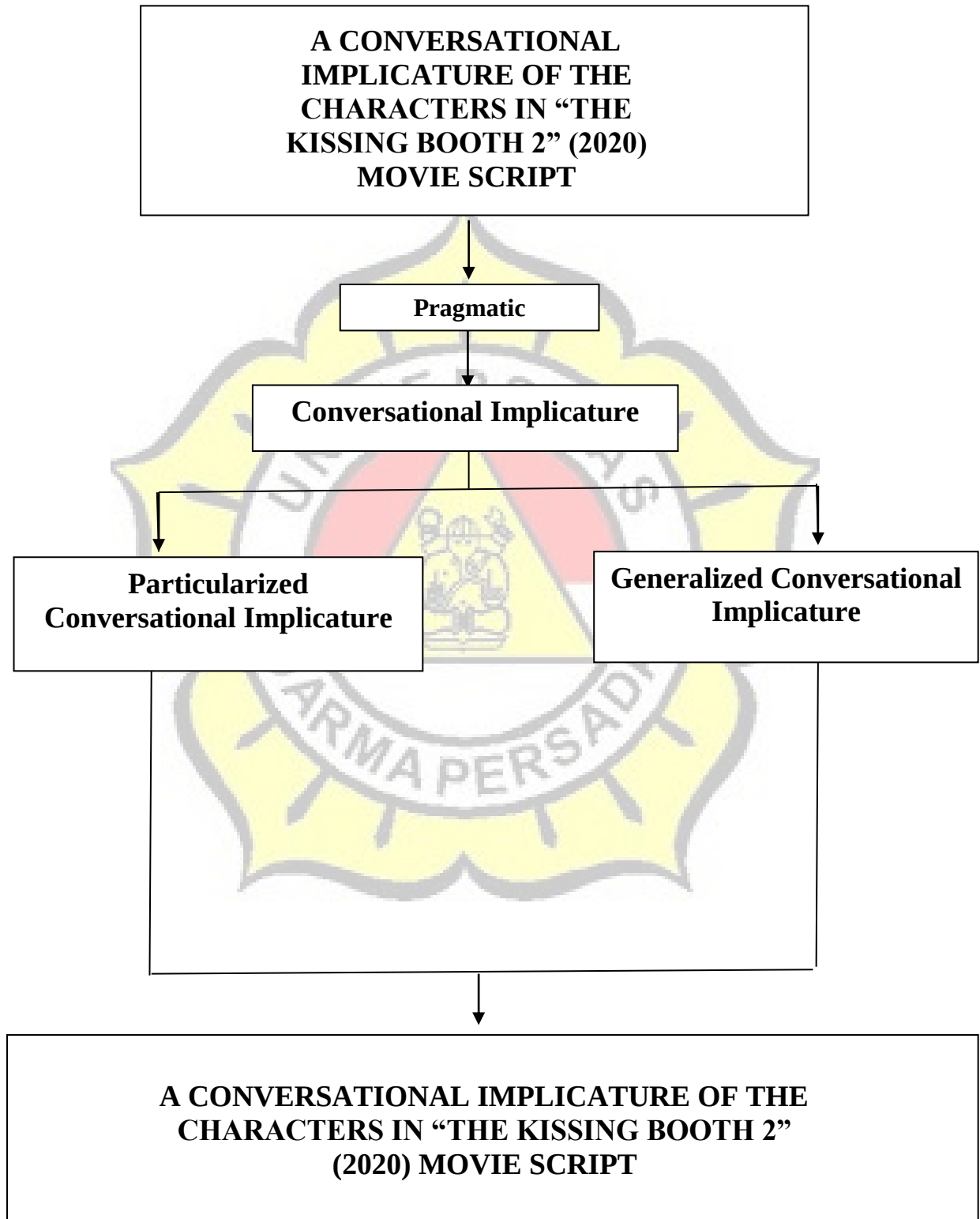


**APPENDIX 1**  
**SCHEME OF THE RESEARCH**



## APPENDIX 2

### POSTER OF THE RESEARCH

**NIA MAULIDYA HARIRI**  
**2018130069**  
**STRATA ONE (S-1)**  
**ENGLISH LANGUAGE AND CULTURE**  
**DARMA PERSADA UNIVERSITY**



