

Conversational Implicature in Digital Discourse and Its Pedagogical Transformation for Short Story Writing

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ABSTRACT

This study employs a qualitative approach to examine conversational implicatures in digital discourse and their pedagogical relevance to short story writing. The data consist of 24 utterances containing implicatures extracted from a selected episode of Gita Wirjawan's YouTube podcast, with a duration of 1 hour, 56 minutes, and 4 seconds. Data were collected through documentation in the form of transcription and analyzed using qualitative content analysis supported by note-taking techniques and triangulation to ensure validity. The findings reveal four types of implicatures: 3 conventional implicatures, 8 particularized conversational implicatures, 5 generalized conversational implicatures, and 8 scalar implicatures. From a pedagogical perspective, these implicatures function as meaningful linguistic resources that support the teaching of short story writing, particularly in developing implied meanings, character construction, and moral expression through dialogue. This study contributes to bridging pragmatic analysis and creative writing pedagogy by positioning conversational implicature not only as an object of analysis, but also as a functional pedagogical resource in narrative learning contexts.

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INTRODUCTION

The lack of relevant and contextual teaching media in the digital era remains a significant challenge, particularly in developing students' writing skills. Writing is a fundamental component of Indonesian language learning, as it contributes to the development of creativity and the ability to express ideas effectively in written form. According to Rorimpandey & Fatwa (2023) Indonesian language learning aims to enable students to appreciate and utilize literary works to shape their character, broaden their perspectives, and improve their language competence. In addition, writing is understood as a creative process of expressing ideas and thoughts (Sari et al., 2023), making it an essential skill for both academic and communicative purposes.

One of the important text genres taught across educational levels is the short story. A short story is a literary work that focuses on limited events and characters, allowing for concise yet meaningful storytelling (Fernandez-Quintanilla, 2020; Pan et al., 2025). Despite its relatively simple structure, a well-written short story requires the ability to convey implicit meanings, emotional depth, and moral messages through

narrative and dialogue (Váña, 2025). Therefore, mastering short story writing is not only a matter of understanding structure but also involves the ability to construct meaningful and expressive language use.

In the context of contemporary learning, digital media such as YouTube have become an integral part of students' daily lives and offer a wide range of authentic learning resources. The integration of digital media into teaching can create more engaging, contextual, and relevant learning experiences for students (Engerman & Otto, 2021; Smith et al., 2020; Wong & Hughes, 2023). One potential aspect that can be explored through digital discourse is implicature, or implied meaning, which plays an important role in enriching dialogue and narrative quality. The use of implicature enables students to interpret and construct meanings that are not explicitly stated, thereby enhancing the depth and effectiveness of their writing.

One example of digital content that contains rich conversational discourse is the Endgame Podcast on Gita Wirjawan's YouTube channel. This podcast features discussions with various speakers from diverse backgrounds, offering reflective insights and meaningful conversations. The discourse presented in this podcast often contains implicit meanings that are relevant to the study of pragmatics, particularly conversational implicature. Therefore, the conversations in this podcast can serve as authentic examples of language use that can be utilized as teaching materials for developing students' ability to write short stories with more nuanced and meaningful dialogue.

From a theoretical perspective, pragmatics is the study of meaning beyond the literal interpretation of language (Prayitno, 2017), focusing on how meaning is constructed and understood in context (Syaifullah et al., 2023). In the era of global communication, the study of language use in context becomes increasingly important (Prayitno et al., 2019). One key concept in pragmatics is conversational implicature, which refers to meanings that are implied rather than explicitly stated in an utterance (Pradestania et al., 2023; Yulianti et al., 2022). This concept originates from Grice (1975), who explains that implicature arises from the interaction between speakers and listeners within a shared communicative context (Li & Xu, 2025; Wilson et al., 2023). Thus, understanding implicature involves interpreting the intended meaning behind utterances based on contextual and cooperative principles (Eka et al., 2020).

Previous studies have shown that pragmatic competence is not only reflected in the mastery of linguistic forms but also in the ability to interpret implied meanings in communication (Ziashahabi et al., 2020). Furthermore, implicature has been identified as an important component in developing learners' communicative competence, with evidence suggesting that explicit teaching of implicature can be more effective than indirect approaches (Hosseini & Pourghasemian, 2019). Other studies also highlight the role of context in understanding implicature, indicating that lexical features alone are insufficient without considering the broader conversational setting (Li, 2022). In addition, research on discourse in various contexts, including political communication, demonstrates that implicature can reveal deeper meanings such as criticism, irony, and persuasion (Mardiana et al., 2025).

Although research on conversational implicature in digital discourse has increased, most studies still focus on identifying types and functions of implicature rather than exploring their pedagogical applications. In the context of language learning, especially in teaching writing, the role of implicature has not been fully integrated into instructional practices. Narrative writing instruction often emphasizes structural elements such as plot and theme, while the use of implicit meaning in shaping character, dialogue, and moral perspective remains underexplored. This indicates a gap between pragmatic theory and its application in creative writing pedagogy.

Therefore, this study aims to analyze the types of conversational implicatures found in Gita Wirjawan's YouTube podcast and to examine their pedagogical transformation in the context of short story writing. By positioning implicature not only as an object of linguistic analysis but also as a functional resource in narrative learning, this study seeks to bridge the gap between pragmatic theory and writing instruction. Ultimately, this research is expected to contribute to the development of more contextual, meaningful, and pragmatically informed approaches in teaching short story writing.

