EXPLICATURE PROCESS IN UTTERANCES OF THE CHARACTERS IN *MALEFICENT* MOVIE 2014

THESIS

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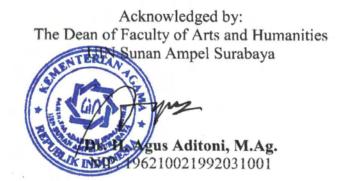**Suhandoko, M.Pd.**
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iii

iv

ABSTRACT

This study aims to analyze the explicature process in utterances of the characters in *Maleficent* movie 2014 using the theory of explicature proposed by Huang. This study focuses on how explicature process applied to clarify the unclear utterance in the movie.

This study employed a descriptive qualitative approach to analyze data by explaining the findings. Meanwhile, the data of this study were unclear utterances contained in the movie. The data were collected by first download the film, and the transcript from the internet then highlighted the unclear utterance. After that, the writer gave varying colors to the unclear utterance to distinguish each process that would be applied. The data then analyzed by determining the missing constituent and recognizing the characteristics of the explicature process. The analysis continued by applying the appropriate explicature process to the unclear utterance. Finally, the writer concluded the findings.

The results of this study show that all types of explicature processes (disambiguation, reference resolution, saturation, free enrichment, and ad hoc concept) are applied by the writer to clarify the unclear utterance in the movie. Free enrichment dominates the findings, saturation process in the second position, disambiguation in the third position, reference resolution in the fourth position, and the last position is ad hoc concept. It can be concluded that a lot of unclear utterances found in the movie need to be specified through the free enrichment process to gain the proper meaning. Moreover, the rest of the data were analyzed through saturation process to give further information, disambiguation to clarify the ambiguous meaning, reference resolution to reveal hidden point, and ad hoc to narrowing the general meaning or broadening the specific meaning.

ABSTRAK

Andriani, A. (2020). *Proses Eksplikatur dalam Ucapan Para Tokoh dalam Film Maleficent 2014*. Program Studi Sastra Inggris, UIN Sunan Ampel Surabaya. Pembimbing: Suhandoko, M.Pd.

Kata Kunci: eksplikatur, eksplisit, konteks, film *Maleficent* 2014.

Penelitian ini bertujuan untuk menganalisa proses eksplikatur dalam ucapan para tokoh dalam film *Maleficent* 2014 dengan menggunakan teori eksplikatur yang dikemukakan oleh Huang. Penelitian ini berfokus pada bagaimana proses eksplikatur diaplikasikan untuk mengklarifikasi ujaran yang tidak jelas dalam film.

Penelitian ini menggunakan pendekatan deskriptif kualitatif yang digunakan untuk menganalisis data dengan menjelaskan hasil temuan. Sedangkan data dari penelitian ini adalah ucapan yang tidak jelas yang terkandung dalam film. Data dikumpulkan dengan terlebih dahulu mengunduh film dan transkrip dari internet, kemudian menggarisbawahi ucapan yang tidak jelas. Setelah itu penulis memberikan warna yang berbeda pada ucapan yang tidak jelas untuk membedakan setiap proses yang akan diterapkan. Data kemudian dianalisis dengan menentukan konstituen yang hilang dan mengenali karakteristik proses eksplikatur. Analisis dilanjutkan dengan menerapkan proses eksplikatur yang sesuai dengan ucapan yang tidak jelas. Di bagian akhir, penulis menyimpulkan data yang ditemukan.

Hasil penelitian ini menunjukkan bahwa semua jenis proses eksplikatur (proses disambiguasi, proses resolusi referensi, proses ekspansi informasi, proses penyempurnaan kalimat, proses penyempitan atau perluasan makna) diterapkan oleh penulis untuk mengklarifikasi ujaran yang tidak jelas dalam film. Proses penyempurnaan kalimat mendominasi hasil temuan, proses ekspansi informasi di posisi kedua, proses disambiguasi di posisi ketiga, proses resolusi referensi di posisi keempat dan posisi yang terakhir yaitu proses penyempitan atau perluasan makna. Dapat disimpulkan bahwa banyak ucapan tidak jelas yang ditemukan dalam film perlu dijelaskan melalui proses penyempurnaan untuk mendapatkan makna yang tepat. Selain itu, sisa data dianalisis melalui proses ekspansi informasi untuk memberikan informasi lebih lanjut, proses disambiguasi untuk memperjelas makna yang ambigu, proses resolusi referensi untuk mengungkapkan makna tersembunyi, dan proses penyempitan atau perluasan makna untuk mempersempit makna yang terlalu umum atau memperluas makna yang terlalu spesifik.

TABLE OF CONTENTS

x

xi

LIST OF TABLES

LIST OF FIGURE

CHAPTER I

INTRODUCTION

The important concepts for conducting research of explicature used by the characters in *Maleficent* movie 2014 are provided in this chapter. Those are the background of the study, the problem of study, objectives of the study, significance of the study, scope, and limitations, and definition of key terms.

1.1.   Background of the Study

People can express their ideas precisely through language. Armstrong and Ferguson (2010, p. 6) also argue that humans use language to convey ideas to communicate in a variety of situations. Based on the explanation, it can be concluded that language is a human tool to communicate with each other. Language is also used to show emotion or feeling and to share information, experience, or knowledge. Unfortunately, even though people can express their opinions precisely through language, sometimes the hearers can misunderstand or misinterpret what the speaker says. There are many reasons why the ideas conveyed cannot be understood by the hearers. One of them may be caused by the unclear utterance delivered by the speaker.

Therefore, both the speaker and the hearer must understand not only the meaning of each word but also the context of the conversation. This situation may be easy if the speaker and listener are talking directly or face-to-face. However, it will be different if the speaker and the hearer are in different places or even conditions, for example, when we see the news on television or listen to the radio.

1

In this case, pragmatics as a science that discusses the relationship between meaning and circumstance present to help hearers or readers get the right interpretation based on context. Pragmatics is a branch of linguistics that deals with meaning. It focuses on the ability of people to obtain meaning based on a particular speaking situation (Recanati, 2010, p. 18-19).

There are two types of meaning in pragmatics, namely: implicature, and explicature. It calls conversational implicature when what is meant by the speaker is not part of what explicitly said. Horn (2006, p. 26) said that "what a speaker intends to communicate is characteristically far richer than what she directly expresses." Moreover, Levinson (1983) states that conversational implicature has a meaning that is further than what literally expressed.

There are two kinds of implicature mentioned by Grice (1967, p. 36), namely: conversational implicature and conventional implicature. Conversational implicature arises when a speaker invades one of its four maxims (quality, quantity, manner, and relation) while uttering an utterance. Meanwhile, conventional implicature appears conventionally, which means that the meaning gain from the words in the utterance.

In contrast with implicature, an explicit meaning is a meaning obtained from the elements of the sentence itself. By relating the elements of the sentence to the particular circumstance, the hearers can gain the appropriate interpretation. Sperber and Wilson (1995, p. 182) point out that explicature is an idea that explicitly communicated. Blakemore (1992, p. 59) also states that "semantic representation provides only a very skeletal clue as to the explicature the hearers

are intended to recover, and the process of developing the semantic representation into an explicature depends heavily on contextual information." So, explicature helps the hearers to get deeper and further enlightenment since it works to accomplish and clarify the literal meaning of a sentence. Besides, Huang (2007, p. 189) defines an explicature as "an inferential development of one of the incomplete conceptual representations or logical forms encoded by an utterance." So the use of an explicature is to complete the linguistic component of an illogical form of utterance to produce a fully logical interpretation. Hence, the present writer concludes explicature as a theory in pragmatics used to understanding the meaning of a sentence by relating the utterance sentence with the background.

Based on the previous explanation, the present writer interests in discussing the explicature phenomenon because this study still rare to conduct. Some researchers have conducted explicature analysis in various fields. The first study conducted by Febriyanti (2015) by applying Huang's explicature theory to the Avenged Sevenfold song lyrics. In this study, she concentrated on finding out the types of explicature along with its characteristics and revealed the theme of the song lyrics. She found that all of the types of explicature are applied in the song lyrics. Moreover, she also concluded that the theme of the song lyrics is love because the lyrics complete the characteristics of the love songs, namely: telling about relationships, using 'commitment' words, involving emotion words, using loving and beautiful words.

Similar to Febriyanti's (2015) research, Al Tariqah's (2018) study also focuses on finding the type of explicature process and its characteristics.

However, she used the *Princess Diary* movie script as the object of her research. She found that free enrichment dominated the findings because the writer found many words that need to be specified. Meanwhile, other types of explicature are also applied to clarify the utterance's meaning even though the data is not as much as free enrichment. Al-Tariqah's study on the explicature process in the movie has somewhat caught the attention of the present researcher to conduct similar research but with a different genre of movie. In the previous research, Al Tariqah (2018) chose comedy romantic genre movies while the present researcher interests in analyzing the explicature process in a dark fantasy genre movie that is *Maleficent* movie 2014.

As far as the researcher can access, previous studies related to Maleficent movie deals with Asmawati (2015) who used the theory of character development by William Kenny to describe how Maleficent character depicted and factors influence Maleficent's character development in the movie, Halidasia (2016) used Linda Hutcheon theory about postmodernism to find out about how character Maleficent become a kind hearted fairy which before she was being a puck in the movie, Papilaya (2017) used the Levinson's concept of person deixis to identify and classify the types and the function of person deixis used in the movie, Hegarsari (2017) used ecological feminism by Karen J Warren to reveal ecological feminism between Maleficent and nature portrayed in the movie, Firmansyah (2017) used flouting maxims to find out the implied meanings of the flouting maxim in Maleficent movie, Saputra (2018) used conflict theory proposed by Kenny to find out kinds of conflicts faces by Maleficent and the

sources of the Maleficent's conflict, also analyze the way Maleficent solve the conflicts, and the last Violeta (2019) used speech act theory by Yule to investigate the types of illocutionary acts are produced by the main characters in the movie.

