



## Conversational Implicature in Trevor Noah's Stand-Up Comedy Show Performance at the 2022 White House Correspondents' Dinner and Lesson Plan

Annisa Nurrohmah<sup>1</sup>, Ujang Suyatman<sup>2</sup>, Toneng Listiani<sup>3</sup>

<sup>123</sup>English Literature, State Islamic University of Sunan Gunung Djati Bandung, West Java, Indonesia

\*E-mail: [annisanrh0413@gmail.com](mailto:annisanrh0413@gmail.com)

### ABSTRACT

This study aims to discuss and describe two aspects: 1) conversational implicature and maxim violations in Trevor Noah's stand-up comedy, and 2) the lesson plan of conversational implicature and maxim violations in Trevor Noah's stand-up comedy using a constructivist approach through Google Forms. A descriptive, qualitative approach based on Grice's implicature theory was employed in this study to analyze 17 of Noah's utterances taken from a YouTube video entitled "Trevor Noah's Complete Remarks at the 2022 White House Correspondents' Dinner" (C-SPAN). The analysis revealed that one utterance can simultaneously violate several maxims. Specifically, 15 general implicatures and two specific implicatures were identified. This study also found that seven utterances violated the maxim of quality, four utterances violated the maxim of quantity, and five utterances violated the maxim of relevance. Six utterances violated the maxim of manner. Noah deliberately used this strategy to make his criticism and satire feel more subtle and less offensive. By breaking the rules, he can funnily convey hidden messages. However, the audience must understand the context of the speech to grasp the implied meaning, as the implied meaning is not always explicitly stated. The lecture plan at a university or college that uses a constructivist approach through Google Form media that involves four initial activities and ten core activity groups.

*Keywords: conversational implicature, Trevor Noah's stand-up, comedy, show performance, lesson plan*

## Implikatur Percakapan dalam Pertunjukan Stand-Up Comedy Trevor Noah di White House Correspondents' Dinner 2022 dan Rencana Pelajaran

### ABSTRAK

Penelitian ini bertujuan untuk membahas dan mendeskripsikan: 1) implikatur percakapan dan pelanggaran maksim dalam stand-up comedy Trevor Noah; 2) rencana pelaksanaan pembelajaran implikatur percakapan dan pelanggaran maksim dalam stand-up comedy Trevor Noah menggunakan pendekatan konstruktivisme melalui media google form. Pendekatan kualitatif deskriptif berdasarkan teori implikatur Grice digunakan dalam penelitian ini untuk menganalisis 17 ujaran Noah yang diambil dari video YouTube berjudul Trevor Noah's Complete Remarks at the 2022 White House Correspondents' Dinner (C-SPAN). Analisis tersebut mengungkap bahwa satu ujaran dapat melanggar beberapa maksim secara bersamaan. Secara khusus, diidentifikasi 15 implikatur umum dan 2 implikatur khusus. Penelitian ini juga menemukan bahwa 7 ujaran melanggar maksim kualitas, 4 ujaran melanggar maksim kuantitas, 5 ujaran melanggar maksim relevansi, dan 6 ujaran melanggar maksim cara. Noah sengaja menggunakan strategi ini untuk membuat kritik dan sindirannya terasa lebih halus dan tidak terlalu menyinggung. Dengan melanggar aturan, ia dapat menyampaikan pesan tersembunyi dengan cara yang lucu. Akan tetapi, audiens mesti memahami konteks tuturan untuk menangkap makna tersirat, karena makna tersirat tidak selalu tersirat secara langsung. Rencana pelaksanaan pembelajaran di perguruan tinggi yang menggunakan pendekatan konstruktivisme melalui media google form yang melibatkan empat kegiatan awal dan sepuluh kelompok kegiatan inti.

*Kata kunci: implikatur percakapan, pertunjukan, stand-up comedy, rencana pembelajaran*

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## INTRODUCTION

Conversation is the main form of communication between people in everyday life. Through conversation, people can exchange information, build social relationships, and express opinions and criticisms. Conversation is an activity that involves the participation of two or more parties. In this process, interaction takes the form of an exchange of utterances or dialogue. The interlocutor is not just a passive listener, but is considered an active participant in understanding and responding to the information conveyed. Therefore, the speaker and the listener must be in sync in order for the speaker's intended meaning to be correctly understood by the listener. According to Paltridge (2006), meaning in conversation is constructed through contextual cues, which are central to pragmatic analysis.