### A CONVERSATIONAL IMPLICATURE OF THE CHARACTERS IN "THE KISSING BOOTH 2" (2020) MOVIE SCRIPT

#### Background of The Problem

Interaction between humans can be well established because of the communication that is mutually understood between them. The study which discusses the implicit meaning of a sentence or utterance to make the conversation succeed is called implicature. Implicature does not only happen as a phenomenon in communicating in everyday life, but nowadays, it happens in a literary work, including a movie script. Therefore, when making a conversation, people are required a deeper context and exploration of meaning to understand the utterance.

#### Formulation of The Problem

1. What are the types of conversational implicature found in the characters' dialogue in "The Kissing Booth 2" movie script?
2. What are the contextual meanings of the conversational implicature found in "The Kissing Booth 2" movie script?

#### Objectives of The Research

1. To describe the types of conversational implicature found in the characters' dialogue in "The Kissing Booth 2" movie script.
2. To describe the contextual meanings of the conversational implicature found in "The Kissing Booth 2" movie script.

#### Research Method

I use a qualitative approach in this research. This research is conducted by using the descriptive qualitative method because it describes the types of conversational implicature and the contextual meaning between characters in "The Kissing Booth 2" movie script. The object of this research is "The Kissing Booth 2" movie script. The data of this research are collected from the dialogue between characters of "The Kissing Booth 2" movie script.

#### Research Finding

This research provides the types of conversational implicature and the contextual meaning of the conversational implicature between the characters in "The Kissing Booth 2" (2020) movie script. Grice's theory and other supportive theories of conversational implicature is used in this research to find the conversational implicature that arise between the characters in "The Kissing Booth 2" (2020) movie script. It is proven that the characters use a generalized conversational implicature and particularized conversational implicature in their dialogue based on the analysis of the data.

#### Conclusion

Based on the results of the data analysis, I can conclude the following conclusions. There are 58 data of conversational implicature. The most common conversational implicature that arises in "The Kissing Booth 2" movie script is generalized conversational implicature (GCI). It consists of 40 data which are classified into generalized conversational implicature (GCI), and 18 data which are classified into particularized conversational implicature. The implied meaning is found in the form of inform, complaint, remind, refuse, disagreement, criticize, assure, affirm, apologize, and entreat.

## APPENDIX 3

### PRESENTATION SLIDES



#### A CONVERSATIONAL IMPLICATURE OF THE CHARACTERS IN "THE KISSING BOOTH 2" (2020) MOVIE SCRIPT



Nia Maulidya Hariri

2018130069

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM

DARMA PERSADA UNIVERSITY

JAKARTA 2022

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#### Gratitude to :



Examiner  
Dra. Kurnia Idawati, M.Si



The Head of Board Examiner  
Fridolini, S.S., M.Hum



Advisor  
Nurul Fitriani, S.S., M.Hum.

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#### BACKGROUND OF THE PROBLEM

Phenomena of language

Implicit Meaning

The Misunderstanding

Literary Work

Movie Script



#### IDENTIFICATION OF THE PROBLEM

Based on the background above, I identify that the characters in "The Kissing Booth 2" movie script use implied meanings when having conversations.

