Identifying Implicature on 'Cinderella' Short Story

A Final Project

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PRONOUNCEMENT

I honestly state that this project is written by myself without taking any works from other researchers in any university, in diploma degree, S-1, S-2, and S-3 degree. I also ascertain that I do not take any material from other works except from the references mentioned

Semarang, 7 March 2022

Al Muhadida Fitriansyah

Motto and Dedication

Change your wound into wisdom

Oprah Winfrey

This Project is dedicated to my Family and my friend who always support me

APPROVAL

Identifying Implicature on "Cinderella" Short Story
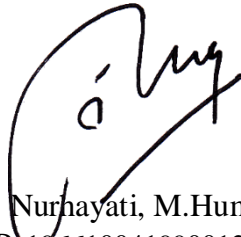
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This project still needs to be improved since the writer realized that this is far from being perfect. Thus, any recommendation and constructive suggestion would always be welcomed and appreciated. Finally, the writer hopes that this project would be helpful for those who want to learn about speech acts or any related field in general.

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Al Muhadida Fitriansyah

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ABSTRACT

A fairy-tale story is a story based on folklore from the world. Fairy tale stories usually have several entities such as elf, dragon, dwarf, witch, mermaid, unicorns, and involve magic and enchantments for example Snow White and Cinderella. In a story, there are narrations and dialogues between characters in story which have implicatures. The writer used descriptive qualitative method to analyze this study. Theory of Relevance was employed to find implicatures in *Cinderella*. The findings show that Cinderella who is usually depicted as poor is actually an independent woman, and the stepmother and the stepsisters who are the antagonist in the story do not consider Cinderella as her family. Based on the characterizations, the moral value in Cinderella short story comprises independence and fairness.

Keywords: *Implicature, Implicit Meanings, Cinderella, Fairy Tales, Discours*

CHAPTER 1
INTRODUCTION

1.1 Background of the study

A fairy-tale story is a story based on folklore from the world. Fairy tale stories usually have several entities such as elf, dragon, dwarf, witch, mermaid, unicorns, and involve magic and enchantments. There are many fairy tales stories that are well-known around the world, for example, *Cinderella, snow princess, and 7 dwarves., and Beauty and the Beast.*

Fairy tale stories are usually liked by children because they like the characters in the story, and they are interested in the dialogue between characters in the story. The problem is that a story carries several meanings, so that some readers may have different interpretation in understanding the meaning of the story. Some meanings are delivered explicitly and some others are expressed implicitly

To understand messages from the story writer, the reader should find explicit and implicit meanings. Explicit meaning can be found from meaning of each word and syntactic meaning. Meanwhile, implicit meaning can be seen from explicit meaning with the context.

There is an assumption that children story should be created with simple construction that is easy to understand because children's ability in understanding text is still limited. A story that contains too many implicit meanings will give children some difficulties in understanding the story. Because of that, the writer wants to analyze the implicature on *Cinderella.*

The theory of relevance can be used to find implicit meaning. It was introduced by Sperber and Wilson in 1986. Relevance theory focuses on the fact that a person usually conveys more information than what is said. Sperber and Wilson (1995) introduced explicates to complement with Gricean implicature to show that inferences not only contribute to what is implied but

also to what is explicitly said. Explicatures can be defined as an 'explicit' assumption from what is said.

Definition of implicatures from Sperber and Wilson is that any assumption communicated which is not explicit must be implicit, and thus must be implicatures. The conceptual content of implicatures must be wholly inferred and to be inferred they must be intended by the speaker and be understood by the hearer as intended (Sperber and Wilson 1995).

In this research, the writer will focus on implicatures contained in the children's stories. The theory used in this research is Sperber and Wilson's relevance theory.

1.2 Purpose of the Study

    1. To find implicatures in children story

    2. To discover the characterization and moral value

CHAPTER 2
THEORETICAL FRAMEWORK

2.1 Previous Studies

To support this research, some previous studies were collected. The writer gathered five studies that employed 'Cinderella' short story as the source of data. Firstly, a study conducted by Wulandari (2016) aims to find transitivity in the two versions of Cinderella's story and observe how the choice of transitivity gives to the ideational metafunction of the text. Her study, Transitivity System in Two Versions of Cinderella Stories: A Systemic Functional Perspective, used descriptive qualitative method. The findings show that the most dominant process types in two versions of Cinderella stories is material process, the most dominant participant is actor, and the most circumstantial elements used is location.