METHOD

This study employs a qualitative research design aimed at describing the types of conversational implicatures found in digital discourse and examining their pedagogical relevance to short story writing (Sykes, 2018). The data in this study consist of 24 utterances containing implicatures, derived from a selected episode of Gita Wirjawan's YouTube podcast featuring Dr. Tirta, titled "For Dr. Tirta, Intelligence is Never Enough," with a duration of 1 hour, 56 minutes, and 4 seconds. The episode was purposively selected based on its rich conversational content and narrative potential, which are considered relevant for exploring implicature as a resource in short story writing instruction.

Data collection was conducted through documentation techniques, specifically by transcribing the selected podcast episode. The transcription process focused on identifying utterances that potentially contain implicatures based on their contextual meaning (Musa & Mohammed, 2022). This process was supported by repeated listening and careful note-taking to ensure that relevant data were accurately captured and contextualized within the flow of conversation.

The data were analyzed using qualitative content analysis. The analysis combined deductive and inductive approaches: deductive analysis was guided by Grice’s theory of conversational implicature as the main analytical framework, while inductive analysis allowed for the identification of emerging patterns from the data. The analytical procedure involved three stages: (1) data reduction through the identification of utterances containing implicatures, (2) data categorization based on types and functions of implicature, and (3) interpretation of the data in relation to their pedagogical implications for short story writing.

To ensure the trustworthiness of the findings, this study applied triangulation techniques. Theoretical triangulation was conducted by interpreting the data using relevant pragmatic theories, particularly Grice’s implicature framework, while data triangulation was achieved through repeated examination of the same data to ensure consistency in classification and interpretation. The results of the analysis were then used to establish a conceptual link between conversational implicatures in digital discourse and their potential application in teaching short story writing.

RESULTS AND DISCUSSION

This study began with data collection by identifying utterances containing implicatures in Gita Wirjawan’s podcast. Through the data reduction process, the researcher identified 24 utterances containing implicatures, which were subsequently analyzed in detail. The findings of this study cover two main aspects: (1) the types of implicatures used in Gita Wirjawan’s podcast and (2) their pedagogical implications as teaching materials for short story writing.

Based on the analysis, four types of implicatures were identified in the selected podcast episode, namely conventional implicatures, particularized conversational implicatures, generalized conversational implicatures, and scalar implicatures. Among these categories, particularized conversational implicatures and scalar implicatures appeared more frequently than the others, indicating that podcast discourse tends to rely on contextual interpretation and evaluative expressions. This finding suggests that conversational interaction in podcast settings is not merely informative, but also interpretative and reflective in nature.

Podcast implicatures represent pragmatic processes that create implicit meanings, identify speakers’ perspectives, and position moral attitudes through conversational indirectness. Therefore, analyzing implicatures in podcasts is not only linguistically relevant, but also pedagogically valuable as a model for teaching students how to write meaningful and characterful narrative dialogue. These implicature patterns demonstrate how speakers indirectly construct perspectives, values, and conflicts, which are essential components of short story dialogue. Figure 1. presents the distribution of implicature types identified in the data.

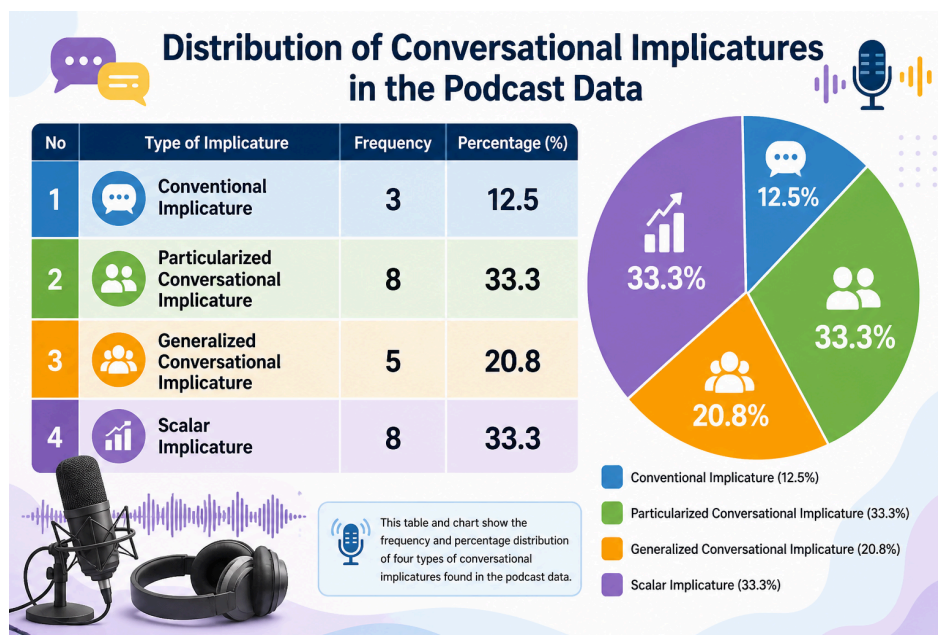


Figure 1. Distribution of Conversational Implicatures in the Podcast Data

Types of Implicatures in Gita Wirjawan's Podcast

According to Prayitno (2017), speakers and interlocutors are able to communicate effectively because they share background knowledge regarding what is intended in an interaction. This shared understanding forms an unwritten conversational agreement that enables participants to interpret meanings beyond the literal level. The implied proposition that emerges from such interaction is known as conversational implicature. In this sense, implicature concerns how speakers convey meanings indirectly and how listeners interpret those meanings based on context. Similarly, Yule (1996) explains that implicature involves the speaker's intended meaning and the listener's ability to recognize that intended meaning during communication. Therefore, implicature reflects the operation of cooperative principles in conversation, where participants assume that utterances are meaningful, relevant, and interpretable within a shared context.

