A PRAGMATIC ANALYSIS OF CONVERSATIONAL IMPLICATURE OF HUMOR PRACTICES IN *HOW TO TRAIN YOUR DRAGON*

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Abstract

This research aims to analyze the conversational implicature of humor practices in a movie entitled *How to Train Your Dragon*. The objectives of the research are (1) to identify the types of conversational implicature, (2) to identify the types of humor created by conversational implicature, and (3) to describe the functions of humor created by conversational implicature performed by the characters in the movie. This research applied a mixed method (descriptive qualitative method and quantitative method) to analyze the data. The primary instrument of this research is the researcher itself while the data sheet as the secondary instrument. The data were in the form of utterances in the movie which were organized and analyzed based on Grice's theory of conversational implicature, Martin's theory of types of humor, and Ziv's theory of functions of humor. The findings of this research are explained as follows. First, particularized conversational implicature is found as the most dominant type of conversational implicature performed by the characters in the movie since most of the implied meanings needed background knowledge. Second, the most dominant type of humor performed by the characters is aggressive humor as it is intended to tell the characters' feelings one another from being rivals into good friends. Third, the most frequently used function of humor created by conversational implicature performed by the characters was aggressive humor while the sexual function of humor is less significantly occurred in the characters' utterances in *How to Train Your Dragon* movie.

Keywords: pragmatics, conversational implicature, humor

INTRODUCTION

Language is a means of communication. It is a medium for everyone to exchange information, to express interpretation, and to socialize within society. Goldstein says the way people communicate using sounds or symbols that makes them able to express their feelings, thoughts, ideas, and experiences is called language (Goldstein, 2008:294).

Communication is the main component to build a relationship. People use communication in a conversation to generate various meaning. When people are engaging in talk, they should consider the meaning employed by the speakers. Since communication using language has many various meanings in different contexts, it may lead to multiple interpretation. Thus, a listener or hearer should consider the implied meaning in a context which employed by the speaker. In other words, understanding the implied meaning is very important to make the conversation going well.

An implied meaning occasionally occurs in every conversation. This happens if people communicate with others in order to tell a story, generate their ideas, or transfer their information implicitly, that

called as implicature. Implicature occurs when people try to constitute what is meant by their utterances without being part of what is said.

People tend to say implicit meanings or messages in order to make their relationship in conversation closer. Thus, it is possible for people to tell humor through implicature employed within their utterances. Humor is one of the language phenomena in a conversation which makes people happy. Yet, to achieve amusement, people who are involved in the conversation need to have certain background knowledge and understand the social context in which the conversation is conducted.

Creating humor through implicature sometimes becomes problematic because it is partly subjective. Some people may regard a certain humor as funny but others may not. This happens since every person has different background knowledge or general perception which leads them to different response towards certain humor.

In reference to the above issues, this paper attempts to describe an analysis of conversational implicature of humor practices under pragmatics approach. This paper used a movie entitled *How to Train Your Dragon* as the object of the research, since it reflects people daily's communication which can be a source to find the phenomena of humor in daily life.

A pragmatics analysis of conversational implicature of humor practices is used in this research in which it mainly discussed about pragmatics, conversational implicature, types of humor, and functions of humor. Pragmatics is the branch of linguistics that focuses on the aspects of meaning and language uses which depend on the speaker, the addressee, and the context of utterance. Implicature is the intention of speaker which is far richer than what he or she directly said (Horn, 2006:3). Conversational implicature comes in two ways: generalized conversational implicature (GCI) which occurs without reference or there is no special background knowledge is required in the context to determine the additional conveyed meaning (Yule, 1996:41), and particularized conversational implicature (PCI) which requires inferences or special background knowledge to understand the context (Yule, 1996:42).

In terms of humor, Martin (2007:211) distinguishes humor into two types, namely adaptive and maladaptive humor. Each of the types has divided into two, adaptive: affiliative and self-enhancing humor, maladaptive: aggressive and self-defeating humor. As for the function of humor, Ziv in Rawles Silver (2001:95) classifies the functions into five main categories such as aggressive function humor, sexual function of humor, social function of humor, defense-mechanism function of humor: gallows humor and self-disparagement humor, and intellectual function of humor.