Next, El Shaban in 2017 studied *Gender Stereotypes in Fantasy Fairy Tales: Cinderella*. The study aims to discover the gender and cultural stereotypes depicted in the three versions of the children's story *Cinderella* using descriptive qualitative method. The findings based on discourse analysis showed that beauty criteria and stereotypes varied among the three versions of the Cinderella children's textbook. The variation is based on the cultural perspective represented in each story. Some valuable educational implications for limiting misunderstanding of gender stereotypes in children's literature are presented to parents and teachers.

Then, the third previous research supporting this research is the study by Rita (2018) entitled *Sosial Deiksis di dalam Cerita Pendek "Cinderella" oleh Jacob dan Willhem Grim*. The purpose of this research is to find out the types of social deixis contained in the short story "Cinderella". Based on the results of the analysis, the researchers found the types of social deixis contained in the short story "Cinderella" and the types of social deixis that are often used in the short story, namely bystander honorific of absolute social deixis.

Fourthly, Raras (2019) conducted the research entitled *Symbolism in Three Version of Cinderella Stories: An Analysis of Representation.* The research aims to find symbolism in three versions of the Cinderella story. She used descriptive qualitative method. The results of the research show that the symbols that appear in the Cinderella story are glass that reflects true identity, gentleness and holiness, the dress symbol signifies double and extraordinary beauty, the pumpkin symbol signifies change, wealth and relationships, animals are the symbol of courage and lower class; and all characters symbolizes effort, God, dreams and envy.

Lastly, Fitri (2019) in *Makna Paradoks dalam Kisah Putri Cindrella Disertai Dongeng Menarik Lainnya Karya Tira Ikranegara.* This study aims to describe the binary opposition in the text *Kisah Putri Cindrella Disertai Dongeng Menarik Lainnya Karya Tira Ikranegara* and the meaning of paradox in Kisah Putri Cindrella Disertai Dongeng Menarik Lainnya Karya Tira Ikranegara. The results show that there are a binary opposition and a paradoxical meaning. The opposition hierarchy shows the poor Cinderella, the evil stepmother, and the virtuous Cinderella. The paradoxical meaning shows Cinderella is not poor, stepmother is not evil, and Cinderella is a liar and arrogant.

From the previous studies that have been presented, this research offers the new perspective in analyzing *Cinderella* short story. The writer used implicature as a tool to reveal implicit meanings in *Cinderella.* This has not been done in previous research, so this study may give new novelty from pragmatic point of view.

2.2 Relevance Theory

Relevance theory was introduced by Sperber and Wilson (1995) as an attempt to categorized kinds of implicature by Grice into narrower categories. Sperber and Wilson (1995) mention two approach of implicature into two, Implicature and explicature. Explicature is introduced to complement Gricean notion about implicature, where pragmatic inferences contribute in both what is implied and what is communicated explicitly.

Implicature is defined as any communicated assumption which is no implicit as an implicature (Sperber and Wilson 1995:182). In other words, implicatures are primarily defined in terms of their link to another notion in relevance theory.

One of the distinctive differences between relevance theory and Grice's approach is how relevance theory refer the difference between explicit and implicit communication (Clark,2013). The differences between 'what is said' and 'what is implicated' are becomes explicature and implicature in relevance theory.

About relevance theory, there are some important points for interpreting the meaning and finding the intention of implied in explicit utterance, one of them is creating a suitable hypothesis about the intended contextual assumptions and intended implication.

2.1.1 Explicature and Implicature

A relevance theorist, Carston also explaining his definition of explicature and implicature. A propositional form communicated by an utterance which is pragmatically constructed on the basis of the propositional schema or template (logical form) that the utterance encodes; its content is an amalgam of linguistically decoded material and pragmatically inferred material…" (Carston 2000: 10).

Carlson also defined implicature as "any other propositional form communicated by an utterance; its content consists of wholly pragmatically inferred matter" (Carlson 2000: 10). This definition of implicatures comes from Sperber and Wilson's original assumption that any assumption communicated which is not explicit must be implicit, and those must be implicature (Sperber and Wilson 1995: 182).