Based on the data identification, four types of implicatures were found in Gita Wirjawan's podcast, namely conventional implicatures, particularized conversational implicatures, generalized conversational implicatures, and scalar implicatures. The presence of these four categories indicates that podcast discourse contains diverse pragmatic strategies used to express ideas indirectly, emphasize evaluations, and construct personal as well as social perspectives.

As shown in Table 1, particularized conversational implicatures and scalar implicatures were the most dominant categories, each accounting for 33.3% of the total data. This pattern suggests that speakers in podcast conversations frequently rely on contextual references and graded expressions when explaining experiences, opinions, or values. Meanwhile, conventional implicatures appeared least frequently, indicating that context-dependent interpretation plays a more central role than fixed linguistic markers in this type of digital discourse. From a pedagogical perspective, the variation of implicature types provides authentic examples of how meaning can be constructed implicitly in spoken interaction. These findings are relevant to short story writing instruction because students need to understand how dialogue may communicate attitudes, conflict, irony, and character identity without direct explanation. Therefore, the identified implicature patterns may serve as meaningful resources for developing narrative dialogue that is more natural, expressive, and contextually rich.

Conventional Implicature

Yule (1996) argues that conventional implicature is not bound by the principle of cooperation or maxims of cooperation, so conventional implicature can be said to be the opposite of other implicatures. Conventional implicature does not have to appear in conversation, and does not depend on a specific context for interpretation. Conventional implicature is a conversational implicature that occurs because the speaker and the interlocutor already understand each other about the meaning of a conversation without expressing the actual sentence. Based on the results of the analysis, 3 conventional implicature data were found. The following is the data on the types of conventional implicature found in the Gita Wirjawan podcast:

- (1) Gita Wirjawan: *"Tirta, thank you very much for coming."*
Dr. Tirta: *"I am honored to be invited here, Mr. Gita usually watches lectures online, now I can be here face to face."* (GW/E/218/01:29)
- (2) Dr. Tirta: *"PTN changed me. I met someone, his name is Dr. Sunardi, sir. You can call him here. Dr. Sunardi is the caretaker's father, sir. He dug a grave. He has a doctoral degree, but. He is a poor person. Purely continues to get a scholarship."* (GW/E/218/00:24:17)
- (3) Dr. Tirta: *"So I'm in the top class, smart but have zero attitude. Often get into cases, fight with teachers, fight with friends."* (GW/E/218/00:10:11)

The context of the utterance (01) states that literally, Dr. Tirta stated that he usually watches virtually, and now they meet in person. However, in this context, the utterance has an implicit meaning. Dr. Tirta implies that his presence in person, being invited to the event, is a significant honor and is something very special, compared to just watching online. In the context of the utterance, it is included in the assertive implicature function of stating, because in the quote, there is a sentence that contains the element of stating that Dr. Tirta usually only watches online lectures, and now he can talk directly with Gita Wirjawan. In the context of learning to write short stories, this implicature can be used as an example of a character's dialogue that conveys pride or appreciation for an event. Using this kind of implicit utterance helps students convey the emotions and values of the character's experiences more subtly and effectively in short story texts.

The context of the utterance (02) shows that there is a contrast in Dr. Tirta's statement where in the sentence "his father is a caretaker, sir. Digs graves. S3 but" can be considered a conventional implicature because there is a contradiction that is connected and strengthened by the word "but" from his father who works as a gravedigger but can send his son to school up to S3 through a scholarship. If seen from the utterance, the function of the implicature is included in the assertive function, where Dr. Tirta reveals facts about his friend's background in the form of facts. In the context of learning to write short stories, this

*conventional implicature can be used as an example of dialogue that implicitly depicts social conflict and inequality of backgrounds. The use of opposition in dialogue helps students convey moral messages about education and life's struggles effectively in short story texts.

The context of the utterance (03) is included in conventional implicature because the word "but" shows a contrast between the two meanings of "smart" and "attitude," which is zero, where, in this context, Dr. Tirta admits that he is smart but not with his attitude or behavior at school. The implication is that someone smart does not always have good behavior. From this utterance, the function of implicature is included in the expressive function, where, in this utterance, Dr. Tirta states his reflection or recognition. In the context of learning to write short stories, this kind of conventional implicature can be used as an example of dialogue or narrative that depicts a character's internal conflict. The use of contradictory conjunctions helps students depict the complexity of the character's character more realistically and meaningfully in short story texts.

Although studies on conversational implicature and the use of YouTube discourse in linguistics are growing, most previous research still positions implicature solely as an analytical objective, rather than as a pedagogical mechanism. Previous research generally focuses on identifying the types and functions of implicature in media discourse or language learning contexts in general. However, studies that explicitly link pragmatic implicature to narrative competence, particularly in learning to write short stories, are still very limited.

Furthermore, the transfer of pragmatic knowledge, particularly conversational implicature, into creative writing pedagogy has not been widely studied. Narrative writing instruction tends to emphasize aspects of structure and theme, while the role of implicit meaning in constructing dialogue, character, and moral position is often overlooked. Therefore, this study proposes a pragmatics-to-narrative learning pathway that bridges conversational implicature in YouTube podcast discourse with high school students' short story writing competencies, thus presenting a new contribution to pragmatics-based writing instruction.