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#### FRAMEWORK OF THE THEORIES

A CONVERSATIONAL IMPLICATURE OF THE  
CHARACTERS IN "THE KISSING BOOTH 2"  
(2020) MOVIE SCRIPT

Pragmatics

Conversational Implicature

Generalized Conversational  
Implicature

Particularized Conversational  
Implicature

A CONVERSATIONAL IMPLICATURE OF THE  
CHARACTERS IN "THE KISSING BOOTH 2"  
(2020) MOVIE SCRIPT

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#### PRAGMATICS



George Yule  
Pragmatics, 2006

Stephen Levinson  
Pragmatics, 1983  
Paul Kroeger  
Analyzing Meaning, 2018

#### CONVERSATIONAL IMPLICATURE



Paul Grice  
Logic and Conversation,  
1975

Stephen Levinson  
Pragmatics, 1983  
Jacob L. Mey  
Pragmatic, 2001

#### GENERALIZED CONVERSATIONAL IMPLICATURE



George Yule  
Pragmatics, 2006

Stephen Levinson  
Pragmatics, 1983

Paul Grice  
Logic and Conversation,  
1975

#### PARTICULARIZED CONVERSATIONAL IMPLICATURE



George Yule  
Pragmatics, 2006

Paul Kroeger  
Analyzing Meaning, 2018

Paul Grice  
Logic and Conversation,  
1975

Page 7

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# Research Finding and Analysis



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## DATA ANALYSIS



### Types of Conversational Implicature

**Generalized  
Conversational  
Implicature**

40 data

**Particularized  
Conversational  
Implicature**

18 data

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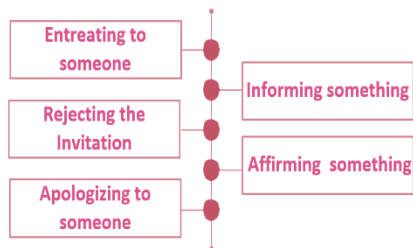
Page 10



## DATA ANALYSIS



### Contextual Meaning



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Page 11



## CONCLUSION

1

This analysis is conducted to find the types of conversational implicature in "The Kissing Booth 2" movie script. Based on the result of the research, there are 58 data of the conversational implicature found in "The Kissing Booth 2" movie script.

2

The characters in "The Kissing Booth 2" movie script often use conversational implicature in a general context than a particular context.

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## CONCLUSION



3

The characters in "The Kissing Booth 2" movie script use conversational implicature to convey their intention and to show their feelings; mocking, joking, and satirizing.

4

I have seen that the scriptwriter wants to show that there is a reflection of the use of conversational implicature in our daily life in his movie script. It could make the readers relate to the interaction shown in the movie script.

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# APPENDIX 4

## TOEIC CERTIFICATE



### LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

|                                                        |                                                 |                                                          |                                      |
|--------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------|--------------------------------------|
| <b>Nia Maulidya Hariri</b><br>Name                     |                                                 | <b>LISTENING</b><br>Your score <b>425</b><br>5 ————— 495 | <b>TOTAL SCORE</b><br><br><b>775</b> |
| <b>3215066006000003</b><br>Identification Number       | <b>2000/06/20</b><br>Date of Birth (yyyy/mm/dd) | <b>READING</b><br>Your score <b>350</b><br>5 ————— 495   |                                      |
| <b>2022/01/15</b><br>Test Date (yyyy/mm/dd)            | <b>2024/01/15</b><br>Valid Until (yyyy/mm/dd)   |                                                          |                                      |
| <b>Client/Institution Name: Putra Pratama Raya, PT</b> |                                                 |                                                          |                                      |

PT International Test Center, Plaza Sentral, 17th Floor, Jl. Jend. Sudirman, Kay 47, Jakarta, Indonesia, 12930  
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#### LISTENING

Your scaled score is between 400 and 495. Test takers who score around 400 typically have the following strengths:

- They can infer the central idea, purpose, and basic context of short spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict.
- They can infer the central idea, purpose, and basic context of extended spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text.
- They can understand details in short spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used.
- They can understand details in extended spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present.

To see weaknesses typical of test takers who score around 400, see the \*Proficiency Description Table.

#### READING

Your scaled score is 350. Test takers who score around 350 typically have the following strengths:

- They can infer the central idea and purpose of a written text, and they can make inferences about details.
- They can read for meaning. They can understand factual information, even when it is paraphrased.
- They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult.
- They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage.
- They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.