According to the present writer, the hearers may get misunderstanding in interpreting the utterance while watching the movie. It is because the hearers from the outside circle of the conversation occurred in the movie. Meanwhile, *Maleficent* movie 2014 was chosen because the writer found a lot of unclear utterances. For example, "*And if I made that choice if I came back, would you be here?*" this utterance was taken from the transcript of *Maleficent* movie. The word 'choice' in the sentence needs to specify since the hearers may miss the complete proposition of the utterance. According to the context, the speaker not only makes an ordinary choice, but the choice is risky because it involves his life. It is important to clarify unclear utterance because the film is based on folktale which make it possible to watch in time to time. Moreover, *Maleficent* movie presents a different perspective from the original version. So, applying the explicature theory to that sentence will help the hearers gains the appropriate interpretation.

In an attempt to understand *Maleficent* movie in a diverse field, the present researcher intends to analyze the types of explicature processes in *Maleficent* movie 2014 using the theory of explicature proposed by Huang. This study aims to reveal the proper meaning over the unclear utterance in the movie by applying the explicature process based on the characteristics of each type of explicature.

1.2. Objectives of the Study

The present study aims to describe the explicature process to clarify the unclear utterances in the Maleficent movie 2014. In describing the process clarifying the unclear utterances, the study employed Huang's (2007) theory of explicature process that comprises disambiguation, reference resolution, saturation, free enrichment, and ad hoc concept. Each type of explicature has its own characteristics that may help the researcher determine what explicature process that best fits to complete the missing utterances.

1.3. Significances of the Study

The significance of study is divided into:

1. Theoretically

The outcomes of this study are expected to give input in developing the research and analysis on explicature.

2. Practically

The writer expects her research will be useful for the readers and students, especially students of the English department to enriches their knowledge on explicature, the kind of its processes even their application in utterances. The writer also hopes that this study can be useful for the other researchers since this study can be a proper reference for those who want to have the same topic of the research. Moreover, this study gives an illustration of how to clarify the complete meaning of an utterance in the movie.

1.4. Scope and Limitation

Considering the issue of this research, the writer focuses her research on how the explicature process applied to complete the missing constituent in Maleficent movie 2014 by applying Huang's theory. She states that explicature is a relevant theory to conduct since the writer needs to clarify the unclear utterance in the movie. Meanwhile, the writer should process the utterance through explicature processes that are disambiguation, reference resolution, saturation, free enrichment, and ad hoc concept to get further and appropriate interpretation. Moreover, the writer also has to recognize the characteristics of each process to know which explicature process will be applied.

1.5. Definition of Key Terms

There are some terms in this research that important to be clarified. The definition of key terms is presented to share the writer's conception of keywords used in this study. Meanwhile, some keywords that need to be noted are explained as follows:

Explicature is a direct or explicit speech act of which the meaning acquired from the elements of the sentence itself.

Explicit is something clear and precise without any attempt to hide anything.

Context is a condition that form the settings for an event, statement, or idea, and in terms of which it can be fully understood and assessed.

Maleficent movie 2014 is an American dark fantasy that tells about a good fairy that turns into evil as she takes revenge on a man she loves after knowing that he betrays her.

CHAPTER II

REVIEW OF RELATED LITERATURE

Some related theories for this study are presented in this chapter to support the background of the problem. It contains pragmatics, explicature, types of explicature, and characteristics of explicature.

2.1 Pragmatics

Pragmatics is the study of understanding the meaning based on the circumstance. Pragmatics investigates the meaning behind the utterance since the meaning of utterance sometimes richer than what is said. So through pragmatics, the hearers can gain the hidden information of utterance by involving the background of utterance. It in line with Huang (2007, p.2), who defines pragmatics as a study of meaning depends on the use of language. Moreover, Yule (1996, p.3) defines that pragmatics basically works to investigate not as simple as speaker meaning, but must relate it to its background. It means the hearers must understand the context of utterance to get the proper interpretation.

Besides, Sperber and Wilson (1995, p.179) argue that pragmatics is used to clarify how the hearers discover an utterance based on their thought along with contextual information. So the writer concludes that pragmatics not only study the language used by people but also the background of the utterance. It involves such an interpretation of what people utter the sentence and how the context influence what people say. People cannot infer the meaning of utterance simply through the

9

words said by the speaker since beyond those words may contain hidden information that people need to be aware of.

Some studies, such as speech act, implicature, explicature, etc. belong to pragmatics. In this research, the present writer focuses on explicature study. Explicature is different from implicature in the way that what is meant by the speaker is conveyed impliedly. While explicature is an utterance that spoken explicitly and the meaning can gain by linking the utterance to a certain situation.

2.2 Context

Context is a feature that distinguishes pragmatics from semantics, definitions of pragmatics are frequently formulated in reference to it. As stated by Yule (1996, p. 92), that pragmatics seen as the inquiry into the contribution context makes to meaning. The concept of context itself includes, minimally, language users' beliefs, and assumptions about temporal, spatial, and social settings (Illes, 2001, p. 16).

The context of an utterance, however, cannot simply be identified with the spatiotemporal situation in which it occurs: it must be held to include, not only the relevant objects and actions taking place at the time, but also the knowledge shared by the speaker and hearer of what has been said earlier (p. 17). Besides, Shen (2012) considers that the following features should include the speaker and hearers' knowledge: i. knowledge of role and status; ii. knowledge of spatial and temporal location; iii. knowledge of formality level; iv. knowledge of the medium; v. knowledge of appropriate subject matter; vi. knowledge of appropriate province.

Understanding context is important since the meaning of forms or structures can be fundamentally affected by a change in context (Verschueren, 2008, p. 15). For instance, when the words *Au bon accueil* (literally 'at the good welcome', a most inviting formula in French) adorn the front of a hotel or a restaurant, all you see is a hotel or a restaurant that signals its hospitality. The language-context connection is quite ordinary in that case. But put the same words on a nearly destroyed building, and the change of context will change the significance of the words: as the words become funny, what you get is a different meaning. So, before determining the meaning of a sentence, the hearer needs to understand the context of the speaker's utterance as well so that it does not cause misunderstanding.

2.3   Explicature

According to Huang (2007, p.189), explicature investigates either the incomplete representation or illogical form that an utterance encodes. Besides, to determine the missing component of a complex sentence, the hearers need to understand the context of the utterance to provide the appropriate meaning. From the preceding explanations, we can conclude that explicature is the outcome of completing the missing representation of an utterance.

Sperber and Wilson (1995, p.179) state that the hearers need to select the semantic representation and improve it in the process of inferring to generate the complete propositional form of utterance. In addition, they also state that the improvement of the logical form encoded by an utterance is considered an explicit

idea (p. 182). Explicature comes up as the combination between an utterance conveyed literally with the context (Verschueren and Ostman, 2009, p.157).

According to the definition of explicature proposed by many theorists above, the present writer infers that explicature is something that delivered clearly and exactly. Therefore, the hearers can establish the meaning based on their knowledge of the background of utterance.

2.3.1 Types of Explicature Process

Huang (2007, p.189) mentions that the types of explicature arise to complete and improve conceptual representations or logical forms through (1) disambiguation (2) reference resolution, (3) saturation, (4) free enrichment, and (5) ad hoc concept.

2.3.1.1 Disambiguation

The word '*disambiguation*' consists of the prefix *dis-* which means "not" *ambiguous* meaning "unclear," and the suffix *-ation* that changes the form of the word from adjective to noun. So it can be concluded that the word disambiguation refers to an act of clarifying something.

In explicature, the disambiguation process focuses on choosing specific interpretations to clarify a lexical item that has several meanings (Huang, 2007, p. 189). So this process is used to limit the meaning of a word to produce the proper interpretation in accordance with the context. Among the five explicature processes, the disambiguation process is the easiest to recognize.

Meanwhile, Al Rashed (2013) mentions that there are two types of ambiguity, namely: syntactic ambiguity and semantic ambiguity. Syntactic ambiguity is a phenomenon where there are two or more choices of meaning in one sentence. Ambiguity can happen because influenced by several factors: 1) The use of pronoun without any reference. For example, *Angela called her sister yesterday. They talked for an hour. She said she would be coming next week*. In this sentence, it is not clear who is going to come next week, the pronoun 'she', may refer to Angela or her sister. 2) The use of conjunctions. For example, *the police inspected the old men and the women at the hospital*. The phrase "old men and women" is a structural ambiguity in which whether the old men and old women are examined by the doctor or the old men and women of any age only. 3) The use of prepositions. For example, *the cat saw a little girl in the house*. It could mean the cat was in the house and saw a little girl or, the cat saw a little girl and the little girl was in the house. Therefore, to find out the intended meaning of the syntactic ambiguous is generally determined by the context of the utterance.

Similar to syntactic ambiguity, semantic ambiguity also refers to differences in meaning. In syntactic ambiguity, a sentence becomes ambiguous because of the sentence structure, while in the semantic ambiguity focuses on a lexicon. There are two types of semantic ambiguity: polysemy and homonymy. Polysemy is one word but has several meanings depending on the context of its use, for example, the verb "to get" can mean "procure" (I'll get the juice), "become" (She got really mad), "understand" (I got it). Homonym is some of the

words that sound the same but completely different in meaning and spelling, for example, see-sea, meat-meet, bored-board.