RESEARCH METHOD

This research applied a mixed method (the descriptive qualitative method and quantitative method) to analyze the data. The descriptive qualitative method is emphasized on the phenomenon of the language use in its context by interpreting the data. Therefore, this approach presented rich and in-depth understanding in conversational implicature as humor practices as reflected in *How to Train Your Dragon* movie. In addition, to measure the frequency of data occurance, this research applied quantitative method.

This research made use of spoken data in the form of sentences performed by the characters in the movie which contains conversational implicature of humor practices. The context is the dialogues of the characters in the movie. The source of the data was a movie entitled *How to Train Your Dragon.*

The instrument of the research was the researcher herself including the theoretical knowledge. The researcher plays as the designer, the collector, the analyst, the interpreter, and the reporter of the data finding (Moleong, 2010:168).

The secondary instrument of this research was the data sheet. The coding system was also used to facilitate the researcher and the reader to find the data. It is also a diminution process of categorized

and obtained data which were sorted as validated appendices.

The data collection technique used was analysis of documents (movie script) by note taking. To apply the techniques, the researcher took some steps such as collecting the data; watching the movie, finding its transcript, making the data sheet, and categorizing the data into the data sheet.

To ensure the findings and to enhance trustworthiness, the researcher employed triangulation by theory and by researcher. Furthermore, the researcher also involved two experts and some of her peer reviewers to check out the triangulation of the data.

1. The Conversational Implicature Employed by the Characters in *How To Train Your Dragon* Movie

After classifying the utterances as the research data, the researcher interpreted the data in the form of conversational implicature employed by the characters found in the movie. According to the data, the most dominant conversational implicature was particularized conversational implicature which the occuracy were 26 data. Besides, the second rank was generalized conversational implicature which the occuracy were 4 data. In reference to the data analysis, particularized conversational implicature becomes the dominant that means background knowledge of the movie had important role regarding to the characters's conversation. The situation makes the characters employed

particularized conversational implicature which reflected their condition. The example of particularized conversational implicature is shown below.

[INT. BLACKSMITH STALL]
GOBBER: Ah! Nice of you to join the party. I thought you'd been carried off.
HICCUP: **Who me? Nah, come on! I'm way too muscular for their taste. They wouldn't know what to do with all this.**

The utterance above is categorized as particularized conversational implicature because hiccup flouted the maxim of quantity because he gave the information intentionally more than required. He is just too much explaining about himself. Thus the conversation needs background knowledge to know the character of Hiccup and how is his life.

Furthermore, the other type of conversational implicature found in the movie script is generalized conversational implicature. This type does not need background knowledge to understand the context when engaging in conversation. This type becomes the second dominant because the characters employ the conversational implicature through their utterances without having any intention to get closer to each other. The conversation below presents example of generalized conversational implicature.

[EXT. TRAINING GROUNDS]
GOBBER: Can you stop that?! And...the Gronckle.

FISHLEGS: (Quietly; to himself) Jaw streght, eight. (Gobber pulls a lever, raising the cross beam on the last the doors).

SNOTLOUT: Whoa, wait! Aren't you gonna teach us first?!
GOBBER: **I believe in learning on the job.** (BAM! A Gronckle thunders out of its cave, charging into the ring like an irate rhino. The recruits scramble in every direction. Except for Ruffnut and Tuffnut who rush toward it, like pumped-up rodeo clowns).

Gobber's response can be categorized as generalized conversational implicature because he disobeyed the maxim of relation—giving response irrelevant and the maxim of manner—his response is unclearly and unreasonably. Besides, he flouted the maxim intentionally in order to try the skill of his students without giving a clue. Therefore, his utterance has an implied meaning that does not need any background knowledge.