This research complements the study conducted by Nawangsih (2016), which revealed findings regarding the forms of implicature in the film *Yowis Ben The Series*, namely five specific conversational implicatures and five general conversational implicatures, by including the function of implicature, even though it has not been applied in the learning process. This research is also in line with the work of Astuti et al. (2019) and Fathonah et al. (2019), although with a different focus Astuti et al. (2019) used implicature as teaching material for writing advertising texts with the findings of two conventional implicatures and two unconventional implicatures, while Fathonah et al. (2019) found ten conventional and unconventional implicatures in short stories from the Wattpad platform, which were used as references for learning to write short stories.

Different from those studies, this study presents updates on data sources, application contexts, and practical contributions to learning, namely by using speech from Gita Wirjawan's YouTube channel as an object of implicature study, which is then adapted into teaching materials for writing short story texts at the high school level. In addition, this study also complements the research of Djokowidodo & Y (2025), Pratiwi & Kuntoro (2023), and MaericE et al. (2020) which discusses the use of implicature as a teaching material for writing anecdotal texts without examining the types of implicatures specifically, because this study emphasizes the analysis of the complexity of implicature types and their implications for the development of teaching materials for writing short story texts. By utilizing authentic speech from YouTube digital media, which is more current and closer to the world of students, this study not only enriches pragmatic studies in the context of digital media but also provides innovation in the development of teaching materials and Indonesian language learning strategies that are more contextual, interactive, and in accordance with the characteristics of digital generation students.

Special Conversational Implicatures

According to Yule (1996), a specific conversational implicature is a context or inference that is necessary to interpret the speaker's intended meaning. Therefore, implicatures arise from a specific context within a conversation. In contrast to general conversational implicatures, specific conversational implicatures have a specific context within a conversational sentence. Based on the analysis, 7 types of specific conversational implicatures were found. The following is data on the types of specific conversational implicatures found in Gita Wirjawan's podcast:

- (4) *"Met him in college, the two of them, until finally they became me."* (GW/E/218/03:55)
- (5) Gita Wirjawan: *"What's your upbringing, so that friends outside can understand why you like reading books, and then you can carry out extraordinary intellectualization. What's your background?"*

- Dr. Tirta: *"One of the privileges that I was previously denied. I was in denial. So I always shared that in 2014, I said I was at zero. I only received it in the 2021 phase and above, 2022 to be precise. And my biggest privilege is education."*
- (6) Dr. Tirta: *"Okay, I think my POV changes when I enter the country. Threesome debate. My father is UNS, my mother is UNS. She is afraid of me from the country because I am Chinese. I denied that my father, a native father, could marry. He shut up. I'm sorry, sir. That was the first time I denied it, and my father wasn't angry."* (GW/E/218/12:15)
 - (7) Dr. Tirta: *"I was supposed to give a speech to become an inspirational graduate. I still remember that Mr. Yos was the one who appointed me to speak at the Intercontinental Bandung hotel. I didn't want to say it, sir. Because I said to Mr. Yos, it's still there. That's where my ego was able to melt for the first time. Tirta, you said yes to be a graduate. There was a chat where I refused to be the representative of the graduates."* (GW/E/218/31:14)
 - (8) Dr. Tirta: *"So if I say, I don't like oranges, oh, that means I'm an enemy of oranges. Even though, actually it could be- That's happening now, right? And polarization happens because there is no critical mindset, "Oh, differences are normal. Different opinions are normal." As long as there is evidence."* (GW/E/218/01:01:13)
 - (9) Dr. Tirta: *"Well, finally, the defense mechanism is different. If Gen Z, because Gen Z is more vocal, they express that on social media and are more open."* (GW/E/218/01:12:33)
 - (10) Gita Wirjawan: *"Earlier, we talked about the fact that approximately 90% of households do not have a bachelor's degree. So how do you cultivate a culture like the one you experience, right?"*
 - (11) Dr. Tirta: *"Well, this is chicken and egg in my opinion, for us to look for meritocracy."*
 - (12) Gita Wirjawan: *"But the supply must also be increased, for educational products. So, what do you think will happen in the future?"*
 - (13) Dr. Tirta: *"Like a lecturer, it's difficult. I don't think so, this is a podcast in my opinion, sir. The first answer is, I'll take the worst case first, sir."* (GW/E/218/01:35:04)
 - (14) Dr. Tirta: *"And the two of them didn't want to have two children; they only had one child because my father calculated it."*
 - (15) Gita Wirjawan: *"Just barely?"*
 - (16) Dr. Tirta: *"So middle, not lower; not upper; pure middle. And my father is the second child, my mother is the first child."*

The context of the utterance (04) states that the use of the word "until" in this sentence not only indicates a time sequence, but in a specific conversation implies that the event "so I" (the birth of Dr. Tirta) is a logical result or consequence of the previous event (the meeting and relationship between his parents). This utterance is included in the assertive implicature function, because in this utterance, Dr. Tirta states about the meeting between his father and mother until they gave birth to Dr. Tirta himself. In the context of learning to write short stories, this kind of implicature can be used as an example of the use of dialogue or narrative that implies a causal relationship between events. This helps students construct a storyline and character background more effectively and without overdoing it in short story texts.

The context of the utterance (05) states that Dr. Tirta initially stated that he started from zero or the beginning, and he only realized that he did not start from zero because he had the privilege of education. In the sentence, I always say that I am from zero, it implies that Dr. Tirta always states that he started or began from zero without privilege. The utterance above includes implicatures with an expressive function because he expresses feelings and self-reflection, but also contains an assertive implicature function because it states belief or recognition of the fact that he has the privilege of education. In the context of learning to write short stories, this implicature can be used as an example of a character's dialogue or monologue that displays the process of self-reflection and the development of the character's awareness. The use of this kind of double implicature helps students depict changes in the character's perspective more deeply and realistically in the short story text.