Ambiguity is one of the linguistic expressions so that its existence is not something to be avoided, for example, the use of ambiguity in newspaper headlines. It aims to get the attention of the readers. Therefore the disambiguation process will help the reader understand the intention of an utterance.

2.3.1.2 Reference Resolution

Reference resolution is the task of finding all expressions that refer to the same entity in a text. Huang (2007, p. 189-190) elaborates reference resolution as a process of explicature that can be reached by setting a proper contextual value to the relevant referential or anaphoric expression on the explicit element of an utterance. As stated in Huang (2000, p. 249), an anaphoric expression is one that is used to set up a link of some preceding or following expression in the same sentence or discourse with the background assumptions. So this process is applied by linking some keywords in a complex sentence to reveal the essential point.

2.3.1.3 Saturation

Saturation is a process that works when no more of an utterance can be absorbed, combined with, or added. This process commonly applied in a short sentence that still needs to be developed to get further information so that this process involves slot questions to observe more information behind the short sentence. It in line with Huang (2007, p. 190-191) who states that the saturation focuses on improving an utterance by giving a slot question. In addition, Carston

(2002, p. 198) defines saturation as one of pragmatics process, which presents the slot filling over the unclear utterance.

2.3.1.4 Free Enrichment

Free enrichment also known as completion in explicature because this process applied to provide the missing constituent of an utterance. Moreover, the function of this process is to narrowing or specifying the concept encoded by an utterance. It is in line with Huang (2007, p. 191), who divides free enrichment into two types, that are: (a) lexical item specifying, and (b) conceptual constituent providing. Huang (2007, p. 191-192) explains that lexical item is specifying concern only on the lexical item. When the hearers need more information on a certain lexical item, this process is used to improve it so that further information can be gained. Besides, the conceptual constituent providing works on a sentence that does not have any conceptual constituent.

2.3.1.5 Ad Hoc Concept

The ad hoc concept works either narrowing the general issues or broadening the specific utterance depends on the context. The narrowing process is used when you find a general issue that includes all the surrounding things, whereas many little things inside of it need to know. In contrast with the narrowing process, the function of the broadening process is to give more information about specific things. An ad hoc concept leads to an approach in which such concepts, whether a matter of narrowing, or weakening, or a combination of the two.

Huang mentions some examples as the depiction of the ad hoc concept:

(1) The fridge is empty.

(2) John is depressed

In (1), the sentence can be analyzed using the broadening feature of ad hoc since the word 'empty' include a specific one. The writer believes that the fridge is not empty. At least, there are still be some odd groceries in the rack or ices remain in the freezer.

Meanwhile, the process of narrowing features is illustrated in (2). The word 'depressed' can be used to mean 'feel sad,' 'feels very low', or 'feel suicidal,' depending on the background of the sentence. Explicature here provides more specific concepts of the logical form.

2.3.2 Characteristics of Explicature Process

Since explicature set up an inferential improvement of incomplete conceptual representation or logical forms that an utterance encodes, then it has some types of processes that help us to achieve the intended interpretation over incomplete logical forms (Huang, 2007, p. 189). Moreover, the writer also has to recognize the characteristics of each process to know which appropriate explicature process will be applied to incomplete logical form.

It is important to understand the characteristic of each explicature process in this research since the writer uses it to recognize each process of explicature so that the writer can process the incomplete logical form through explicature to yield hidden information. Moreover, the characteristic of each explicature process points out how the certain explicature process works on the sentences that still

need to develop. The characteristic of each explicature processes are explained in follow:

2.3.2.1 Disambiguation

According to Huang (2007, p. 189), the characteristic of disambiguation is working on a word that has several meaning. Ambiguous word can be clarified by (1) relating the ambiguous word to the preceding or following sentence, or (2) selecting the appropriate meaning based on context. Carston (2002, p. 84) states that disambiguation is a process of selecting meaning based on context. So to get the proper interpretation, the hearers must understand the background of utterance as well. If the hearers know the context of an utterance, then they can infer the ambiguity of the speaker's utterance based on our thought.

2.3.2.2 Reference Resolution

Huang (2007, p.189-190) point out that reference essentially belongs to a pragmatics issue, which involves a matter of the speaker's purpose and hearer's assumption. This process has some characteristics namely: (1) it works based on the suitable context value, and (2) it works by providing a 'bridging cross-reference' anaphoric expression which establishes a link of connection over the preceding utterance in the same sentence. Moreover, Carston (2002, p. 178) states that in revealing what the speaker refers to is by concerning speakers, not linguistic forms, refer and part of the pragmatics inferential step of utterance understanding.

2.3.2.3 Saturation

The most noticed characteristic of this process is that it involves the slot questions such as 'for what', 'from what', 'than what' in getting the complete proposition over incomplete logical form (Huang, 2007, p. 190). Meanwhile, Carston (2002, p. 185) defines the utterance that determined by a hidden indexical or slot in linguistic form is known as the saturation process.

2.3.2.4 Free Enrichment

According to Huang's (2007, p. 191-192) explanation, free enrichment has some characteristics as follows: (1) focuses on a lexical item, and (2) provides a conceptual constituent in a sentence. It is in accordance with Carston (2002, p. 333), who states that free enrichment is taken to be one of the pragmatics processes along with reference assignment and disambiguation to narrow a concept to achieve the complete meaning of the propositional form of utterance.

2.3.2.5 Ad Hoc Concept

According to Huang's (2007, p. 192-193) explanation, the characteristics of ad hoc concept are: (1) works by narrowing and strengthen, or broadening and losing the lexical item, (2) works on metaphor. Furthermore, Carston (2002, p. 220) states that ad hoc concept construction is the fourth pragmatics task that is involved in deriving the proposition expressed. Also, the ad hoc concept leads people's understanding towards an approach on which such concepts, whether strengthening or broadening cases, or a combination of them to be applied to the proposition which is communicated explicitly (Carston, 2002, p. 334). The

summary of the types and its characteristic of explicature is presented in the table

below:

Table 2.1: Table Summary of Explicature Process and Its Characteristics

No.	Types	Characteristics
1.	Disambiguation	1. Working on an ambiguous word
2.	Reference resolution	1. Working based on the contextual value
		2. Working by providing a 'bridging cross-reference.'
3.	Saturation	1. Involving slot question
4.	Free enrichment	1. Focusing on a lexical item
		2. Providing a conceptual constituent
5.	Ad hoc concept	1. Narrowing or broadening the meaning of a lexical item
		2. Working on a metaphor

CHAPTER III

RESEARCH METHODS

This chapter is divided into three sub-parts. It consists of research design, data collection, and technique of data analysis.

3.1 Research Design

This study employed a descriptive qualitative method to analyze data by explaining the findings without involving any kind of calculation in the form of numbers or graphics. Lincoln (2003, p.2) defines descriptive qualitative as a method that covers a set of interpretative, material practices that makes the world clear. Moreover, Creswell (1994, p.1) states that qualitative research is a technique to investigate the process of understanding a social or a human problem based on constructing a complex, formed of the words, informing the detailed view of informant and implemented in a natural setting.

Hence, in this study, the writer used a descriptive qualitative method to describe the explicature process applied in Maleficent Movie 2014. This method is compatible to be applied because the findings served in the form of explanation or description.

3.2 Data Collection

In this section, the writer explains how to collects the data for this study. It consists of the data source, the research instrument, and the steps of the technique of data collection.

20

3.2.1 Data and Data Source

This study analyzed the explicature process that occurs in the *Maleficent* movie, so the data of this research are in the form of sentence that includes unclear utterance to be interpreted contained in the movie. Moreover, the data of this research was taken from the *Maleficent* movie. The movie was released and showed in cinema around six years ago, which is 2014. So, to get the data source, the writer downloaded it from the website because the movie has been not available in the cinema or showed on television.

3.2.2 Research Instrument

The main instrument of this research was the writer herself because the writer herself organized the collection and classification of the types explicature process used by the character in the *Maleficent* movie 2014. The data were analyzed through human instruments rather than used inventories, questionnaires, or machines. Also, the writer herself collected and identified the characteristic of the explicature process. It is in line with Mukhtar (2013, p. 109) who states that human is an instrument or tool of direct observation because all sense of researcher is a tool of observation. In addition, another tool such as a personal computer is also needed since the data source of this study was taken from the movie so that the writer used this tool to collect the data.

3.2.3 The Technique of Data Collection

There are some ways of collecting the data to conduct this study:

1. The writer downloaded the movie from the website which provides various movie including *Maleficent* movie 2014, that is

    http://indexmovie.me/get/maleficent-2019/

2. The writer looked for the transcript of the movie from the internet

3. The writer read the transcript attentively while watching the movie, and listened to the dialogue carefully to match the transcript with the dialogue in the movie. In this step, the writer involved four participants as validator to help the writer make sure suitability between the transcript and the dialogue in the movie. The duration of the film is 1 hour and 38 minutes, so the writer divided 40 minutes for each participant. The writer also made a statement letter about the availability of participants to be involved in this stage. Moreover, there is no specific qualification for the participants as long as they can understand what the writer instructed.

4. The writer highlighted the sentence in the transcript, which contains incomplete meaning to process through explicature.

5. The writer gave varying color to the utterances that were highlighted before. The varying color is described as follows:

    i. **Purple**, to highlight the sentence which needs to process through disambiguation.

    ii. **Green**, to highlight the sentence which needs to process through reference resolution.

iii. <mark>**Blue**</mark>, to highlight the sentence which needs to process through saturation.

iv. <mark>**Yellow**</mark>, to highlight the sentence which needs to process through free enrichment

v. **Grey**, to highlight the sentence which needs to process through an ad hoc concept.