Understanding how these implied meanings work in communication requires a mastery of the concepts of pragmatics. According to Grice (1975), understanding language use requires more than decoding vocabulary and grammar. It also involves interpreting the speaker's intention, the context, and the implicature. Pragmatics is the study of how people use language in social interactions and how listeners infer unstated meanings from what is said. A central concept within pragmatics is conversational implicature, which occurs when a speaker implies something beyond what is explicitly stated. Meanwhile, according to Yule (1996), "pragmatics is the study of the relationships between linguistic forms and the users of those forms," that is, the study of the relationship between linguistic forms and their users. Yule (1996) also argues that pragmatics involves four important things, namely:

- 1). The study of speaker meaning is how listeners interpret the intent of an utterance based on context
- 2) The study of contextual meaning is how people understand what is not directly said.
- 3) The study of how more is communicated than is said.

4) The study of expressions of relative distance, that is, how far or close the relationship between the speakers affects the utterances used

5) The study on how Conventional Implicature in Trevor Noah's Stand-Up Comedy Show Performance the 2022 White House Correspondents' Dinner learning plan.

Yule (1996) also provides a simple example of the importance of understanding pragmatic in conversation, which is as follows:

She: "So, did you?"

He: "Hey, who wouldn't?"

In the conversation above, the woman hears the man's words, but doesn't really understand his meaning. This conversation shows that understanding the context and the speaker's intent is key in communication. This is where pragmatic can help explain how speakers use language to convey certain intentions and also how listeners can understand meanings that are not explicit through social and cultural contexts.

Implicature is an aspect of the study of pragmatics that focuses on revealing implicit meanings in speech. Pragmatics, as defined by Cakrawati, L. M., & Wijayanti (2023), is the ability to use language and communicate well in various contexts. According to Grice, a statement can be categorized as an implicature if the speaker's intended meaning differs from the literal meaning implied by the utterance. Meanwhile, Thomas (1995) states that an implicature is an intentional utterance that can be understood by listeners with sufficient background knowledge, or context. However, this does not rule out the possibility that the listener fails to understand the comic artist's intent. Therefore, an appropriate context is important for helping listeners interpret the message in comic humor.

Furthermore, Grice categorizes implicatures into two types, namely conventional implicature and conversational implicature. A conventional implicature is the meaning explicitly conveyed by



an utterance that has been widely accepted based on societal convention or custom. Thus, anyone with similar general knowledge of a particular social environment can easily understand it, as with the mythical beliefs held by the local community. Conversational implicature, on the other hand, generally emerges in the context of verbal interaction or ongoing conversation. Mev (2004) stated that conversational implicature is something inferred during a conversation, or an intention inferred. In other words, conversational implicature is the meaning implied in utterances but not conveyed directly.

Grice (in Levinson 1983) divides conversational implicature into two parts, namely general conversational implicature and particular conversational implicature. Grice (1975) and Levinson (1983) state that the difference between the two is the presence of a special context. General conversational implicature does not require a special context, while particularized implicature does.

#### 1. Generalized conversational implicature

According to Safitri (2020), general implicature refers to the implied meaning that emerges from an utterance, regardless of the context. A generalized conversational implicature can be understood as the implication that the speaker failed to say something specific when he wanted to. Grice (1975) explains that this implicature is present because the speaker failed to be specific but really expected to be, with the assumption that he was not in a position to be specific.

For example:

Doobie: "Did you invite Bella and Cathy?"

Mary: "I invited Bella"

Mary's response is a generalized conversational implicature. Bella tries to tell Doobie something more than what she says, but she is not in the right context to deliver her message. She wants to say that she invited Bella but not Cathy. However, she does not say it that way. She just says that she invited Bella to tell her that Cathy is not invited.

#### 2. Particularized conversational implicature

According to Yule (2006), a particularized conversational implicature is a type of conversation that occurs in a specific context, in which the listener infers information based on the local situation. A particularized conversational implicature is an implicature that only emerges in a specific context. According to Lakoff (1989), a particular implicature is an implicature that must be considered in the context of interpretation or culture. A particular implicature derives only from a certain background. According to Grice (1975), particularized conversational implicature can be defined as carrying the talk on a particular occasion because there is no room for the implicature to be carried normally. This is similar to what Yule argued, but Grice added that the speaker has a reason to talk under particular conditions because there is no room for the idea to be expressed generally.

For example:

Rick: "Hey, coming to the wild party tonight?"

Tom: "My parents are visiting".

The context is such that Rick asked Tom to go to a wild party tonight and participate in some activities. Tom's response must be like that because he doesn't want to be general. If he is, his reason for refusing the invitation won't be reasonable.