The context of the utterance (06) states that Dr. Tirta does not directly address his father's concerns (regarding his admission to a state university due to his Chinese ethnicity). His statement implies that discrimination is not a valid reason, as inter-ethnic marriages can occur. This implied meaning is only understood through the context of the dialogue with his father. This utterance includes the expressive implicature function where Dr. Tirta expresses his feelings, personal experiences, and attitudes regarding ethnic issues. In the context of learning to write short stories, this implicature can be used as an example of dialogue that implicitly depicts a character's inner conflict and social issues. Using this type of dialogue helps students develop character depth and conveys the values of tolerance and social reflection in short story texts.

The context of the utterance (07) states that when asked to give a graduation speech, he refused with a hanging statement. The implication is that he felt there were still other, more deserving people, although it was not said clearly. The conversational context becomes a special conversational implicature because it is necessary to first understand the context of the graduation moment and Dr. Tirta's self-reflection. The implicature function in the utterance includes an expressive function where Dr. Tirta expresses his attitude about his melted ego and his humility. In the context of learning to write short stories, this implicature can be used as an example of character dialogue that implicitly depicts humility and inner conflict. The use of dialogue that implies meaning helps students develop character and the story's moral values more subtly and deeply.

The context of the utterance (08) states that this is not really about oranges. Without context, the listener could misunderstand him and think he is simply talking about oranges. In this utterance, Dr. Tirta is satirizing how society often considers differences of opinion to lead to hostility. In this context, the expressive implicative function is where Dr. Tirta is satirizing the state of thinking among the people. In the context of learning to write short stories, this kind of implicature can be used as an example of character dialogue that conveys implicit social criticism. Using dialogue that implies meaning allows students to develop the conflict, character attitudes, and moral message of the story more subtly and deeply in the short story text.

The context of the utterance (09) states that this statement implies the difference in emotional behavior between Generation X and Generation Z, where Generation X is more closed with their feelings, while Generation Z is more open and expresses their emotions through social media. This meaning is not explicit, but is understood from the context of the discussion about generational differences. Based on its function, this utterance is an assertive implicature function, where Dr. Tirta states his opinion about the differences in behavior between generations. In the context of learning to write short stories, this implicature can be used as an example of dialogue that implicitly illustrates the differences in character and generational background of the characters. Using this type of dialogue helps students develop character traits and intergenerational conflicts more naturally and meaningfully in short story texts.

Context of speech (10) Dr. Tirta stated "Well, this is the chicken and the egg" from this sentence Dr. Tirta is not discussing the chicken and the egg but rather implying a causal relationship regarding the causal relationship regarding the level of intellectuality and education of the community. The implicature function in the above speech includes an assertive function because Dr. Tirta is stating his personal opinion regarding his views on education and intellectuality. In the context of learning to write short stories, this type of implicature can be used as a model for narrative dialogue, where characters convey intentions, attitudes, or views without explicitly stating them. This strategy allows students to develop more lively, implicit, and meaningful dialogue in short story texts.

The context of utterance (11) can be called a special conversational implicature because the statement "So middle, not lower, not upper, purely middle" can be understood by understanding a certain context, namely, regarding Dr. Tirta's economic condition. If seen from the functional aspect, the implicature includes an assertive function where Dr. Tirta states his family's economic background. In the context of learning to write short stories, this kind of implicature can be used as a narrative dialogue model to implicitly describe a character's background. Through dialogue that doesn't directly explain, students can learn to present the character and social background of the character more naturally and meaningfully in the short story text.

Research by Sahira et al. (2025) revealed that implicature can be used as a source of Indonesian language teaching materials through the development of drama-based student worksheets (LKPD). Their findings indicated two conventional and four non-conventional implicatures that can improve students' ability to understand implied meaning. In a similar vein, Setyaningrum & Ningsih (2023) identified 56 examples of implicature in conversations found in podcast media, which included specific, general, and measurable conversational implicatures, thus strengthening the position of implicature as a foundation for developing pragmatic learning. Research by Putri Rizkia, Hartati Dian (2024) also used implicature from the YouTube platform for teaching materials, with results showing the presence of conventional and conversational implicatures, although it was not yet directed at teaching short story writing. Unlike those studies and other research that focus on literature and film, such as those conducted by Simanjuntak et al. (2025) This study offers an update by using speech from Gita Wirjawan's YouTube channel as a data source and transforming implicature analysis into teaching materials for writing short stories at the high school level.

General Conversational Implicatures

General conversational implicature is an implicature in which knowledge of a specific context is not required to interpret an expression (Yule, 1996). Therefore, general conversational implicature does not require a speaker to have specific knowledge of the expression previously uttered by the speaker. Based on the analysis, six types of general conversational implicature were found. The following is the data on the types of general conversational implicature found in Gita Wirjawan's podcast:

- (17) Dr. Tirta: *"In 2020, Doctor Tirta's side was extraordinarily arrogant, if I saw it. And I realized that precisely because the life event was cycling far away, I met people who helped me, I didn't give them money, I threw the money away. "Not everything is valued using money, bro. I helped you ride because we were on the road together."* (GW/E/218/26:51)
- (18) Dr. Tirta: *"So, if you know, in public high schools, there is something called the B2B route. We gather all the students who want to register for PTN, then we list the documents collectively by name."* (GW/E/218/14:26)
- (19) Dr. Tirta: *"Indonesia is not a country that produces players; Indonesia is a fan." I laughed at that time, sir. Imagine, with a population of 280 million, there are fewer than 500,000 players."* (GW/E/218/01:25:19)
- (20) Dr. Tirta: *"In Muslims, there are Muhammadiyah and Intellectual Persons. Scholars are all unreasonable people. These people are all geniuses. So what I see from proper high schools, whether Islamic, Catholic, Christian, or whatever, they make students understand, not memorize."* (GW/E/218/40:13)
- (21) Dr. Tirta: *"There are three of my friends. So at FK, my ego was affected. Because at FK, it changed everything. PTN changed me. I met someone, his name was Dr. Sunardi, sir. You can call him here. Dr. Sunardi is the caretaker's father, sir. He dug a grave. He had a doctoral degree, but he was a broke person. Purely got a scholarship all the time."* (GW/E/218/24:09)

The context of the utterance (12) states that the expression "not all" here is a form of implicature where not everything can be valued with money, but some can be valued with money. The listener automatically understands the additional meaning. If seen from the function of the implicature itself, it is an expressive function because it expresses a person's emotions or feelings in assessing something. In the context of learning to write short stories, this kind of implicature can be used as an example of character dialogue that implicitly conveys a life view or moral value. Using expressions that imply meaning helps students instill the moral message in the story without being patronizing.

The context of the utterance (13) states that the words all students here generally imply that all students who register, thus implying that it is also possible that no one registers at PTN. The second general conversational implicature occurs when all students also imply that all students who register at PTN must register comprehensively and be followed by all students. In the context of the utterance, it includes an implicature with an assertive function because Dr. Tirta states information regarding PTN registration. In the context of learning to write short stories, this kind of general conversational implicature can be used as an example of dialogue that implies certain rules or social conditions in the story. The use of generalizing expressions helps students effectively establish the social setting and situation of the story without excessive explanation.

The context of utterance (14) implies the ambiguity of the soccer athlete development system. In general, people immediately understand that there is a serious problem in the sports development system. In this utterance, the function of assertive implicature is that Dr. Tirta only expresses his personal opinion but does not criticize the soccer athlete development system. In the context of learning to write short stories, this implicature can be used as an example of character dialogue that subtly implies social criticism. The use of this kind of implicit speech helps students illustrate social issues in the story without having to express them explicitly.

The context of the utterance (15) states that the phrase "it all doesn't make sense" here is not the actual meaning. The implication is that the students there are very intelligent. Another implicature is also present in the utterance. Dr. Tirta is comparing how proper schools and less proper schools are, where schools will make students understand, not just memorize. The function of the implicature in the utterance is assertive, because Dr. Tirta is stating an opinion about the education system based on facts or opinions that he believes are correct. In the context of learning to write short stories, this implicature can be used as an example of a character's dialogue that implicitly critiques the education system. The use of comparisons in

the dialogue helps students depict the institutional setting and educational values more vividly and meaningfully in the short story text.

The context of the utterance (16) states that the story from Dr. Tirta implies that a person's economic background does not determine how far a person seeks knowledge, where, in the utterance, a person with a profession as a gravedigger can become a doctoral graduate. The listener immediately grasps the additional meaning even though it is not explained explicitly. If seen from the function of the implicature, it includes an assertive function because Dr. Tirta states his educational opinion that can be achieved by anyone and with any economic background. In the context of learning to write short stories, this implicature can be used as an example of character dialogue that implicitly conveys motivational messages and values of equality. Using this kind of speech helps students convey moral messages about struggle and education without being explicit or patronizing.

Research conducted by Yulis et al. (2023) revealed the dominance of general, scale, and specific conversational implicatures in various communication contexts. Meanwhile, Septiadi et al. (2021) found 19 types of implicature speech acts in the conversations contained in the short story *Meminjam Anak Malang*. To complement these two studies, this research offers innovation in implementation by using general conversational implicatures as teaching materials for writing short stories at the high school level, with a pragmatic approach and data taken from Gita Wirjawan's YouTube channel. In addition, this research also contributes to the research of Gita Amalia et al. (2020) who examined conversational implicatures in Andrea Hirata's novel *Sirkus Pohon* as Indonesian language teaching materials, by providing more varied types of implicatures and focusing more on learning to write short stories.

Conversational Implicatures of Scale

A scale implicature is anything conveyed using a value, expressing a quantity expressed on a scale (Yule, 1996). Therefore, a sentence can be said to contain a scale implicature if it contains a value or numerical assumption. This implicature typically discusses a specific quantity or value. Based on the analysis, seven types of scale implicatures were found. The following is data on the types of scale conversational implicatures found in Gita Wirjawan's podcast:

- (22) Dr. Tirta: *"Until finally I took FK, because it was the best. I took three straight away: Undip, UGM, ITB. Highest electro. I was accepted at Undip instead of SNMPTN; instead, it was an independent exam."* (GW/E/218/13:51)
- (23) Gita Wirjawan: *"The big figures in Indonesia, on average, their fathers have at least a master's degree, doctoral degree."*
- (24) Dr. Tirta: *"Well, I want to continue, if we look at Indonesia, 88% of all existing households have household leaders who don't have a bachelor's degree."* (GWE/E/218/49:58)
- (25) Gita Wirjawan: *"Do you feel that it is more than yourself or is it driven by the culture in your household?"*
Dr. Tirta: *"More like culture, because my father and mother always brainwashed pursuing the best? Always be the best because by being the best you will be appreciated. That's one of the cultures in my family."* (GW/E/218/13:14)
- (26) Dr. Tirta: *"In my opinion, this is the smallest risk. Nationalism must be manifested in national resilience."* (GW/E/218/01:40:23)
- (27) Dr. Tirta: *"Sometimes something that is already stiff or tight makes the flow clearer. If you keep changing, it will create instability in the future, at age 35, and in old age, we will be tired of changing. So, use technology for useful things."* (GW/E/218/01:51:16)
- (28) Dr. Tirta: *"If, for example, in our generation, school education is indeed difficult to get a salary increase for teachers and qualified teachers, then by 2045 only a handful of people will enjoy it."* (GW/E/218/59:13)
- (29) Dr. Tirta: *"If we want to seek knowledge, then we should seek first place, right? That doesn't mean we don't go to school ranked in the 200s. We can go there, but there must also be someone looking to get to first place. Well, that's what must be cultivated. Don't be too narrow, thinking that in the country this is enough."* (GW/E/218/01:08:48)

In the context of utterance (17), Dr. Tirta states, "this is the best," mentions three well-known universities, and considers FK to be the best choice. So, it can be called a scale implicature because it contains a comparative scale in terms of quality. When viewed from the functional aspect, the implicature is assertive, where the speaker states his opinion regarding his best choice. In the context of learning to write short stories, this kind of scale implicature can be used as an example of character dialogue that shows the

decision-making process and assessment of life choices. The use of comparative scales in dialogue helps students describe the character's preferences and values more subtly and realistically in the short story text.

The context of the utterance (18) in the "average" utterance is that there is a certain level or scale in the educational unit. Not all, but most of the great figures have parents with higher education. From this utterance, it can be said that the implicature function is included in the assertive because Dr. Tirta states his opinion or view, which is considered correct regarding the background of the great figure. In the context of learning to write short stories, this kind of scale implicature can be used as an example of character dialogue that conveys social generalizations. The use of the expression "average" helps students depict social tendencies and character backgrounds realistically in short story texts.

The context of the utterance (19) implies that his family has high standards and instills a competitive spirit in Dr. Tirta; the implication is that being good alone is not enough. It can be said to be a scale implicature because the utterance contains the statement "best," which is a comparative scale between good, less good, and best, which determines a person's quality in an academic context. In the context of learning to write short stories, this scale implicature can be used as an example of character dialogue that implicitly depicts family pressure and competitive values. The use of a quality scale in dialogue helps students construct the character's internal conflict and achievement motivation in the short story text.

The context of the utterance (20) states that Dr. Tirta expressed "least," implying that there is an option that has a greater risk. This is on a risk scale (large – medium – small). The implication: compared to other options, this solution is relatively safer, although there is still a risk. From the implicature function, it is included in the Assertive function, where Dr. Tirta states his personal opinion regarding the option with the least risk. In the context of learning to write short stories, this kind of scale implicature can be used as an example of character dialogue that shows the process of consideration and decision-making. The use of a risk scale in dialogue helps students depict the conflict of choice and the character's rational considerations more realistically in the short story text.

Context of speech (21) Dr. Tirta advises the younger generation that if they are too flexible and always change direction, it will only have a negative impact. In the speech, "sometimes" provides a comparative scale of often, sometimes, and rarely. If the implicature function is included in the directive function, it advises or suggests not to change direction too often. In the context of learning to write short stories, this kind of directive implicature can be used as an example of dialogue between a character who acts as a mentor or advisor. The use of this kind of advisory implicature helps students convey moral messages and life values in a subtle and non-patronizing way in short story texts.

The context of the utterance (22) states that the word "maybe" is on a scale of certainty (certain - possible - impossible). The implication is that the achievement of 2045 will not be evenly distributed; only very few will truly enjoy it. The function of this implicature is included in the assertive function, where Dr. Tirta states his opinion regarding the current state of education through his observations, which are considered correct. In the context of learning to write short stories, this kind of scaled implicature can be used as an example of character dialogue that conveys both hope and doubt about the future. Using expressions with a certain degree of certainty helps students create a reflective and realistic atmosphere in short story texts.

The context of the utterance (23) states that the ranking numbers one and 200 are included in the scale comparison with the quality aspects of bad, good, and best. The implication is that even if you study at an ordinary campus, it would be better if you study at a top campus in the world. If seen from the implicature function of the utterance, it falls into the declarative function, where Dr. Tirta advises not to think narrowly. In the context of learning to write short stories, this scale implicature with its declarative function can be used as an example of a character's dialogue that conveys a life view or advice implicitly. The use of quality comparisons in dialogue helps students construct value conflicts and the development of character thought patterns in short story texts.

Utterance (24) contains a scale implicature, which is shown through the comparison between a first-ranked university and one ranked in the top two hundred. The speaker implies that although pursuing an education at a lower-ranked institution is still possible, the effort to seek knowledge at a university of the highest quality needs to be cultivated. In terms of pragmatic function, this utterance is a directive implicature because the speaker advises the listener to think more openly and not limit themselves to narrow educational choices. In the context of learning to write short stories, this kind of implicature can be used as an example of dialogue between characters who act as advisors or drivers of change in mindset. The use of directive implicature through scale comparison helps students convey motivational messages and aspirational values implicitly in short story texts.

This study deepens the findings of Pratama et al. (2019) who identified general, scale, and specific types of conversational implicatures in the context of learning Indonesian Language and Literature as a whole. In line with this, Boux et al. (2023) and Daniati et al. (2024) also identified various types of implicatures in texts and YouTube content used as teaching materials, although their research focus was still

limited to anecdotal texts, fiction and nonfiction books, historical novels, and analysis of the function of speech acts. Different from these three studies, this study brings innovation by emphasizing the direct application of implicatures in the learning process of writing short stories through speech contained in Gita Wirjawan's YouTube channel. By analyzing four types of implicatures and applying them in relevant contexts, this study contributes to improving students' skills in understanding and creating meaning contained in literary works, especially short stories.

