical item. This suggests that such a type of the implicatures can be automatically interpreted by words as literally expressed without occurring in conversations and not depending on special contexts for its interpretation. For example, the word and in My mother ask me to buy apples and oranges means additional as the word and is a conjunction that links some similar items. In this case, it does not need a particular context to interpret the meaning of the word and.

Conversational Implicatures in Thesis Examination

As mentioned earlier, there are two types of conversational implicatures. They include generalised conversational implicatures and particularised conversational implicatures. Each is discussed below.

Generalised conversational implicature

C: Please highlight that vocabulary should be embedded in the macro-language skills. It is not explicitly taught for the students of secondary school levels. Don't teach vocabulary separated from the macro-language skills. Do you understand this point?

The above example shows that the speaker confers an implied meaning as shown in the bold forms. He wants to say that teaching vocabulary cannot be separated from the four macro-language skills, namely listening, speaking, reading and writing. Such an implied meaning is categorised as the generalised conversational implicature as the hearers do not need to apply specific knowledge to make sense of such utterances. See the other example below.

E-1: When you deal with a top-down processing in teaching reading, we give an emphasis of the use of sub-reading skills. It is better for you to add the sub-reading skills when you explain the use of top-down process in your literature review.

The above example shows that the speaker has an implied meaning through the uttered expressions. He suggests that the examinee as the hearer includes the explanation of predicting, previewing, guessing, scanning, and the like to deal with the application of the top-down processing. The implied meaning is also classified as the generalised conversation implicature as it does not require a specific context to make sense of the used utterances.

Particularised conversational implicature

E-2: Okay. We've got so many comments from Pak Harto. I think you should revise your thesis report as suggested by him.

S: Yes, sir. Thank you.

The above example performs that the second examiner urges that the examinee should highlight what the first examiner asks and commends on her thesis draft to gain the betterment of the thesis report. Added to this, the other implied meaning through his utterance is that he has only a few comments on the thesis report as the first examiner has already covered all part of the thesis draft.

C: I think we don't have any more question to ask. Could you please wait outside for the result of your performance.

The above example shows that the speaker signals that the thesis examination is up as a great number of questions have been asked and successfully answered by the examinee. Added to this, the speaker also asks the examinee to give privacy to the board of the examiners to discuss the result of the thesis examination. Such implied meanings require particular knowledge to make sense of the utterances. That is why such the implied meaning is categorised as the particularised conversational implicature.

CONCLUSION AND SUGESTION

With regard to the above explanation, the knowledge of illocutionary acts and implied meanings is of great importance to students of English language education study program. The understanding of those issues facilitates them to easily make sense of the message in some communication practices in different contexts including in the context of a thesis defence which employs English as a means of communication. This relies on the fact that the use of English in the thesis defence is unique in nature. Therefore, students of English language education
Different to the conversational implicature, the conventional implicature deals with specific words and results in additional conveyed meanings when the words are employed (Yule, 1996:45). Mey (1993:104) urges that the conventional implicature cannot be changed by invoking another context as it is standardised by convention. Levinson (1983: 127) claims that the conventional implicature is treated as non-truth-conditional inferences, which are not generated from superordinate pragmatic principles like the maxims, but it is simply connected by conversation to particular lexical item. This suggests that such a type of the implicatures can be automatically interpreted by words as literally expressed without occurring in conversations and not depending on special contexts for its interpretation. For example, the word *and* in *My mother ask me to buy apples and oranges* means additional as the word *and* is a conjunction that links some similar items. In this case, it does not need a particular context to interpret the meaning of the word *and*.

**Conversational Implicatures in Thesis Examination**

As mentioned earlier, there are two types of conversational implicatures. They include generalised conversational implicatures and particularised conversational implicatures. Each is discussed below.

**Generalised conversational implicature**

C : Please highlight that vocabulary should be embedded in the macro-language skills. It is not explicitly taught for the students of secondary school levels. **Don't teach vocabulary separated from the macro-language skills.** Do you understand this point?

The above example shows that the speaker confers an implied meaning as shown in the bold forms. He wants to say that teaching vocabulary cannot be separated from the four macro-language skills, namely listening, speaking, reading and writing. Such an implied meaning is categorised as the generalised conversational implicature as the hearers do not need to apply specific knowledge to make sense of such utterances. See the other example below.