Below is an example of how the writer collected the data:

In one kingdom lived folk like you and me,
with a vain and greedy king
to rule over them.
They were forever discontent,
and envious of the wealth
and beauty of their neighbors.
For in the other kingdom, the Moors,
lived every manner of strange
and wonderful creature.
And they needed
neither king nor queen,
but trusted in one another.
In a great tree
on a great cliff in the Moors
lived one such spirit.
You might take her for a girl,
but she was not just any girl.

Figure 3.1: Example of Highlighting Process

3.3 The Technique of Data Analysis

After collecting the data, the writer did several steps to analyze the data:

1. Determining the missing constituent

The first step was determining the missing part of a logical form or identifying the hidden information over unclear utterances. This step aimed to

highlight the sentences which need to be developed to get the complete meaning of an utterance.

2. Recognize the characteristics of explicature process

After highlighting all of the unclear utterances in the transcript, the writer then recognized the characteristics of the explicature process to determine which types of explicature process that is appropriate to apply in that unclear sentence.

3. Applying the appropriate explicature process to unclear utterance

After determining the characteristic of explicature, then the writer applied the proper type of explicature process to the unclear utterance. This step was conducted to clarify the meaning of the unclear utterance.

4. Drawing Conclusion

In the last steps, the writer concluded the findings, such as mentioned what types of explicature applied in the movie and what the characteristics of each process.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the explicature process used by the characters in the *Maleficent* movie 2014. The findings will be discussed by relating them with the relevant theories and previous studies dealing with explicature.

4.1 Research Findings

This section presents to answer the problem of the study about what types of explicature processes used by the characters in *Maleficent* movie 2014. The writer implements the theory of explicature proposed by Huang (2007) in analyzing the types of explicature processes applied in Maleficent movie 2014.

Table 4.1 The Frequency of Occurrences of the Types of Explicature Process

No.	Types of Explicature Process	Characteristics		Data Findings
1.	Disambiguation	1.	Working on an ambiguous words	8
2.	Reference resolution	1.	Working based on the contextual value	2
		2.	Working by providing a 'bridging cross-reference.'	3
3.	Saturation	1.	Involving slot question	14
4.	Free enrichment	1.	Focusing on a lexical item	17
		2.	Providing a conceptual constituent	13
5.	Ad hoc concept	1.	Narrowing or broadening the meaning of a lexical item	2
		2.	Working on a metaphor	1
Total				**60**

25

Based on the table 4. 1 above, the most common type of explicature is the free

enrichment with a total of 30 issues, where 17 data need to specify the lexical item

and 13 data that need to provide the missing constituent. The second after free

enrichment is the saturation process, which applies 14 times. The third position is

disambiguation, which applies eight times. The fourth position is the reference

resolution. There are 5 data includes in this process. Meanwhile, the last is the ad

hoc, which only applies three times.

4.1.1   Disambiguation

Disambiguation refers to an act of clarifying something. Moreover, this

process of explicature works to narrow the meaning of an utterance. This process

focuses on an ambiguous word because of its several meaning. Whereas according

to Al-Rashed (2013), there are two types of ambiguity; syntactic ambiguity and

semantic ambiguity. Both may cause errors in interpretation so that the ambiguous

word must be clarified. Therefore, explicature helps the writer to give the

appropriate meaning over the ambiguous word by relating the ambiguous word to

the preceding or following sentence or selecting meaning based on context. The

writer found 8 data included in this process that will be explained as follows:

4.1.1.1 Relating The Ambiguous Word to The Preceding or Following
       Sentence

Ambiguous word has several meanings that can trigger misinterpretation

among the hearers. So, the ambiguous word need to be clarified to gain the

appropriate meaning. The following data are utterances found in the movie that

contain ambiguous word. While, the number in the brackets show the time at which the utterances occur:

(1.1)   a.*(06:51) and her heart was **moved.***

      b.*(28:24) My wish is that you will never be **blue***

      c. *(1:26:26) long ago, when Maleficent was but a child and her heart was **bright,***

All of the sentences above contain ambiguity or have more than one meaning. So, the writer needs to clarify the proper meaning to avoid misinterpreting among the hearers. In (1.1a), the word 'move' is ambiguous since it has more than one meaning. The word 'move' can refer to several meanings, such as 'change position, idea, or time', 'leave or begin', 'make progress' and 'cause strong feelings'. The writer chooses 'cause strong feeling' as the proper meaning over the word 'move' because it refers to 'heart'. It makes sense since 'heart' cannot change its position as interprets in the preceding explanation. Therefore, a heart is something in the human body, which is considered as a place of all inner feelings.

In (1.1b), the word 'blue' is ambiguous since it has more than one meaning. The word 'blue' can refer to several definitions, such as 'color,' 'cold,' or 'sad.' The writer chooses 'sad' as the proper meaning over the word 'blue.' It makes sense since the speaker delivers a positive hope. Therefore the speaker hopes that 'you' will always be given happiness and never feel sad.

The word 'bright' in datum (1.1c) above has several meanings, such as 'full of light,' 'easy to see,' 'quick to learn,' and 'cheerful or lively'. The word

bright here refers to the heart of a child. As we know, the nature of a child is always cheerful. They are innocent and have a sincere heart. The writer concludes that 'cheerful or lively' is the proper meaning over the word 'bright'. Moreover, the sentence above informs us that Maleficent's heart was cheerful when she was a child.

After the disambiguation process, the sentences in (1.1a-1.1c) can be reformulated as follows:

(1.1)   a.*(06:51) and her heart **has a strong feeling.***

b.*(28:24) My wish is that you will never be **sad.***

c. *(1:26:26) long ago, when Maleficent was but a child and her heart was*

cheerful.

4.1.1.2 Selecting Meaning Based on Context

Another effort of the disambiguation is works based on context. It means that the proper interpretation of the ambiguous word can be obtained by looking at the context or the background of the sentence. The following data are utterances found in the movie that involve context in selecting the proper interpretation. While, the number in the brackets show the time at which the utterances occur:

(1.2)   a.*(01:24) On a great cliff in the Moors lived one such **spirit**. You might*

take her for a girl.

b.*(05:32) I didn't throw it away. I delivered it **home.***

c.*(06:55) Thus did the young thief who had hoped to steal a jewel, steal*

***something** far more precious.*

d. *(11:06) Bring me her head. **Advance!***

e.*(12:07) It's the dark creatures!* ***Charge****!*

In (1.2a), the word 'spirit' is ambiguous because it has several meanings. Based on the online oxford dictionary, the word 'spirit' can be interpreted as a non-physical part of humans such as 'soul', 'mind', or 'feeling' but can also be interpreted as 'an imaginary creature with magic power'. To get the proper meaning, the writer needs to look at the context of utterance. The writer chooses 'an imaginary creature' as the appropriate meaning since the word 'spirit' in the sentence above refers to a little girl in the story. This interpretation is appropriate since the depiction of the little girl was not an ordinary girl but a fairy. When mentioning the word 'fairy', of course, it refers to imagination.

In (1.2b), there is an ambiguous word found in the sentence. 'Home' can be interpreted as a 'city', 'family', or 'a place where an object is kept'. To get the proper meaning, the writer needs to look at the context of utterance. Based on the background, the speaker is talking about a jewel. The speaker said that she delivers the jewel to home. As we know, jewel does not have a house like a house in general. Jewel is not an organism that can move from one city to another, or have a family. Hence, the meaning of 'home' that is appropriate for the context of the utterance above refers to the place where the jewel should be or its original place.

The word 'something' in (1.1c) has many meanings. It refers to a thing that is unspecified or unknown. So the writer needs to give the right and specific meaning to the word. According to the preceding sentence that mentions the young thief steal something more precious than a jewel, the writer chooses

'Maleficent's heart' as the proper meaning of the word 'something'. Because based on the story, Maleficent's heart began to move since she meets the young thief, Stefan. So, the word 'something' refers to 'Maleficcent's heart'.

In (1.2d), the word 'Advance' is ambiguous since it has several meanings. According to the online oxford dictionary, the word 'advance' is interpreted as 'development' or a 'forward movement'. To get the proper meaning, the writer needs to look at the context of utterance. The writer connects the word 'advance' to the preceding sentence that indicates a command, so the writer chooses 'forward movement' as the proper interpretation over the word 'advance'. In conclusion, the speaker commands someone to move forward to do what is instructed by the speaker.

The word 'Charge' in datum (1.2e) above can be classified as an ambiguous one. It is because 'Charge' has more than one meaning. The word 'Charge' can refer to several meanings such as money, electricity, accusation, or attack. To ensure the appropriate meaning, the writer needs to look at the context of the conversation. Based on the context of the sentence was uttered during the war between the two kingdoms so the authors concluded that the word 'Charge' refers to "Attack" where in war both parties will attack each other to conquer the enemy or just defend their territory. So "Attack" is the right meaning.

After the disambiguation process, the sentences in (2.1a-2.1e) can be reformulated as follows:

(1.2)   a.*(01:24) On a great cliff in the Moors lived one such **an imaginary creature**. You might take her for a girl.*

*b.(05:32) I didn't throw it away. I delivered it to **its original place.***

c.(06:55) Thus did the young thief who had hoped to steal a jewel steal

***Maleficent's heart** far more precious.*

d. *(11:06) Bring me her head. **Go forward**!*

e. *(12:07) It's the dark creatures! **Attack**!*

The data above refers to semantic ambiguity because the ambiguity arises due to the lexicon in the sentence. Furthermore, all of the data refers to the type of polysemy because the ambiguity found comes from a lexicon that has several meanings.