In implicature, what is said differs from what is meant. This requires cooperation between the speaker and listener. Grice formulated the principle of cooperation in conversational interaction, stating that one should "make one's conversational contribution such as is required by the accepted purpose or direction of the talk exchange in which one is engaged at the stage at which one speaks." The cooperative principle proposed by H.P. Grice is one of the most important theories in pragmatics. According to Grice (1975), in order for conversational interaction to be effective, rules or instructions are needed, which Grice calls the cooperative principle. This principle contains rules that must be used by the participants in the conversation. Crowley and Mitchell (1994) notes

that the cooperative principle need not be established as a rigid convention. Grice (1975) also states that this principle makes the necessary contribution to the conversation, no more and no less, according to the stage and purpose of the conversation itself. By applying Grice's cooperative principle, the speaker always allows the listener to infer, to understand the speaker's intention, and to capture the meaning implicit in the conversation.

Grice (1975) states that the principle of cooperation consists of four maxims that are usually experienced by speakers or listeners in conversations, namely:

#### 1. Maxim of Quality

This maxim emphasizes that contributions in conversation should be truthful and based on sufficient evidence. It can be interpreted to mean that the speaker must provide true and reliable information. There are rules in the maxim of quality, which are as follows:

Don't say anything you think is wrong.

Don't say anything without sufficient evidence.

The maxim of quality is a maxim that indicates that the speaker should provide data that is in accordance with the facts. The speaker should be ruthless in the second word. They should not claim or make statements that they have no evidence for what they believe to be false.

Examples:

Teacher : How many principle of cooperation by Grice?

Student : According to Grice's book I read, there are four maxims in the principle of cooperation.

Teacher : What are those?

Student : Maxim of quantity, Maxim of quality, Maxim of relevant, and maxim of manner. In the example above, the teacher contributed the right information, that according to Grice's book he read there were four maxims, there are maxim of quantity, maxim of quality, maxim of relevance and maxim of the manner.

#### 2. Maxim of Quantity

In this maxim, make your post as informative as necessary (for the purpose of the current exchange). There is a rule in this maxim that is no less informative and no more informative. Speakers should not make statements that they do not have the required insight, the dialog will not be successful and there will be disagreement among the participants. There are two laws in this maxim, namely:

1) Make your contribution as informative as is required

2) Do not make your contributions more informative than is required An example of Horn (2004) in his book Reading Power, as follows:

- John put on his raincoat, picked up his umbrella from the table near the door, turned off the lights, put out the cat, got ready for his ten- minute walk to the bus-stop.
- John went out.

In the sentence (a) is considered too long. Therefore, to express the same concept, sentence (b) tends to be more used.

#### 3. Maxim of Relavance

In this maxim, it will be relevant. That is, the speaker must give something relevant to what has been said before. Speakers must be relevant to the context of the conversation. Grice (1975) says that in communication we must be relevant to our interlocutors so that the communication process is not disrupted. According to Cutting (2002), the speaker is expected to provide information that is relevant to what has been said before.

Examples:

Dimas: There is somebody at the door.

Bella: I'm in the kitchen.

When Dimas informs Bella that someone has arrived at their door and asks her to answer it for the visitor, Bella claims he was in the kitchen at the time. Bella's response implies that he expects Dimas to know where Bella is at the time, therefore

Bella is unable to open the door and see who is approaching. As a result, the relationship between Dimas and Bella can be said to be based not just on the meaning of the utterance, but also on the inferred speech.

#### 4. Maxim of Manner

In this maxim, be clear in what you say, avoid ambiguity or vagueness, be brief and organized in your contributions. If the speaker says something that has ambiguity, it means that the speaker is violating this maxim. According to this maxim, speakers are expected to speak directly, not vaguely, not excessively, and coherently. In everyday discourse, there are often speakers who deliberately ignore this maxim.

Examples:

Husband : Where are the motor keys?

Wife : on the table in the kitchen.

In the example above, the wife has answered clearly, has given just the right amount of information, and has directly answered her husband's goal in asking the question. She has said exactly what she meant, no more and no less, and has generated no implicature.

These maxims ensure effective, cooperative, and interpretable communication. However, speakers do not always adhere to them strictly. When a speaker deliberately does not follow a maxim yet expects the listener to understand the intended meaning, implicature can result—an implied meaning beyond what is literally stated. According to Yule (1996), implicature refers to what the speaker suggests or means indirectly. Grice (1975) explains that implicatures occur when the speaker's intended meaning differs from the literal interpretation of the utterance.