2. The Types of Humor Created by Conversational Implicature in *How to Train Your Dragon* Movie

According to the movie script, aggressive type of humor becomes the most dominant with 12 utterances performed by the characters through conversational implicature. The example of aggressive humor is shown below.

HICCUP: Please, two minutes. I'll kill a dragon. My life will get infinitely better. I might even get a date.
GOBBER: **You can't lift a hammer. You can't swing an axe..**(Gobber grabs a bola (iron balls connected by rope) **you can't even throw one of these.**

The dialogue above exemplifies that Gobber's response is flouting maxim of relation as it does not relate with Hiccup's

request. Gobber also used aggressive humor in order to criticized Hiccup without hurting him. This context needs some background knowledge since Gobber knows Hiccup's life very well. Therefore, his response is considered as particularized conversational implicature.

The following type of humor is self-defeating humor with 7 utterances found. Self-defeating humor refers to the type of humor to amuse the others by doing something funny of him or herself.

[INT. BLACKSMITH STALL]
GOBBER: Ah! Nice of you to join the party. I thought you'd been carried off.
HICCUP: **Who me? Nah, come on! I'm way too muscular for their taste. They wouldn't know what to do with all this.**

According to conversation above, Hiccup's response is too many information so, he flouts the maxim of quantity. His response needs a background knowledge to understand about Hiccup physically. Furthermore, he aims to use self-defeating type of humor in order to entertain Gobber by making fun of himself.

Another type of humor found in the movie script is self-enhancing humor with 6 utterances. This type refers to using this humor to searching for amusement in life even it is not with other other people. The example is shown below.

[INT. VIKING ROOM]
GOBBER: I'll pack my undies.
STOICK: No, I need you to stay and train some new recruits.
GOBBER: **Oh, perfect. And while I'm busy, Hiccup can cover the stall. Molten**

steel, razor sharp blades, lots of time to himself…what could possibly go wrong?

Based on the example above, it shows that Gobber's response does not relate and clearly. He flouts maxim of relation and manner. Gobber tells Stoick how desperate he is to take care of Hiccup while the other Vikings are busy to hunt the dragon nest. He is just sitting and doing homework to take care of Hiccup. Gobber tells about his worry to Stoick in amusing way to enhance him happy. Therefore, Gobber's response is included as self-enhancing humor.

The next type of humor which becomes the lowest rank is affiliative humor with 5 utterances. An example can be seen below.

[EXT. TRAINING GROUNDS – RING-DAY]
FISHLEGS: I'm really beginning to question your teaching methods.
GOBBER: Look for its blind spot. Every dragon has one. Fond it, hide in it, and strike.
RUFFNUT: Do you ever bathe?
TUFFNUT: If you don't like it, then just get your own blind spot.
RUFFNUT: How about I give you one!
GOBBER: **Blind spot? Yes. Deaf spot? Not so much.**

Gobber's response presents that he flouts maxim of relation since his information is less information and unclearly. He tells a hint to make the members to fight the blind spot of dragon but he does not tell about the deaf spot. Gobber gives a death clue—a dragon may have blind spot but they do not have deaf spot. It means as long as you move whether to fight or run away, the dragon can still hear

then pursue you. He explains all of it in an amusing way to enlighten the atmosphere.

3. The Function of Humor Created by Conversational Implicature in *How to Train Your Dragon* Movie

The aggressive function of humor is the most frequent functions applied in *How to Train Your Dragon* movie with 12 data. Aggressive humor is function of humor to observe and hide the expression of aggression. This humor leads to eliminate the aggressive emotions by expressing it in a socially acceptable way. The aggressive function always make fun of a victim, and allowing the non-victim to feel superior.

[INT. GREAT HALL – NIGHT]
> GOBBER: She's right, you have to be tough on yourselves. (CREAK. All eyes turn to Hiccup, entering the hall, sheepishly. Gobber glares at him). Where did Hiccup go wrong? (Hiccup tries to take a seat at the table).