4.1.2 Reference Resolution

This process is applied to reveal the reference or the hidden information that the sentence has. It mostly happens in the long sentences since it needs another keywords to determine the reference. By determining the reference of the sentence, we can know the essential point, even though it is not mentioned directly. According to Huang (2007), to reach the process of reference resolution, people need to put an appropriate contextual value to the relevant referential. In assigning the reference, the writer should look at the keyword of either the preceding or the following sentence then relates them to support each other. As a result, the hidden information is gained. The writer found 5 data included in the process of reference resolution that will be explained as follows.

4.1.2.1 Working Based on Contextual Value

Since the characteristic of reference resolution here is working based on the contextual value, it means that the essential point of a sentence obtained by involving the background of a sentence to determine the reference. The following data are considered to illustrate this characteristic since the data involves the context to work. While the sentence in the square bracket is the essential point which gains after the sentence through reference resolution:

(2.1) a.*(32:36) The princess can be woken from her death sleep, but only by true love's kiss*

[The princess needs someone who sincerely loves her]

b.*(1:28:02) In the end, my kingdom was united not by a hero or a villain, as legend had predicted, but by one who was both hero and villain. And her name was Maleficent.*

[The two kingdoms have made peace]

In (2.1a), the writer found the hidden point of the utterance by connecting the two keywords that are 'the princess can be awakened from her death sleep' and 'true love kiss'. From the first keyword, the writer understands that the princess falls asleep like a dead person. But, the princess's condition can be resolved if she gets true love kiss, as mentioned in the second keyword. According to the context, true love kiss will only be given by someone who sincerely loves the princess. So, the hidden point is the princess can be awakened if she has someone who sincerely loves her.

In (2.1b), the first keyword is 'My kingdom was united' while the second keyword is 'by one who was both hero and villain named Maleficent'. From these two keywords, the writer can conclude that 'The two kingdoms have made peace'. The writer can infer the hidden point by relating it to the background. According to the storyline, the two kingdoms, the human kingdom, and the moors were enemies before, so the union of the two kingdoms is proof that there is no longer a dispute between them. Whereas Maleficent, who is one of the causes of hostility, has united the two kingdoms. So, it is obvious that no more grudges among them and the two kingdoms have agreed to make peace.

4.1.2.2 Working by Providing a 'Bridging Cross-Reference'

This characteristic of reference resolution applied in a complex sentence since the complex sentence needs to relate some keywords to get the essential point. The writer should look at the keyword of either the preceding or the following sentence then relates them to support each other. The following data found in the movie are considered as illustration of this characteristic since the essential point gained by relating some keywords. While the utterances in the square bracket are the essential point gained after processing the sentences through reference resolution:

(2.2) a. *(08:22) While Maleficent, the strongest of the fairies, rose to become the protector of the Moors*

[Maleficent is the only protector for the kingdom of the Moors]

b. *(14:51) I will choose a successor to take the throne and care for my daughter. Who among you is worthy? Kill the winged creature. Avenge me, and upon my death.*

[Anyone who can kill the winged creature will inherit the throne]

c. *(51:31) Sire, she is not well. The nurses are fearful that she won't make it through the night*

[*She* is suffering from a severe illness]

The essential point in (2.2a) above is 'Maleficent is the only protector for the kingdom of the Moor'. The first keyword says that 'Maleficent, the strongest of the fairies' shows that there is nothing stronger than Maleficent because the word 'strongest' has the meaning 'most', which means that no one has comparable strength to her. Then, the writer connects the sentence with the second keyword that says 'rose to become the protector of the Moors'. The second keyword is a complement to the first statement. The writer concludes, of course, Maleficent is the only protector considering she is the strongest fairy.

The essential point in (2.2b) above is 'Anyone who can kill the winged creature will inherit the throne'. The interpretation is obtained by connecting the first keyword 'I will choose a successor' with the second keyword 'Who is among you is worthy? Kill the winged creature'. From the first keyword, the writer understands that *I* will choose a successor immediately. Meanwhile, the writer infers the second keyword that only those who fulfill the requirements mentioned will get the throne. As a result, the interpretation informs the reader that anyone who can kill the winged creature will inherit the throne.

In (2.2c), the point of the sentence above is 'She is suffering from a severe illness'. The writer can conclude the essence of the sentence by referring the keyword 'She is not well' with the keyword 'She won't make it through the night'. The first keyword states that she is not in good condition because she is not healthy. Then the writer relates it to the second keyword, which states that she might not be able to get through the night, which means she might die because she cannot hold his pain anymore. So the writer concludes that *she* suffers from a serious illness that makes the nurses worry that she might not be saved.

4.1.3 Saturation

The writer found 14 data included in the saturation process. Saturation is an explicature process that mostly works on short sentences because it still needs to be developed to get more information. Meanwhile, to obtain the information, this process involves slot questions 'from what', 'for what', and 'than what'. Each of these slot questions has its function, depending on what information we want to get.

The slot question *for what* is used to find the reasons why something can happen or why certain things are done. While the slot question *from what* applied to express the problem that an object is facing. Not only a problem, sometimes the speaker says something hidden, so the writer feels the need to add this slot question to reveal what the speaker actually means. Besides, the saturation process with *than what* as slot questions is used to compare something. So this slot question needs the sentence with a comparative degree to provide further

information over it. Those slots need to be answered so that their full proportional

forms can be obtained.

4.1.3.1 Adding Slot Question 'For What'

The following sentences are considered as an incomplete proposition that

still needs to develop. So the writer adds the slot question to gain further

information. In this case, the writer adds slot question 'for what' since we need to

know the reason why something happens or certain thing is done. While, the

number in the brackets show the time at which the utterances occur:

(3.1) a. *(01:15) And they needed neither king nor queen but trusted in one*

   another. (For what?)

  b. *(03:25) The border guards have found a human thief at the pool of jewels.*

I'm sorry. (For what?)

  c. *(19:30) I have avenged you (For what?) sire.*

  d. *(27:21) All manner of folk came to the christening, (For what?)*

  e. *(33:26) Secretly, he entrusted the safety of the child to the magic of the pixies*

(For what?)

  f. *(33:51) But she made walls of her own (For what?),*

  g. *(56:33) And get them back to work (For what?) now!*

  h. *(1:03:09) I'm leaving home (For what?).*

  i. *(1:05:26) I need every available man (For what?)*

The data above includes the saturation process with an additional slot

question *for what* because all those sentences need a reason why something

happened or why certain things are done. In (3.1a), the speaker mentions that the

kingdom of the moors needs neither king nor queen that can be trusted but does not mention the task. So the writer took a slot question *for what* to yield further information. The sentence 'to protect their region' was added as an answer to the slot question *for what* because the answer is in accordance with the storyline that states the moors as kingdoms that have extraordinary wealth. So the writer thinks the right duty of king or queen is as a protector.

The phrase 'For interrupting the conversation' was added to answer the slot question *for what* in (3.1b). The answer needs to be added to explain why the speaker apologizes after delivering information. According to the storyline, in the beginning, a character named Flittle would deliver the information but interrupted by a character named Thistlewit so that Thistlewit apologized. By knowing the information, the listener will more easily understand the reason for the apology spoken by the speaker.

The slot question of '*for what'* was added in (3.1c) to provide further information. The phrase 'to kill the winged creature' is the answer to fill the slot question in the utterance above. With the additional information, the listener can get the hidden information that is not conveyed directly by the speaker. By knowing the reason in that utterance, then there is no question comes up and the hearers will understand that the speaker had avenged his sire by killing the winged creature

In (3.1d), the slot question '*for what'* is applied to yield the reason why 'all manner of folk came to the christening'. With the information given by the

writer, the hearers will understand the reason people came to the christening. It is because they want to welcome the birth of their king's baby.

In (3.1e), the speaker does not mention why *he* entrusted his child to the pixies, so the slot question *for what* is very suitable to provide the missing information. Based on the storyline, the child of *he* gets a curse from an evil fairy. Therefore, *he* distances his child from everything that can make the curse happen. So, the answer to the slot question *for what* here is to avoid the curse.

In (3.1f), the speaker mentions that *she* made walls of her own but did not mention the reason behind the action. So the writer took a slot question *for* what to yield further information. The sentence 'to protect the Moors' was added to answer the slot question *for what.* It in accordance with the storyline that tells the Human kingdom, always tries to attack the Moors to conquer it and take the treasure in it. So, the writer concludes the reason why *she* made the walls is to protect the Moors from the greediness of human.

In (3.1g), the slot question '*for what'* is added because the sentence needs a reason why it needs to be done. In that sentence, the speaker asks *them* to return to work. Based on the storyline, the work meant by the speaker is to hunt down Maleficent. So, the reader can get the information by knowing the answer even though the speaker does not mention directly.

In (3.1h), the speaker mentions that *I* was leaving home but did not mention the action's reason. So the writer took a slot question *for* what to yield further information. The sentence 'to have a life of my own' was added to fill the slot question *for what.* It in accordance with the storyline that tells the princess

decides to live in the Moors and move from the snug little cottage in the wood where she lived with her aunties. By knowing the reason in that utterance, the hearers can understand the complete proposition of the utterance.

In (3.1i), the speaker said that he needed 'every available man'. It raises the question of why speakers need those men. To answer the question, the writer adds a slot question *for what* so that readers can gain the reasons behind the utterance. Meanwhile, the answer of the question is to break the curse. As mentioned in the storyline that the curse of the king's daughter can be crushed if she gets a true love's kiss. The speaker thinks that getting the right man will help his daughter free from the curse.