Furthermore, Grice (1975) distinguishes between three types of non-observance of maxims: flouting, violating, and opting out. Flouting a maxim is particularly significant in pragmatic analysis, especially in humorous or indirect communication. Saragi (2011) defines flouting as the intentional disregard of a maxim by a speaker,

who anticipates that the listener will recognize the implied meaning. To understand how conversational implicatures are created through this strategy, it is necessary to examine in detail how each maxim can be flouted. The following section elaborates on the flouting of each of Grice's four maxims and is supported by relevant theoretical perspectives.

##### 1. Flouting a Maxim of Quality

According to Thomas (1995), flouting a maxim of quality occurs when the speaker presents information that is blatantly incorrect or lacks adequate evidence.

Example:

When the stranger asks you your name, but you don't want to tell him, you might say "I'm the queen of Sheba"

From that example, even though you don't explicitly say that you don't want to tell him your real name, he will understand.

##### 2. Flouting a Maxim of Quantity

According to Thomas (1995), flouting quantity this occurs when the speaker provides information that is either less informative or excessive.

Example:

A: Well, how do I look?

B: Your shoes are nice

When A asked about her whole appearance, B only replied that her shoes are nice. In this case, A understood that B only liked his shoes. B did not mention this directly, however. Therefore, B's answer flouts a maxim of quantity.

##### 3. Flouting a Maxim of Relevance

Flouting a maxim of relevance occurs when the speaker says something that is not following the context of the conversation.

Example:

Mother: You have to go to take a bath now!

Son: It's cold mom.

The son's answer flouts a maxim of conversation because it is not related to the given question. He should have answered "yes/no" or "later," but instead he changed the topic to "taking a bath".

#### 4. Flouting a Maxim of Manner

The following is an example of violating a maxim quantity in a conversation between teacher and student:

Sarah : Did you enjoy the party last night?

Anna : There was plenty of oriental food on the table, lots of flowers all over the place, people hanging around chatting with each other..

Sarah asked Anna a simple question, but Anna answered in such a round about way that her message was unclear. In this case, Anna flouted the maxim of manner.

According to Attardo (1994), humor in language often arises when conversational expectations are deliberately violated to produce surprise or irony. Humor is a condition that generates laughter and a factor found in everyday life. It is everywhere, regardless of social class, educational background, and level of human intelligence. Humor has become an integral part of human social life. In the linguistic context, humor is a discourse that is commonly used by people to produce cuteness and cause laughter. Humor can be caused by the content or language used. As described by Suryadi (2019) that humor is a stimulus that causes someone to laugh or smile in a state of joy. Smiling and causing a happy effect. That is what is meant by humor.

Comic videos about stand-up comedy can be found on a platform called YouTube. YouTube is one of the platforms that many people access. YouTube is quite influential in people's lives. Ensour (2015) explain YouTube is a website where videos can be shared and users can watch, upload, and comment on these videos. The types of videos on YouTube vary, there are educational videos, music videos, news videos, video games, and many more.

The writer takes and synthesizes videos of stand-up comedians from YouTube, such as the performance of Trevor Noah's show at the 2022 White House Correspondents' Dinner. This performance is highly relevant to contemporary issues of political discourse and freedom of

expression. In the current socio-political climate, direct criticism of government officials can be risky, potentially leading to censorship or backlash. Stand-up comedy provides a unique medium to deliver serious social and political criticism in a fun and entertaining way.

The writer is interested in analyzing the implicature in Trevor Noah's stand-up comedy videos because he often uses implicature in his comedy performances. This is the writer's consideration in researching the subject. He is also an internationally successful South African comedian, host, and author. Trevor Noah started his entertainment career in South Africa and then gained popularity in various countries, including the United States, after hosting *The Daily Show*. Pragmatic research can be done on all kinds of utterances found in everyday life. As humor, of course, the stories in stand-up comedy aim to give a funny effect. In stand-up comedy, there are many topics, all of which depend on the content of the joker's mind. Speech in stand-up comedy is interesting to study, especially Trevor Noah's stand-up comedy through pragmatic studies, especially in terms of implicature. Thus, the writer is interested in studying the phenomenon of implicature in stand-up comedy, with the title of this research being *Conversational implicature in Trevor Noah's Stand-up Comedy Show*.