RUFFNUT: **He showed up**
TUFFNUT: **He didn't get eaten.** (...but the recruits keep closing the gaps. Rolling his eyes, Hiccup sits at the vacant table next to them)
ASTRID: **He's never where he should be.**

The datum shows that Ruffnut, Tuffnut, and Astrid was the members of dragon training. They thought Hiccup is very terrible in the first dragon training and not good to become a real Viking. They think that the dragon training does not suit him. Hiccup should not be in and it could be good if Hiccup get eaten by the dragon. Thus, they criticized and ridiculed him in a sarcastic way which is categorized as aggressive type of humor. Their utterances

hide the expression of aggression which lead them to release the anger emotions. Therefore, their utterance have implied meaning that has aggressive function of humor.

Then, the following function of humor is gallows humor with 7 data. This function of humor described as a cynical humor which takes serious matters lightly. The example is presented below.

[INT. VIKING ROOM]
STOICK: He'd be killed before you let the first dragon out of its cage.
GOBBER: Oh, you don't know that.
STOICK: I do know that, actually.
GOBBER: No, you don't.
STOICK: No, actually I do
GOBBER: No you don't!
STOICK: Listen! You know what he's like. From the time he could crawl he's been…different. He doesn't listen. Has the attention span of a sparrow. I take him fishing and he goes hunting for…for trolls.
GOBBER: (Defensive) **Trolls exist! They steal your socks!**

The datum presents that Gobber is flouting maxim of relation and manner. His answer does not relate and clear to Stoick's utterance. Gobber's intended meaning is categorized as particularized conversational implicature since his implied meaning needs background knowledge about Stoick's childhood memories. Gobber's utterance has sense of humor which is included as affiliative humor since he wants to make Stoick realizes about his son's condition. Gobber wants to make Stoick knows that his son, Hiccup is "same" among the children in the Viking village. Gobber's utterance is categorized as gallows humor since he wants

to take the serious matters about Hiccup lightly. This happened because Gobber knows that Hiccup is not the problem, instead of Stoick.

Moreover, social function of humor is also found in the movie script with 4 data. The dialogue below represent the social function of humor.

[EXT. DOCKS – DAWN]
GOBBER: Well, I trust you found the nest at least?
STOICK: Not even close.
GOBBER: Ah. Excellent.
STOICK: I hope you had a little more success than me.
GOBBER: **Well, if by success, you mean that your parenting troubles are over with, then...yes.** (Stoick stops. What does that mean?--A group of merry villagers rush past).

The conversation presents that Gobber's response flouts maxim of manner because Gobber does not give clear response about his success. Gobber's response also has implied meaning which categorized as particularized conversational implicature since his response needs background knowledge about his success in parenting and training of Hiccup. Besides, Gobber's response aims to make Stoick happy that his son, Hiccup becomes a trainee in the dragon training. Therefore, Gobber answers Stoick's question in a funny way. He has self-confidence to prove that his role to be a nanny of Hiccup is successful. Gobber wanted to make Stoick excited after his return. He gave a good clue to Stoick about how is to be a Hiccup's nanny—getting trap or anything good else. Gobber's response is considered as affiliative type of humor since he wants to amuse Stoick after his come back and to show his experiences as a nanny during Stoick trade. Therefore, Gobber's response is categorized as social function of humor.

Self-disparagement humor is also found in the script with 3 data. This humor is described as the ability to laugh at yourself that has the purpose to achieve appreciation and sympathy from others. The following example represents self-disparagement function of humor.

[INT. VIKING ROOM]
GOBBER: I'll pack my undies.
STOICK: No, I need you to stay and train some new recruits.
GOBBER: **Oh, perfect. And while I'm busy, Hiccup can cover the stall. Molten steel, razor sharp blades, lots of time to himself…what could possibly go wrong?**

The utterance above shows that Gobber's answer does not relate and clearly. He flouts maxim of relation and manner. Gobber tells Stoick how desperate he is to take care of Hiccup while the other Vikings are busy to hunt the dragon nest. He is just sitting and doing homework to take care of Hiccup. Gobber tells about his worry to Stoick in amusing way to enhance him happy. Therefore, Gobber's response is included as self-enhancing humor. Since he told his worry to Stoick in order to fight back his own worry to take care of Hiccup. Thus, this function of humor is categorized as self-disparagement humor.