Theoretical Pedagogical Implications in Gita Wirjawan's Implicatures in Short Story Text Learning in High School

Research shows that specific conversational implicatures are more dominant than other types of implicatures in Gita Wirjawan's podcast. This dominance not only strengthens Grice's theory of implicature but also shows that reflective and narrative speech, such as podcasts, encourages the use of implicit meanings to construct the speaker's attitudes, values, and identities. Unlike spontaneous everyday conversations, dialogue in podcasts tends to be designed in an argumentative and evaluative manner, so that implicatures function as a means of conveying moral meaning and personal perspectives indirectly. Therefore, implicatures in the context of podcasts not only serve as a communication efficiency strategy but also as a narrative device relevant to the formation of dialogue in short story texts.

Theoretically, this study expands the study of implicature by showing that implicature not only functions as everyday speech, but also plays a significant role in narrative-based digital media discourse, one of which is podcasts. This finding indicates that implicature can be understood as an implicit meaning-forming mechanism that contributes to the construction of the speaker's identity, values, and moral attitudes. Therefore, this study enriches the application of Grice's implicature theory in the context of narrative discourse.

From a pedagogical perspective, the ideas presented in Gita Wirjawan's podcast can be used as an original learning resource for teaching middle school students how to write short stories. The implicature patterns in the podcast can help students understand how to indirectly convey character, conflict, and moral values through dialogue. This helps them write more lively, meaningful, and less explicit dialogue, which aligns with the learning objectives of creative writing.

This study has limitations. First, the data came from only one episode on a single YouTube channel owned by a single speaker. Therefore, the results cannot be generalized to other podcasts. Second, this study did not directly test the application of implicature in classroom learning practices. Third, this analysis primarily focused on adult speakers' utterances in the context of teacher conversations, thus not encompassing students' responses or language production. Given these limitations, further research could examine the effectiveness of podcast implicature in practical learning.

The results of this study indicate that the implicatures found on Gita Wirjawan's YouTube channel generally contain stories about Dr. Tirta's background, light and heavy discussions, and various experiences. Furthermore, the results of this study can be implied for Indonesian language learning in high school. In accordance with the provisions of the current independent curriculum, where Indonesian language learning still focuses on text, there are adjustments that emphasize more contextual and applied learning. Contextual learning, according to Hwang et al. (2023) is learning where teachers link concepts between material and situations or conditions in the real world and encourage students to connect knowledge and its application in their lives as individuals and in society. Meanwhile, applied learning is learning where students are focused on direct practice in solving problems or achieving a learning goal, so that they are not bound by material alone (Darling-Hammond et al., 2020).

In accordance with the learning outcomes of phase F, where students can write their own ideas, thoughts, views, and knowledge for various purposes, especially in writing short story texts logically, critically, and creatively. Students are also expected to be able to write various types of literary works, especially short story texts. In this study, students can translate implicature forms as a reference in writing short story texts. In line with CP in the elements of reading and viewing, implicature helps students interpret the implied meaning in the conversations and actions of characters in short story texts. So that understanding implicatures can train interpretative and appreciative abilities, according to CP demands, namely, interpreting and evaluating the meaning of literary texts. Likewise, with the CP writing element, students can use implicatures in character dialogues so that the story becomes more alive. The application of implicatures makes students' writing more expressive and communicative, so that it is in line with CP writing literary texts by paying attention to the context of language style.

From Gita Wirjawan's YouTube channel itself, it has reflective, inspiring characteristics, and many meanings of conversational implicatures that can be used as teaching materials for writing short story texts. Expressive speech and many contain implied meanings such as satire, affirmation, and social criticism. By analyzing the implicatures in this conversation, students can understand and create more lively and

meaningful speech in the short story texts they write. So the video is very suitable to be used as a relevant medium for learning to write short story texts. In writing short stories, students often express meaning indirectly, such as through dialogue between characters. By understanding and applying implicatures, students can build implied meanings that make the story more nuanced. By applying implicatures to develop an implicative speaking style, such as satire and subtle rejection, students not only learn grammatical word or sentence selection but also contextual meaning.

CONCLUSION

This study demonstrates that conversational implicatures in digital discourse, as represented in Gita Wirjawan's YouTube podcast, encompass four main types: conventional implicatures, particularized conversational implicatures, generalized conversational implicatures, and scalar implicatures, with varying frequencies across the data. Beyond their linguistic classification, these implicatures reveal how implicit meaning operates in authentic conversational contexts to construct perspectives, character identity, and moral positioning within dialogue. From a theoretical perspective, the findings reinforce the role of implicature as a pragmatic mechanism that extends beyond everyday communication into narrative discourse, functioning not only as a tool for interpreting meaning but also as a resource for constructing meaning in creative texts. From a pedagogical standpoint, the study highlights that conversational implicatures can be effectively utilized in teaching short story writing, particularly in helping students develop more expressive, contextually grounded, and implicitly meaningful dialogue. Furthermore, the integration of implicature into writing instruction aligns with Indonesian language learning competencies, especially in fostering students' ability to interpret indirect meaning and produce literary texts that are communicative and stylistically appropriate, thereby positioning implicature as a functional element in narrative learning rather than merely an object of linguistic analysis.

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