To see weaknesses typical of test takers who score around 350, see the \*Proficiency Description Table.

#### ABILITIES MEASURED

| PERCENT CORRECT OF ABILITIES MEASURED                                                                                    | Your Percentage |
|--------------------------------------------------------------------------------------------------------------------------|-----------------|
| Can infer gist, purpose and basic context based on information that is explicitly stated in <b>short</b> spoken texts    | 78              |
| Can infer gist, purpose and basic context based on information that is explicitly stated in <b>extended</b> spoken texts | 88              |
| Can understand details in <b>short</b> spoken texts                                                                      | 94              |
| Can understand details in <b>extended</b> spoken texts                                                                   | 84              |

#### ABILITIES MEASURED

| PERCENT CORRECT OF ABILITIES MEASURED                                                       | Your Percentage |
|---------------------------------------------------------------------------------------------|-----------------|
| Can make inferences based on information in written texts                                   | 81              |
| Can locate and understand specific information in written texts                             | 68              |
| Can connect information across multiple sentences in a single written text and across texts | 83              |
| Can understand vocabulary in written texts                                                  | 80              |
| Can understand grammar in written texts                                                     | 62              |

\* Proficiency Description Table can be found on our web site, [www.ets.org/toEIC](http://www.ets.org/toEIC)

#### HOW TO READ YOUR SCORE REPORT:

**Percent Correct of Abilities Measured:**  
 Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

**Note:** TOEIC scores more than two years old cannot be reported or validated.

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## APPENDIX 5

### CERTIFICATES







## E-SERTIFIKAT

Diberikan Kepada :

*Nia Maulidya Hariri*

Atas Partisipasinya Sebagai Peserta Kuliah Umum "Bahasa dan Realitas: Mengulik Peran Bahasa Dalam Membentuk *The New Normal*" Yang diselenggarakan Oleh Program Studi Bahasa dan Kebudayaan Inggris (S1) dan Bahasa Inggris (D3)

Jakarta, 17 Juni 2020

Ketua Penyelenggara

Fridolini, S.S., M.Hum

Dekan Fakultas Sastra

Dr. Ir. Eko Cahyono, M. eng



## SERTIFIKAT



Sertifikat ini diberikan kepada

**NIA MAULIDYA HARIRI**

Atas partisipasinya dalam mengikuti acara  
Sabtu Bersama Alumni: Working With Passion And Tips For

Job Interview  
Sabtu, 31 Juli 2021

Muhammad Isa Daud  
Ketua HIMASINDA



Rizki Dwi Putra  
Ketua Pelaksana



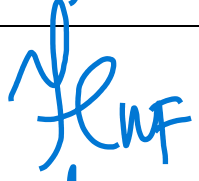
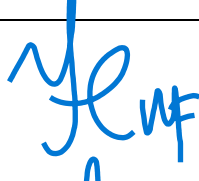


## APPENDIX 6

### TERM-PAPER COUNSELLING FORM

Nama Mahasiswa : Nia Maulidya Hariri  
 Dosen Pembimbing : Nurul Fitriani, S.S., M.Hum  
 Judul Skripsi : A Conversational Implicature of The Characters in "The Kissing Booth 2" (2020) Movie Script.  
 Mulai Bimbingan : Jum'at, 08 Oktober 2021  
 Tahun Akademik : 2021/2022

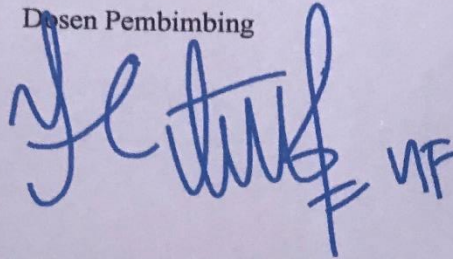
| N<br>o | Tanggal                 | Catatan Pembimbing                                    | Paraf                                                                                 |
|--------|-------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1.     | Jum'at, 08 Oktober 2021 | Revisi judul dan <i>identification of the problem</i> |   |
| 2.     | Senin, 11 Oktober 2021  | Revisi cover dan <i>limitation of the problem</i>     |  |
| 3.     | Jum'at, 15 Oktober 2021 | Revisi grammar bab 1                                  |  |
| 4.     | Senin, 18 Oktober 2021  | Approval bab 1                                        |  |
| 5.     | Rabu, 27 Oktober 2021   | Revisi bab 2 (penulisan sitasi)                       |  |
| 6.     | Jum'at, 29 Oktober 2021 | Approval bab 2                                        |  |