2.1.2 Children Literature

Children literature is book written for children. Children literature is beneficial for children's mind in education and recreation also inspires children's feeling (Wang 2000). Children's literature becomes an important factor for

children's growing process to understand concepts of the world. Children's literature usually comes with simple dialogue and easy to understand.

The content of children's literature can be generally described as dualism, such as the relationship between hero and villain, beauty and ugliness, truth and lies, conquer and failure, freedom and bondage (Jiang and Zhao 2013) Dualism is commonly found in plot, narrative method and perspective.

Children's literature can be used to convey moral values in society and ethic identity in social life which applied in school and family. When children read book about children story, they will imagine themselves as a character from the story. The author makes the story with moral value, which indirectly affect how children applied the value in the story into social life. The society by this way successfully sets examples for the new generation, cultivating them according to a long-standing tradition (Jiang and Zhao,2013).

CHAPTER 3
RESEARCH METHOD

3.1 Method of Research

The writer chooses to use the document analysis for this study to understand the meaning of narration and dialogue of the story. According to Corbin and Strauss (2008), document analysis requires the data to be examined and interpreted in order to elicit the meaning, gain the understanding and develop empirical knowledge.

The writer also uses a descriptive method for the data of the research to analyze dialogue and monologue in fairy-tale children's stories to find the implicature. After finding the implicature from the selected narrations and dialogues, the writer describes the implicatures.

3.2 Data, Population, Sample, and Sampling Technique

The data are taken from fairy-tale children's stories entitled *Cinderella.* These samples are taken from children stories website. This research used a purposive sampling technique to find samples in the children's story by choosing sentences and dialogues in the story that contain implicatures. The samples are sentences and written dialogue from narration and utterances from dialogue of the story.

3.3 Method of Data Collection

To collect the data the writer reads fairy-tale children's stories from online sources. First, the writer search stories then downloaded the short story from internet. The story's theme is fairy tales that are popular among the children. The source of data for this research is *Cinderella*.

3.4 Method of Data Analysis

The writer chose narrations, utterances and dialogues from the story. Then, the writer arranged the data based on the plot. After finding the implicatures, the writer discovered the characterization of three main characters (Cinderella, her stepmother, and the Prince). According to the characterization, the writer suggested the moral value that can be taught to children.

CHAPTER 4
RESULTS AND FINDINGS

4.1 Results

The writer discovered that there are 44 implicatures in the Cinderella short story. There are 19 implicatures describing Cinderella, 14 implicatures depicting the Prince, and 4 implicatures telling about Cinderella's stepmother. The results show that the implicatures contain the characterizations leading to the moral value of the story.

4.2 Findings

A girl named Cinderella lived with her stepmother and two stepsisters. Poor Cinderella had to work hard all day long so the others could rest.

The text above implies that Cinderella's father married to her stepmother who has two daughters. The daughters then become Cinderella's stepsisters. Her stepmother and stepsisters did not do the work, so Cinderella do everything by herself. This means that the relation between Cinderella and them is not harmonious seen from how Cinderella is responsible for housework alone.

It was she who had to wake up each morning when it was still dark and cold to start the fire. It was she who cooked the meals. It was she who kept the fire going. The poor girl could not stay clean, from all the ashes and cinders by the fire.

From datum 2, the text implicitly tells the reader that Cinderella overwork since she is the one who does the daily chores in the house. Interestingly, this text implies that she is able to do everything and she is an independent woman although she might be always full of dirt in her body. The text indirectly explains that Cinderella almost has no time to go outside because many things need to be done

in the early morning until in the afternoon. So, she spends her time all day in the house.

"What a mess!" her two stepsisters laughed. And that is why they called her "Cinderella."

Datum 3 show how Cinderella's stepsisters behave to her. They mock Cinderella showing that they do not like her. The name 'Cinderella' used to make fun of her.

"Well," said the girl, "when will I have time to make my own dress for the ball?"
"You?" yelled the stepmother. "Who said YOU were going to the ball?"

The first line in datum 4 implies that Cinderella expected to go to the ball by asking when the Cinderella's turn is to make her dress. However, her stepmother surely does not allow to go to the ball. This datum can be interpreted that Cinderella's stepmother treat her unfair. She does not Cinderella as her stepdaughter even as her family. She discriminates Cinderella by excluding her to come to the ball. Although the invitation was addressed to all young ladies in the land without an exception, Cinderella still cannot go there.