After the saturation process, all of the sentences above (a1-a9) can be reformulated as follows:

(3.1) a. (01:15) *And they needed neither king nor queen but trusted in one another. (to protect their region)*

b. *(03:25) The border guards have found a human thief at the pool of jewels. I'm sorry. (for interrupting the conversation)*

c. *(19:30) I have avenged you (to kill the winged creature) sire.*

d. *(27:21) All manner of folk came to the christening, (to welcome the birth of King's baby)*

e. *(33:26) Secretly, he entrusted the safety of the child to the magic of the pixies (to avoid the curse)*

f. *(33:51) But she made walls of her own (to protect the moors),*

g. *(56:33) And get them back to work (to haunt Maleficent) now!*

h. *(1:03:09) I'm leaving home (to have a life of my own).*

i. *(1:05:26) I need every available man (to break the curse)*

4.1.3.2 Adding Slot Question 'From What'

The following sentences are considered as an incomplete proposition that still needs to develop. So the writer adds the slot question to gain further information. In this case, the writer adds slot question 'from what' since we need to know the problem that an object is facing. Not only a problem, sometimes the speaker says something hidden, so the writer feels the need to add this slot question to reveal what the speaker actually means. While, the number in the brackets show the time at which the utterances occur:

(3.2) a.*(04:24) Come out this instant! (From what?)*

b.*(57:43) I can take care of myself (From what?)*

c.*(1:02:02) I'm so happy we're leaving (From what?) tomorrow.*

Datum (3.2a) above contains a slot question that needs to be answered. So, the writer adds 'from the cave' to fill the slot question *from what.* It is certainly based on the context in which the conversation is carried out. Based on the story, someone tries to steal and hide in the cave. So, the writer adds answers that are not mentioned by the speaker. Therefore the listener will more easily understand what is meant by the speaker.

There is information that is not conveyed directly by the speaker in datum (3.2b). In the utterance above, the speaker states that *I* could take care of myself. But the hearers might miss the information since the speaker delivers an incomplete message, so the writer adds a slot question *from what* to get more

information. 'From dangerous things' is added to answer the slot question. Based on the storyline, the speaker tries to assure someone that she has an adult and does not need to be taken care any more.

There is information that is not conveyed directly by the speaker in (3.2c). So, the writer adds a slot question *from what* to get more information. In the sentence, the speaker said they were happy because they could leave but did not mention where they were leaving. Therefore, the writer needs to look at the context of the story to answer the slot question and find the answer that the speaker feels happy to leave from the little cottage he has been living to look after the princess. They feel happy because their job to look after the baby has been completed, and they can return from a remote hut in the forest.

After the saturation process, all of the sentences (b1-b3) above can be reformulated as follows:

(3.2) a.*(04:24) Come out this instant! (From the cave)*

b.*(57:43) I can take care of myself (From dangerous things)*

c.*(1:02:02) I'm so happy we're leaving (From this little cottage) tomorrow.*

4.1.3.3 Adding Slot Question 'Than What'

This section reflects the saturation process that works based on the slot question 'than what'. It is the most laborious process to find since many utterances in the transcript do not involve a comparative degree. Meanwhile, this process works based on it. The following sentences are incomplete propositions that still need to develop. So the writer adds the slot question 'than what' since we

need to clarify the information about something that has a comparative degree.

While, the number in the brackets show the time at which the utterances occur:

(3.3) a.*(06:55) Thus did the young thief who had hoped to steal a jewel steal something far more precious. (Than what?)*

    b.*(1:17:33) No truer love (Than what?).*

The slot question 'than what' is applied in (3.3a) because it has the indicator of comparative degree 'more' that illustrates in the phrase 'more precious'. The sentence above talks about comparison but does not mention something compared to. So, the writer fills the slot question by giving the answer that is 'more precious than jewel' compared to the word 'something'.

The slot question 'than what' is applied in (3.3b), because it has the indicator of comparative degree '-er' that illustrates in the word 'truer'. The sentence above talks about comparison but does not mention something compared to. The writer fills the slot question by giving the answer that is 'than Maleficent's love for Aurora' as the comparison of the sentence 'no truer love'.

After the saturation process, all of the sentences (b1-b3) above can be reformulated as follows:

(3.3) a.*(06:55) Thus did the young thief who had hoped to steal a jewel steal something far more precious. (Than jewel)*

    b.*(1:17:33) No truer love (Than Maleficent's love for Aurora).*

4.1.4   Free Enrichment

Free enrichment has the highest total number of occurrences that are 30 occurrences. Free enrichment is divided into two processes; the lexical item and

providing conceptual constituent (Huang, 2007:191). Therefore, it has a broader field to work, whether it is specifying or even providing the missing constituent.

Most of the free enrichment cases applied in the transcript of the movie are lexical item focusing, even though there are also some conceptual constituent occurrences. Lexical item focusing is one type of free enrichment which works by specifying the lexical item. It works to specify the lexical item to yield further information. This information will help the hearers to get the intended message of the movie. The lexical items of a free enrichment process applied in the transcript of the movie are mostly adjective, noun and even preposition.

4.1.4.1 Focusing on a Lexical Item

Focusing on a lexical item is one of the free enrichment characteristics that work by specifying the lexical item. Meanwhile, to give the specific meaning of an utterance, the writer adds adjective, adverb, noun, or sometimes preposition. The following data are considered as the illustration of free enrichment which focuses on lexical item:

4.1.4.1.1 Additional Lexicons which Constitute a Noun Phrase

The following sentences have characteristic of free enrichment process which focuses on specifying lexical item. The writer specifies the lexical item by adding either noun or adjective to constitute a noun phrase. The noun phrase needs to construct to help the hearers get the proper interpretation. While, the number in the brackets show the time at which the utterances occur:

(4.1.1) a.*(06:14) And if I made that (risky) choice if I came back, would you be here?*

b.*(06:38) I like your (beautiful) wings.*

c.*(10:48) A (human) king does not take orders from a winged elf.*

d. *(34:02) And she reveled in the (Stefan's) sorrow that her curse had brought.*

e. *(34:26) Come on. We need a smaller (body)*

f. *(34:39) It's going to starve with those three (fairies) looking after it.*

In (4.1.1a), there is an adjective inserted by the writer, which constitutes a noun phrase. The noun phrase is needed in that sentence to specify the word 'choice' meant by the speaker. Therefore, the writer adds 'risky' as an additional word because it is based on the context of the conversation where the speaker tries to make an agreement. The speaker not only makes an ordinary choice, but the choice is risky because it involves his life.

The sentence in (4.1.1b) is an expression of praise. To narrow the meaning of the utterance, the writer inserts an adjective in the sentence to form a noun phrase. The adjective is added because the speaker does not specify the reason what makes him like the wings. So the writer adds the adjective 'beautiful' to specify the praise uttered by the speaker.

In (4.1.1c), the writer inserted a noun in the sentence to form a noun phrase. By adding the noun, the writer can provide information to the hearers about whose king is meant by the speaker. Therefore, the writer adds 'human' as an additional word. With the additional information, the listener will easier to

understand, and no questions arise because the additional information provided by the writer is clear.

In (4.1.1d), the writer inserted a noun in the sentence to form a noun phrase. The noun was added to specify the word 'sorrow' in that sentence. Meanwhile, the writer adds 'Stefan' as an additional word. With the additional information, the listener will understand easily, and no questions arise because the additional information provided by the writer is very specific and clear.

In (4.1.1e), there is a noun inserted by the writer to constitute a noun phrase. The additional word 'body' is inserted into the utterance to give the hearers information that does not mention by the speaker. When we read the utterance, we need to know and clarify what the speaker talks about. By relating the further information to the utterance, the hearers know completely what the speaker talks about. Therefore, the utterance informs us that the speaker tells that 'we' need a smaller body.

In (4.1.1f), the writer inserted a noun, which constitutes a noun phrase. The writer adds the word 'fairies' into the utterance to narrow the hearer's interpretation. With the additional information, the listener will easier to understand what is meant by the speaker because the additional information is very specific.

4.1.4.1.2 Additional Adverb

The following sentences have characteristic of free enrichment process since it focuses on specifying lexical item. The writer specifies the lexical item by adding an adverb, either adverb of time, adverb of place, or adverb of

manner. The adverb needs to add in order to explain to the hearers when

something happens, where something takes place, and how something is done.

While, the number in the brackets show the time at which the utterances occur:

(4.1.2) a.*(03:25) The border guards have found a human thief at the pool of*

jewels (just now).

b.*(06:05We'll see each other again. (soon)*

c.*(14:43) I see you waiting for me to die. (as soon as possible)*

d. *(23:06) And in return for saving my life, I am your servant (since now).*

e. *(33:44)* while his soldiers rode far and wide to hunt Maleficent down.

(incessantly)

f. *(1:11:13) True love does not exist (never).*

In (4.1.2a), the writer adds an adverb of time to give the hearers

information about when something happens. In this case, the adverbial of time

'just now' is inserted by the writer. By giving additional information, the hearers

can obtain the complete proposition of the utterance, particularly when the border

guards have found a human thief at the pool of jewels.

Adverb of time was also added in (4.1.2b) to give the hearers information

about when something happens. In this case, the adverbial of time 'soon' is

inserted by the writer. By giving additional information, the hearers can obtain the

complete proposition of the utterance, particularly when the speaker will meet his

friend.