|     |                          |                                              |                                                                                       |
|-----|--------------------------|----------------------------------------------|---------------------------------------------------------------------------------------|
| 7.  | Jum'at, 05 November 2021 | Revisi bab 3 (grammar)                       |    |
| 8.  | Jum'at, 12 November 2021 | Approval bab 3                               |    |
| 9.  | Senin, 06 Desember 2021  | Revisi bab 4 (penulisan sitasi dan analisis) |    |
| 10. | Kamis, 09 Desember 2021  | Revisi bab 4 (grammar)                       |    |
| 11. | Senin, 03 Januari 2022   | Revisi bab 4 (penambahan analisis)           |   |
| 12. | Jum'at, 07 Januari 2022  | Approval bab 4                               |  |
| 13. | Senin, 10 Januari 2022   | Revisi bab 5                                 |  |
| 14. | Kamis, 13 Januari 2022   | Cek kelengkapan seluruh detail skripsi       |  |

Jakarta, 13 Januari 2022

Menyetujui:

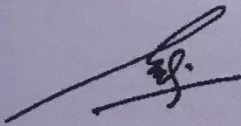
Dosen Pembimbing



**(Nurul Fitriani, S.S., M.Hum)**

Mengetahui:

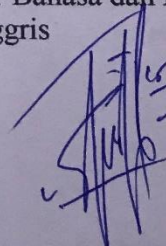
Pembimbing Akademik



**(Drs Rusydi Muhammad Yusuf, M.Si)**

Ketua Program Studi

S-1 Bahasa dan Kebudayaan  
Inggris



**(Dr. Yoga Pratama, M.Pd)**



## APPENDIX 7

### CURRICULUM VITAE

NIA MAULIDYA HARIRI

Perum Pesona Kalangsuria Blok A6/18 Rt/Rw. 020/006  
Rengasdengklok, Karawang, 41352

#### PENGALAMAN

**Himpunan Mahasiswa Sastra Inggris Unsada** 2019 - 2020  
Menteri Dalam Negeri

- Memimpin Divisi Menteri Dalam Negeri yang beranggotakan 10 orang.
- Menjaga Internal organisasi dengan mengadakan program kerja team-building.

**Public Discussion "Why English is So Important For Student?"** 2019  
Project Officer

- Mengkoordinir jalannya acara diskusi publik yang dihadiri oleh 100+ peserta.
- Memimpin 4 divisi yang terdiri dari 20 orang.

**Organisasi Siswa Intra Sekolah SMA Negeri 3 Karawang** 2016 - 2017  
Bidang Kedisiplinan

- Mendisiplinkan siswa SMA Negeri 3 Karawang dengan mengadakan Program Kerja kedisiplinan satu bulan sekali.
- Mengkoordinasikan Program Kerja Kedisiplinan bersama 5 orang anggota;

#### PENGALAMAN KERJA

• Guru Kelas MIS Annur 2021 - sekarang  
Almustafa



#### KONTAK

 085710031246

 Niamaulidya20@gmail.com

#### PENDIDIKAN

2018 - 2021  
**Universitas Dama Persada**  
Bahasa dan Kebudayaan Inggris  
3.75/4.0

2015 - 2018  
**SMA Negeri 3 Karawang**  
MIPA  
8.6/10

#### KEAHLIAN

- Mengajar
- Publik Speaking
- Kreatifitas
- Manajemen Kelompok
- Kerjasama Tim
- Microsoft Word