She said aloud, "I wish I could go to the ball, too!"

Datum 5 shows that she actually wants to attend the ball, but she apparently cannot attend it.

"You called?" said the fairy.
"Did I?" said Cinderella. "Who are you?"
"Why, your Fairy Godmother, of course! I know your wish. And I have come to grant it."

The text above implies that the fairy will only show up when Cinderella calls her. Her question was not answered by Cinderella showing that Cinderella is not sure whether she called the fairy and Cinderella does not know her. However, the fairy knows Cinderella.

"But…" said Cinderella, "my wish is impossible."

"Excuse me!" said the Fairy Godmother in a huff. "Did I not just show up out of thin air?"

Datum 7 implicitly tells the readers that Cinderella doubted the fairy godmother's power. She thought the fairy was not able to grant her wish by saying her wish is impossible. In the second line, the fairy slightly offended by her thought. She proved Cinderella wrong because she has magic that she appears from nowhere in front of Cinderella. This presents herself who can do anything and nothing is impossible to her.

"Well, I think you know I want to go to the ball, too." She looked down at her dirty clothes.
 "But look at me."

Cinderella asked the fairy that she wants to go to the ball, but she cannot go there by wearing her clothes. She implied that she needs a gown to go there. When she asked the fairy to look at her dirty clothes, she wants the fairy does something to her cloth. She indirectly asked the fairy for a gown.

"Even if I had something nice to wear," said the girl, "I would have no way to get there."

After proposing her first wish, she thought by having a gown is not enough to make her go to the ball. She needs so many things to go there because she cannot go to the party by walking. This leads to her second wish that she needs a carriage or some short of transportation when she wants to come to the ball. She indirectly asked the fairy for her next wish, a carriage to take her to the party.

"Am I dreaming?" said Cinderella, looking around her.

Her question to the fairy implies that she cannot believe the magic is real. After witnessing by her eyes and looking around her, the transformation of herself is obvious. She believes in the fairy's power and has no doubt in the power of magic.

"All of this lasts only to midnight. Tonight, at the stroke of midnight, it will all be over. Everything will go back to how it was before."
"Then I must be sure to leave the ball before midnight!" said Cinderella.

However, the fairy implicitly told Cinderella that the magic does not last forever. As it can be seen, a magic is instant and it has time limit. Cinderella plans to leave earlier because she does not want her magic disappear in the middle of the party. Once the magic has gone, Cinderella will go back to her dirty clothes. She does not want to embarrass herself in a party where all young ladies in the field wear their best gowns to attract the Prince.

Over at the ball, the Prince did not know what to think. "Why do you have that sad look on your face?" the Queen said to her son. "Look around you! You could not ask for finer maidens than these."

The Prince does not look happy for the ball. He seems not interested in the party. He expects something more than what he is looking. However, his mother does not understand what the Prince actually wants. She thinks that all young ladies in the ballroom are beautiful enough to attract her son.

He had met many of the young women. Yet after he said "hello," one by one, he could find nothing more to say.

After implied text saying that the Prince is not interested in the ball. He apparently is not attracted to any young women he had met in the ball. The prince cannot build further conversation with any women in the room since he only greets shortly one by one and leave.

"There is something about her," said the Prince to himself. "I will ask her to dance." And he walked over to Cinderella.

When Cinderella had arrived at the ballroom, the Prince noticed her and approached her. This implies that the Prince attracted to Cinderella, so he made a move to get to know her. He did not ask other women to dance, but he did not hesitate to ask Cinderella. There must be something special with Cinderella who is different than any other maidens at the ball.

"Have we met?" said the Prince.
"I am pleased to meet you now," said Cinderella with a bow.
"I feel as if I know you," said the Prince. "But of course, that is impossible."

The Prince feels familiarity in Cinderella. He thought that they might have met before. However, Cinderella does not answer when the Prince asked whether they have met to turn the conversation. Cinderella might have lied to the Prince that there was possibility they have encountered but Cinderella hid the truth.

But all the Prince could see was Cinderella. They laughed and talked, and they danced some more. In fact, they danced for so long that Cinderella did not see the clock.