In (4.1.2c), the writer adds an adverb of time to give the hearer

information about the time involved at the moment inside the utterance. In this

case, the adverbial of time 'as soon as possible' is inserted by the writer. By giving additional information, the hearers can obtain the complete proposition of the utterance, especially about the time when the speaker predicts his death.

The writer adds adverbial of time 'since now' in (4.1.2d). An adverb is needed to add in this sentence to inform the hearers about the time when the speaker being a servant as a reward someone who saves his life.

In (4.1.2e), the writer adds an adverb of manner to give information to the hearers about how the action is carried out. In this case, the adverbial of manner 'incessantly' is inserted by the writer. By giving additional information, the hearers can obtain the complete proposition of the utterance, particularly about how the soldier's effort to hunt down Maleficent.

In (4.1.2f), the writer adds an adverb of frequency to give information to the hearers about how often something is carried out. In this case, the adverbial of frequency 'never' is inserted by the writer. By giving additional information, the hearers can obtain the complete proposition of the utterance, particularly about the speaker's statement that there is no true love.

4.1.4.1.3 Additional Prepositional Phrase

The following sentences have characteristic of free enrichment process since it focuses on specifying lexical item. The writer specifies the lexical item by adding a prepositional phrase. The prepositional phrase needs to add in order to help the hearers get the proper interpretation. While, the number in the brackets show the time at which the utterances occur:

(4.1.3) a. *(03:55) I'm not afraid(of the human).*

b.*(15:10) You will take the crown (to be king).*

c.*(07:11) After all these weeks, look who came back (to the moors).*

d. *(29:54) I really felt quite distressed at not receiving an invitation (to the party).*

e. *(1:02:09) And Stefan told us to take her back (to the castle) the day after her birthday.*

In (4.1.3a), the writer adds the prepositional phrase to complete information of the utterance. The writer needs to apply a free enrichment process to the utterance to gain the missing constituent. The prepositional phrase 'with human' is added to specify the fear that the speaker talks about in the utterance above. Through the free enrichment process, the hearers can understand that the speaker does not feel afraid of the human.

The prepositional phrase also added in (4.1.3b) to give the hearers information about the place, which does not mention directly by the speaker. In this case, the writer inserts the prepositional phrase 'to the moors' to specify the place that the speaker talks about in the utterance above. Through the free enrichment process, the hearers can completely interpret the utterance and understand that someone has come back to the moors after several weeks.

In (4.1.3c), the writer adds the prepositional phrase to get the complete information of the utterance. The writer needs to apply a free enrichment process to the utterance to gain the missing constituent. The prepositional phrase 'to be king' is added to complete the incomplete proposition. Through the free

enrichment process, the hearers can understand that *you* have a reason to accept the throne since *you* will be king.

In (4.1.3d), the writer adds the prepositional phrase to give the hearers information about the invitation that does not mention directly by the speaker. The writer adds the prepositional phrase 'to the party' to specify the invitation that the speaker talks about in the utterance above. Through the free enrichment process, the hearers can understand that *I* did not invite to the party.

In (4.1.3e), the writer adds a prepositional phrase to give the hearers information about the place, which does not mention directly by the speaker. In this case, the writer inserts the prepositional phrase 'to the castle' to specify the place that the speaker talks about in the utterance above. Through the free enrichment process, the hearers can understand that speaker must bring someone back to the castle.

4.1.4.2 Providing a Conceptual Constituent

This characteristic of free enrichment is applied in the sentences which miss the constituent. So the writer applies free enrichment processes to reveal the existence of the missing information. The missing constituent of utterance needs to be revealed since it may affect the meaning of the utterance and make the hearers miss the proper interpretation. The following data are considered as the utterances that need to clarify the missing constituent. While, the number in the brackets show the time at which the utterances occur:

(4.2) a.*(00:47) Only a great hero or a terrible villain might bring (reconciliation) them together.*

b.*(02:29) No. No, don't do it! (Throwing the mud)*

c.*(03:41) I hope there's not another war. (Between human kingdom and the moors)*

d. *(04:03) No. They (border guards) mean to kill me.*

e. *(06:41) Maleficent thought (fascinated) of how Stefan cast away his ring, he who had so little in the world, so that their hands might touch again,*

f. *(07:45)As it will, a friendship slowly turned into something else (love).*

g. *(23:15) I need you to be my wings. (assistant)*

h. *(25:12) Her wings! (was gone)*

i. *(34:21) (This cottage) Looks dreadful.*

j. *(49:10) I know who you are (since I was a child).*

k. *(1:00:41) Will you be back this way? (after visited King's castle)*

l.*(1:01:47) Go ahead (your spell).*

m. *(1:07:27) Of course, you are (men who I need).*

In (4.2a) contains the free enrichment process, which focuses on providing conceptual constituent. This kind of free enrichment is used to reveal the missing constituent of the utterance. It may confuse hearers about the matter taken to make 'them' together. So the writer decides to apply the free enrichment process to clarify the missing constituent of the utterance. To complete the utterance's meaning, the writer should look at the background of the sentence and decide to put 'reconciliation' to complete the missing constituent. Therefore, by relating the additional information, the hearers will understand that only a great hero or a

terrible villain might bring reconciliation for both the human kingdom and the moors.

Datum (4.2b) above belongs to the free enrichment group that works by providing the missing constituent. In the sentence above, the speaker forbids someone to do something but does not directly mention what things it is. So, to get the complete meaning, the writer needs to look at the background of the conversation. Based on the storyline, a character tries to throw mud at the speaker so that the information added by the writer is very appropriate. From the additional information, it can be concluded that the word 'it' refers to 'throwing the mud'.

In (4.2c) contains the free enrichment process, which focuses on providing conceptual constituent. So, to complete the utterance's meaning, the writer should look at the background of the sentence and decide to put 'between the Human kingdom and the Moors' to fill the missing constituent. Based on the story, there were two neighboring kingdoms but their relationship was discordant. Therefore, by relating the additional information, the hearers will understand that the war meant by the speaker is the war between the Human kingdom and the Moors.

In (4.2d) contains the free enrichment process, which focuses on providing conceptual constituent. So, to complete the utterance's meaning, the writer inserts the phrase 'border guards' to complete the missing constituent. It is based on the storyline, which the speaker tries to inform us about the border guards who mean to kill the speaker.

Datum (4.2e) above belongs to the group of free enrichment that works to provide the missing constituent. So, to complete the utterance's meaning, the writer should look at the background of the sentence and decide to put 'fascinated' to complete the missing constituent. According to the storyline, Maleficent fascinated by how Stefan casts out his ring so that their hand might touch again. From this explanation, the hearers will understand what is Maleficent thought about.

In (4.2f) contains the free enrichment process, which focuses on providing conceptual constituent. So, to complete the utterance's meaning, the writer should look at the background of the sentence and decide to put 'love' to complete the missing constituent. Therefore, by relating the additional information, the hearers will understand that Maleficent and Stefan's friendship turned to love.

In (4.2g), it contains the free enrichment process, which focuses on providing conceptual constituent. So, to complete the utterance's meaning, the writer should look at the background of the sentence and decide to put 'assistant' to complete the missing constituent. Based on the storyline, the speaker is a fairy who lost her wings, so she asked someone to replace her wings or be her assistant. It is because she have trouble when she wants revenge on the person who stole her wings.

In (4.2h) contains the free enrichment process which focuses on a conceptual constituent. So, the writer should look at the background of the sentence and decide to put 'was gone' to complete the missing constituent. Based on the storyline, people in the Moors were surprised when seeing a fairy named

Maleficent walking without her wings. Therefore, by relating the additional information, the hearers will understand that Maleficent's wings were lost.

Datum (4.2i) above belongs to the group of free enrichment that works to provide the missing constituent. In that sentence, the speaker says that there is something dreadful but does not mention what it was. So the writer adds 'this cottage' to complete the missing constituent. Based on the storyline, the speaker will begin a new life by living in a small cottage in the forest. So it looks dreadful because the cottage is the only one in the forest and far from civilization. From the additional information, it can be concluded that what looks dreadful is refer to a cottage.

In (4.2j), it contains the free enrichment process, which focuses on providing conceptual constituent. So, the writer should look at the background of the sentence and decide to put 'since *I* was a child' to complete the missing constituent. According to the storyline, the speaker (Aurora) feels protected by someone unknown during her lifetime. So, when Aurora met that person, she said that she had known her guardian since she was a child.

In (4.2k), it contains the free enrichment process which focuses on a conceptual constituent. So, to complete the utterance's meaning, the writer should look at the background of the sentence and decide to put 'after visited King's castle' to complete the missing constituent. Therefore, by relating the additional information, the hearers will understand that the speaker asks whether *you* will back to the way after visited the King's castle.

In (4.2l), it contains the free enrichment process, which focuses on providing conceptual constituent. So, to complete the utterance's meaning, the writer should look at the background of the sentence and decide to put 'your spell' to complete the missing constituent. Based on the story, the speaker named Diaval tried to give Maleficent a suggestion., but instead of receiving his suggestion, Maleficent chose conjured him into another creature. Finally, Diaval was upset and asked her to continue the spell.

The writer inserts the sentence 'the men I need' to complete the missing constituent in (4.2m). According to the background, the speaker said something unclear. So, the writer feels the need to process the utterance through free enrichment. Therefore, by relating the additional information, the hearers will understand that what the speaker means is '*you* are the men who *I* need to break Maleficent's curse'.