E-1 : When you deal with a top-down processing in teaching reading, **we give an emphasis of the use of sub-reading skills.** It is better for you to **add the sub-reading skills when you explain the use of top-down process in your literature review.**

The above example shows that the speaker has an implied meaning through the uttered expressions. He suggests that the examinee as the hearer includes the explanation of predicting, previewing, guessing, scanning, and the like to deal with the application of the top-down processing. The implied meaning is also classified as the generalised conversation implicature as it does not require a specific context to make sense of the used utterances.

**Particularised conversational implicature**

E-2 : Okay. **We've got so many comments from Pak Harto.** I think you should revise your thesis report as suggested by him.

S : Yes, sir. Thank you.

The above example performs that the second examiner urges that the examinee as the hearer should highlight what the first examiner asks and commends on her thesis draft to gain the betterment of the thesis report. Added to this, the other implied meaning through his utterance is that he has only a few comments on the thesis report as the first examiner has already covered all part of the thesis draft.

C : I think **we don't have any more question to ask.** Could you please wait outside for the result of your performance.

The above example shows that the speaker signals that the thesis examination is up as a great number of questions have been asked and successfully answered by the examinee. Added to this, the speaker also asks the examinee to give privacy to the board of the examiners to discuss the result of the thesis examination. Such implied meanings require particular knowledge to make sense of the utterances. That is why such the implied meaning is categorised as the particularised conversational implicature.

**CONCLUSION AND SUGESTION**

With regard to the above explanation, the knowledge of illocutionary acts and implied meanings is of great importance to students of English language education study program. The understanding of those issues facilitates them to easily make sense of the message in some communication practices in different contexts including in the context of a thesis defence which employs English as a means of communication. This relies on the fact that the use of English in the thesis defence is unique in nature. Therefore, students of English language education...
study program should be familiar with four types of illocutionary acts which include representative, expressive, commissive, and directive and the types of illocutionary forces of each illocutionary act mentioned which are commonly employed in the thesis defence.

Added to this, they have to be familiar with types of implicatures, namely generalised and particularised conversational implicatures. Such understanding is of great use to make sense of the implied meanings in order that mis-interpretation leading to the failure of their thesis examinations could be minimised. To sum up, raising knowledge of illocutionary acts and implied meanings used in the thesis examination to students of English language education study program is fruitful to establish open-minded graduates in lieu with use of English language in some different communication practices in order that mis-conception and mis-interpretation of speech acts can be minimised.

REFERENCES

Conversational Implicature

In any communication practices, the speakers have intentional meanings which are not explicitly stated in their utterances. This drives the hearers to struggle hard to get the message which is explicitly stated in order to minimise communication barriers due to the unsaid information. The implied message in a conversation is called an implicature. Brown and Yule (1983: 31) state that an implicature is what the speaker can imply, suggest, or mean as distinct from what the speakers literally express. As it is not explicitly stated by speakers in their utterances, the hearers then need to make implication or suggestion in order to gain what the speakers mean through their utterances. Further, Horn and Ward (2006: 3) state that implicature is a component of speakers’ meaning that constitutes an aspect of what is meant in the speakers’ utterance without being part of what is said. Grundy (2008: 92) claims that an implicature is a meaning that is conveyed but not explicitly stated. To know the intended meaning of the speakers’ utterances, the hearers must do a deep interpretation since the speakers’ utterances usually have more than a literal meaning.

In terms of the types of implicatures, some experts classify the implicatures into two types, namely (1) conversational implicatures and (2) conventional implicatures. The conversational implicatures refer to a particular meaning as implicitly conveyed by the speaker in conversational practices (Cutting, 2008:35). In this case, the hearers are demanded to make an inference of the speakers’ utterances. This type of implicatures is divided into two, namely (1) generalised conversational implicatures and (2) particularised conversational implicatures. The former may arise without any particular context or special scenario to deal with additional conveyed meaning (Yule, 1996:41). For example, the construction I saw a university student last Monday standing next to a pretty car exemplifies the generalised conversational implicature which informs that the student and the pretty car do not belong to the speaker.

The above conversation shows that Yessica could not give a ride to John because she takes her mother in the airport. Such an inference requires particular contexts to interpret the implied meaning.