The prince only focuses on Cinderella that he must have fallen in love with her. Both of them enjoy their moment. This proves that Cinderella surely is different compared to any women the Prince has met before. The Prince was right about there is something about her. Before meeting Cinderella at the ball, the Prince seemed not interested to the party. He passed other women and did not ask them to dance with him. He is selective in choosing his partner to dance. After meeting Cinderella, he is able to express his feelings by laughing and talking to her. The text above implies that both of them have mutual feelings.

"Dong!" said the clock

It is time for Cinderella to leave because the midnight has come. This means that the gown she wore and the carriage taking her to the party will start to disappear.

Everything will be back to normal. Cinderella's disguise in a beautiful gown will gradually change herself at her dirty clothes. Midnight is when the magic power comes to an end.

"But we just met!" said the Prince. "Why leave now?"

The Prince thinks that the time they have spent is not enough. He does not want Cinderella to leave. The Prince does not know that what he sees at that moment is Cinderella with her magic power of the fairy godmother, so he wants to be with Cinderella longer without knowing that she will be back to how she was.

"Get ready! One of you must be the one to fit your foot in that slipper. No matter what!"

The stepmother wants one of her daughters to be the Prince's bride. She does not care whether their daughters' toes hurt. This implies that she wants to be rich as the Prince's mother in law. She will be the royal family and her life will be in prosperity after one of her daughters marrying to the Prince. This must be the stepmother intention since the party invitation was addressed.

"I thought you said there were no other young women here," said the Prince.

When the Prince asked whether there is another woman in the house, the stepmother lied. Cinderella entered the room, so the Prince pointed out the lie that there is another young woman in the house except two daughters of the stepmother. He was surprised because there is a chance that the glass slipper is hers.

"None who matter!" said the stepmother in a hiss.
"Come here," said the Prince.

The text shows the stepmother's trait that has mentioned before. She treats Cinderella differently. She did not want Cinderella to meet the Prince even try the

slipper. This proves her unfair to Cinderella in front of the Prince. However, the Prince ignore what the stepmother said and let Cinderella try the glass slipper. This shows that the Prince is righteous by considering that all young ladies have the same opportunity to try the slipper although at that moment Cinderella might not wear a beautiful gown but a dirty clothes instead.

Cinderella stepped up to him. The Prince got down on one knee and tried the glass slipper on her foot. It fit perfectly! Then, from her pocket Cinderella took out something. It was the other glass slipper!

The Prince treats Cinderella the same with other women. The moment when Cinderella tries the slipper, the Prince is sure that Cinderella is the young woman he has been looking for. The Prince is more surprised when Cinderella has other glass slipper. Cinderella wants the Prince to recognize her by showing that she is the owner of the glass slipper.

"WHAT?" shouted a step-sister.
"Not HER!" screamed the other step-sister.
"This cannot BE!" yelled the stepmother.

Cinderella's stepsisters do not believe that the woman who possesses the glass slipper is her. The stepsisters do not want her to be the Prince's bride. They are jealous of Cinderella. The stepmother's reaction is the same with her daughters. She does not believe that Cinderella was the woman who danced with the Prince at the party. The stepmother and the stepsisters did not know about the fairy godmother who helped Cinderella with her magic power, so Cinderella could go to the ball without anyone noticing her.

"I have found you!" he said.
"And I have found you," said Cinderella.

Previously, it is mentioned that both Cinderella and the Prince have mutual feelings. The text above confirms that they truly fall in love with each other. They have found each other and want to be together.

CONCLUSION

Children story contains inferred meaning inside narration, monologue and dialogue. There are so many implicature that can be found by analyzing the text to understand inferred meaning written by the author of the story. Theory of Relevance is used to find implicatures from the discourse in the text. *Cinderella* was chosen as it is relevant in today's society. Now, the term Cinderella Complex is very popular. It refers to the condition where a woman depends on a prince who will come to her life and will bring her joy.

After discovering implicatures in the *Cinderella* short story, it can be concluded that Cinderella is actually not a poor woman who depends on a rich and handsome man. Before she meets the Prince, she has already been an independent woman by doing all daily chores in the house. Since the themes of the story are good versus evil and luck changing your life, children may have been taught that Cinderella story contains the morals of kindness towards all, forgiving others for doing wrong, and never letting bad things ruin your heart. The implicature showed in the discussion may contribute to the moral value that teaches independence and fairness.

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Resources from internet

Cinderella

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