The next function is intellectual

function of humor which found 3 data. The intellectual function of humor gives freedom of logical thought. It allows people to escape the bounds of reality then be creative. The following example below is presented the intellectual function of humor created by conversational implicature.

[EXT. TRAINING GROUNDS – RING-DAY)
FISHLEGS: I'm really beginning to question your teaching methods.
GOBBER: Look for its blind spot. Every dragon has one. Fond it, hide in it, and strike.
RUFFNUT: Do you ever bathe?
TUFFNUT: If you don't like it, then just get your own blind spot.
RUFFNUT: How about I give you one!
GOBBER: **Blind spot? Yes. Deaf spot? Not so much.**

Gobber's response is flouting maxim of relation and manner since his response does not relate and ambiguous. His response aims to make the members be creative and find the problem solving to fight the dragon. Therefore, his response has intellectual function of humor.

The lowest level of frequency in in terms of function of humor is sexual function of humor created by conversational implicature with only 1 datum. The sexual function of humor deals with the expression of taboo thought in an acceptable way. Sexual humor can explain anxiety, enjoyment, and disappointment in sex. The following example is shown below.

[EXT. TRAINING GROUNDS – MORNING]
HICCUP: Will you please stop that?
SNOTLOUT: If that dragon shows either of his faces, I'm gonna—(spotting an approaching shape, terrified) – There! (Snotlout throws the water into the fog)

ASTRID : Hey!
RUFFNUT: It's us, idiots. (astrid and Ruffnut are soaked).
TUFFNUT: **Your butts are getting bigger. We thought you were a dragon.**
SNOTLOUT: Not that there's anything wrong with a dragon-esque figure. (Astrid elbows Snotlout in the face. Ruffnut drops Tuddnut with a punch to the throat).

He flouts the maxim of relation and manner which his response is unrelated and unreasonably. Actually, Tuffnut wanted to surprise the girls by making fun of himself. He pretended that he has bad vision while he touches the girls' butts instead of a dragon. He also expressed his taboo thought while he touched the girls' butts. Even though he just enjoy the moment he surprises the girl. Therefore, in this scene, he expresses taboo thought in a pleasurable way which is categorized as sexual function of humor.

CONCLUSIONS

There are two types of conversational implicature found in the *How to Train Your Dragon* movie script. They are generalized conversational implicature and particularized conversational implicature. Particularized conversational implicature is the most dominant of conversational implicature employed by the characters in the movie. It is proven by the occurrence of particularized conversational implicature in 26 data out of a total of 30 data. It indicates that the characters in the movie tend to use some background knowledge in conversations since the characters have

known each other well.

Then, there are two types of humor created by conversational implicature applied in *How to Train Your Dragon*. They are adaptive humor and maladaptive humor. Adaptive is divided into two, affiliative and self-enhancing humor. Further, maladaptive is also divided into two, aggressive and self-defeating humor. In addition, the researcher found all of the types of humor created by conversational implicature employed by the characters. The type of aggressive humor becomes the dominant in the movie. It indicates that most types of aggressive humor created by conversational implicature in *How to Train Your Dragon* can show how bad relationship between the characters in order to compete as the real Viking. Their utterances were mainly used to make fun the others.

Furthermore, retrieving to the functions of humor, there are five functions of humor created by conversational implicature employed by the characters in the movie. They are aggressive, sex, social, intellectual function, and defensive mechanism which is divided into gallows and self-disparagement. Aggressive function of humor becomes the most dominant employed by the by the characters' utterances to intimidating the weakness of someone and strengthen friendship bonding. On the other hand, sex function of humor becomes the last rank since the setting of hoe to train your dragon movie is in children friendship bonding so they

rarely used humor as a tool to flirting someone. This is also because it begins with bullying in friendship but then they helped each other after the attack of king dragon in their village.

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