4.1.5 Ad Hoc Concept

Based on the findings, this process of explicature is in the last position. The writer only found 3 data included in this process. This process works by narrowing or broadening or even works on a metaphor. Therefore, the writer should find the lexical item, which is too general or too specific, in order to be processed through ad hoc. As defined by Carston (2002), the ad hoc process works on a lexical item by strengthening or broadening the meaning". The following utterances are the illustration of the ad hoc concept applied in the transcript.

4.1.5.1 Narrowing or Broadening the Meaning of a Lexical Item

One of the ad hoc concept's characteristics is either narrowing or broadening the meaning of a lexical item. This explicature process applied in the sentence that has a too general or too specific meaning. So, the writer applies the process of explicature to help the hearers specify or broaden a certain lexical item. This following data are considered as the illustration of ad hoc. While, the number in the brackets show the time at which the utterances occur:

(5.1) a.*(01:01) They were forever discontent, and envious of the wealth and beauty of their neighbours.*

b.*(16:16) They spoke of many things, and the years faded away.*

In (5.1a), the word "forever" should be processed through the narrowing feature of the ad hoc concept. The speaker said that the human kingdom is never satisfied and is always jealous of its neighbor's wealth. Therefore, the word 'forever' here does not mean eternal because, based on the storyline, the human kingdom will get its satisfaction after conquering its neighbors. So the writer concludes that the word 'forever' here is not really something eternal and only temporary until the goal of the human kingdom achieved.

In (5.1b), the sentence above analyzed using the narrowing feature of ad hoc. The point of the sentence is those years do not really disappear, but the moments in it. In this case, actually, not all moments in the year disappeared, so the writer needs to narrow the lost moments meant by the speaker. According to the storyline, the lost moment is only the moment when Stefan Eschew from

Maleficent. Therefore it should be noted that the dispute between the two kingdoms still exists.

4.1.5.2 Working on a Metaphor

Besides working by narrowing or broadening the lexical item, the Ad hoc concept also works on a metaphor since metaphor compares two different things with the same characteristic. The ad hoc concept functioned to reveal the real meaning over the metaphor. It aimed to get the proper interpretation and avoid confusion among hearers when they found a metaphor. The following sentence found in the movie is an illustration of the characteristic of ad hoc that works on a metaphor. While, the number in the brackets show the time at which the utterances occur:

(5.2) a.*(37:29) Greedy, bloated goat!*

The writer applies the ad hoc concept to reveal the real meaning of the metaphor. 'The bloated goat' in that sentence is not the real meaning since the speaker talks to a human. According to the storyline, the speaker delivers that utterance to her friend because his friend is fatter than others. Meanwhile, the phrase refers to someone who has characteristics like 'bloated goat'.

4.2   Discussions

In this section, the writer discusses the overall findings. The results of this study show that all types of explicature processes, along with its characteristics, are applied in the unclear utterance contained in the movie. This study found that free enrichment is the most frequent explicature process appropriate to complete

the missing proposition of a sentence in Maleficent movie 2014. According to Huang (2007), this process of explicature is used when the hearer needs more information on certain lexical items. Moreover, this process also used to fill the missing constituent over the unclear utterance by referring to the unclear utterance with the context of a conversation. Sperber and Wilson (1995, p. 183) state that the explicit side of communication is richer when linking it to the context. It is because understanding the context helps the hearers to narrow and specify the sentence's meaning uttered by the speaker.

The results of this study support the findings from the previous studies conducted by Febriyanti (2015) and Al Tariqah (2018) that unclear utterances need to be specified through free enrichment to narrow the hearer interpretation. In this study, like previous ones, the writer inserts noun, adjective, and adverb to the unclear utterance. However, an additional lexicon that was not found in the earlier studies but applied in this present study is the prepositional phrase. The function of preposition here is to convey a meaning of position, direction, time, or other abstraction (Ehrlich and Murphy, 1990). So, by adding the prepositional phrase, the hearer can precisely understand the meaning of unclear utterance, for example, 'I'm not afraid (of the human). The writer adds the prepositional phrase to specify the fear that the speaker talks about in the utterance above. Through the free enrichment process, the hearers can understand that the speaker does not feel afraid of the human. The functions of prepositional phrases found in this study are adjective prepositional phrases and adverbial prepositional phrases. Moreover, the free enrichment process is applied because the writer intended the hearer to

recognize the important point conveyed by an unclear utterance. Blakemore (1992, p. 61) also said that utterances are necessarily explicature since the speaker has intended the hearer to notice the essential point of his utterance.

Meanwhile, the explicature process by applying reference resolution, saturation, disambiguation, and ad hoc concept is also found to be applied in the previous studies. The only difference is the number of data findings from each research. For example, disambiguation in this study is more widely applied than in Febriyanti's (2015) study, but less than in Al-Tariqah's (2018) study. Same as Febriyanti (2015) and Al-Tariqah's (2018) study, the disambiguation analyzed by recognizing the characteristics of disambiguation, that are 1) involving more than one optional meaning and 2) selecting meaning based on context. In Febriyanti's (2015) study, disambiguation process mostly applied to selecting meaning based on context. On contrary, Al-Tariqah (2018) mostly applied disambiguation because the lexicon involves several meaning. Meanwhile, in this present study, the writer applied disambiguation process to the two characteristics of disambiguation with the same number of occurrences.

Although the results of this research seem similar to both Febriyanti (2015) and Al Tariqah's (2018) study, there were some differences in mentioning the characteristics of explicature, especially, the characteristics of saturation, free enrichment, and ad hoc concept. Febriyanti (2015) and Al-Tariqah (2018) argue that "specifying and narrowing the utterance meaning" is characteristic of both saturation and free enrichment. The present writer, however, thinks it is the main function of the explicature process overall, so it does not need to mention again

since it automatically becomes a characteristic of all types of explicature. Huang (2007, p. 189) argues that the use of explicature is to complete the linguistic component of an illogical form of utterance to produce a fully logical interpretation. Febriyanti and Al-Tariqah noted that the characteristics of ad hoc are 1) working on a lexical item, 2) narrowing or broadening the meaning of a lexical item, 3) working on metaphor. In this research, the present writer simplifies the characteristics by deleting the first point that is "working on a lexical item." The present writer thinks it does not need to mention because the second point has mentioned it more precisely. As Huang (2007) explained that ad hoc is "The pragmatic adjustment of a lexical concept in the linguistically decode logical form, the adjustment being a narrowing or strengthening, a broadening or weakening."

This research enriches the study of explicature since this theory still rare to be examined. The findings of this research show us that people, even in the movie, tend to use explicit speech but deliver it incompletely. Blakemore (1992, p. 61) also said that "the fact that a speaker wishes to convey a particular attitude towards the proposition he has expressed may or may not be evident from the linguistic form of his utterance." Therefore, to understand the proper meaning, the hearer needs to provide an explicit communication of the speaker's attitude wishes to convey. Hence, with the existence of this research, people can learn how to recognize the unclear utterance and try to understand it based on their thought and knowledge about the context of utterance.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This section provides the conclusion of the study, which covers the major findings and the suggestions related to the guidelines for future research.

5.1 Conclusions

Based on the findings of this research, the highest occurance of type of explicature process found in the *Maleficent* movie 2014 is free enrichment with total 30 occurrences, where 17 data need to specify the lexical item by inserting an adjective, an adverb or even a noun, and 13 data that need to provides the missing constituent of the utterance in order to clarify the matter that is missing from it. The second position is the saturation process, which occurs 14 times. The writer inserted slot question 'for what' to 9 data found in the movie since the hearers need to know the reason why something happens or why the action needs to do. For the slot question 'from what', the writer inserts it to 3 data since the hearers need to know the complete proposition of the utterance in order to avoid misunderstanding. The slot question 'than what' applied in 2 data to compare something, since the function of this slot is to comparison, the data which inserted by this slot must have the characteristic of comparative degree such as the word 'more' or suffix '-er'. The third position is disambiguation, 8 data were analyzed through this process. The fourth position is the reference resolution. There are 5 data found included in this process. 3 data work based on the contextual value and 2 data working by providing a 'bridging cross-reference'. The last position is the

60

ad hoc concept. The writer found 3 data including to this process. Two data need to narrowing or broadening the meaning of a lexical item and one data which works on a metaphor.

This research, to some extent, enriches the study of explicature, especially the application of explicature theory in the movie. This study can be used as a proper reference for the next researcher who interests in conduct research with the same topic. In this study, the present writer only focuses on finding out and describes the types of explicature process by recognizing its characteristics. Therefore, the writer hopes her research can be developed in the future by other researchers who interest in this topic.

Although the data of this study were taken from the movie, it still gives knowledge for us since the film is a depiction of real life. This study shows that even though people deliver their speech explicitly, sometimes it still cause misunderstanding because of the incomplete proposition of their utterance. So both the speaker and the hearers need to understand the context of conversation as well. Besides that, better for the speaker to communicate more specifically about essential things so that the hearers can easily understand what is actually meant by the speaker.

5.2 Suggestions

In this section, the writer would like to contribute some suggestions for the next researchers who want to conduct research using the same topic. This research only focuses on how explicature clarifies the unclear utterance in the movie and does not reveal how the listener responds to the unclear utterance. So, based on

the results of this research, the next researchers can fill the research gap revealed by the present writer, such as investigates how the hearers in the inner or outside circle of conversation respond to the unclear utterance. Therefore, another research instrument such as the use of Discourse Completion Test (DCT) can help complete the proposition offered by the present researcher. Moreover, this study uses *Maleficent* movie 2014 as the object in which the genre is dark fantasy. The present writer hopes the next researcher who wants to use film too can choose another genre that more relates to daily life so that the data findings can be applied in everyday conversation.

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