#### METHOD

This study uses a qualitative method approach to analyze Trevor Noah's use of conversational implicature in his stand-up comedy performance at the 2022 White House Correspondents' Dinner. Creswell (2014) states that qualitative research is usually used as a tool to help researchers analyze more specific topics, such as phenomena. This method helps the research to describe the data qualitatively, with a focus on understanding human social issues as portrayed through Trevor Noah's performance. As defined by Creswell (2014) qualitative research involves building a complex,



holistic picture formed in words and reporting detailed views of informants in a natural setting.

The primary data in this study was taken from an official YouTube video titled “Trevor Noah Complete Remarks at the 2022 White House Correspondents’ Dinner (C-SPAN),” which was accessed on May 1, 2022. The video contains Trevor Noah’s complete remarks to an audience of journalists, politicians and public figures, including the President of the United States. This performance provides a rich source of naturally occurring speech that displays various forms of conversational implicature.

This research focuses on Grice’s theory of conversational implicature. The selected utterances were analyzed in two stages. First, each utterance was examined to determine its type of implicature, either generalized conversational implicature (GCI) or particularized conversational implicature (PCI), based on Grice’s (1975) theory. Second, each utterance was analyzed to identify which maxim was flouted: quality, quantity, relevance, or manner. The results of the analysis were presented descriptively.

## RESULT

### 1. Conversational Implicature in Trevor Noah’s Stand-Up Comedy Show Performance the 2022 White House Correspondents’ Dinner

This research analyzed 17 utterances from Trevor Noah’s 2022 White House. Correspondents’ Dinner speech. Using Grice’s theory as a framework, the utterances were categorized by implicature type and conversational maxim flouting. 15 of the utterances were classified as particularized conversational implicature (PCI), meaning they require specific context or background knowledge for correct interpretation. Meanwhile, 2 utterances were identified as generalized conversational implicatures (GCIs), which can be understood without specific contextual knowledge. The maxim of quality was the most frequently flouted, followed by the maxims of manner, relevance, and quantity. Several utterances flouted more than one maxim simultaneously. These patterns reflect Trevor Noah’s strategic use of indirectness, irony, and exaggeration to deliver his message.

Table 1  
Classification of Utterances by Type of Implicature and Flouted Maxim

| No. | Time  | Utterances                                                                                                                                 | Type of conversational Implicature(GCI/PCI) | Maxim Flouted      |
|-----|-------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------|
| 1   | 05.06 | “I’m actually surprised that he found the time”                                                                                            | PCI                                         | Manner             |
| 2   | 05.53 | “You see, What I like about Ron DeSantis is <u>if Trump was the original Terminator, DeSantis is T-1000</u> ”                              | PCI                                         | Relevance & Manner |
| 3   | 06.04 | “Because you see? No, Trump said he won the election, <u>but everyone was just able to look at the numbers</u> and see that he was wrong.” | PCI                                         | Quantity           |
| 4   | 06.18 | “That’s why, Ron Desantis is one step ahead. <u>First, you ban the math textbooks,</u> then nobody knows how to count the votes.”          | PCI                                         | Manner & Relevance |

Table 1  
Classification of Utterances by Type of Implicature and Flouted Maxim

| No | Time  | Utterances                                                                                                                                                                                                       | Type of conversational Implicature(GCI/PCI) | Maxim Flouted       |
|----|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------|
| 5  | 07.42 | "Now, you might think it's because she loves teaching so much,..."                                                                                                                                               | PCI                                         | Quality             |
| 6  | 07.55 | "...she's still paying off her student debt."                                                                                                                                                                    | PCI                                         | Quality             |
| 7  | 08.05 | "I guess you should have voted for Bernie."                                                                                                                                                                      | PCI                                         | Quality & Relevance |
| 8  | 08.11 | " <u>Can I just say? I think everyone will agree that It's actually nice</u> to, once again, have a president who's not afraid to come to the White House Correspondents Dinner and hear jokes about himself..." | PCI                                         | Quantity            |
| 9  | 08.58 | "I think ever since you've come into office, things are really looking up. You know? <u>Gas is up, rent is up, food is up, everything</u> "                                                                      | PCI                                         | Quality & Manner    |
| 10 | 08.31 | "I'll be honest. I'll be honest. I'll be honest..."                                                                                                                                                              | GCI                                         | Quantity            |
| 11 | 09.16 | "Thank you so much, good night. I'm staying for the after-party. But thank you so much."                                                                                                                         | GCI                                         | Manner              |
| 12 | 09.23 | "President Biden has led the country through some really dark times since he took office, the COVID pandemic, the war in Ukraine, <u>the launch of CNN+</u> , ..."                                               | PCI                                         | Relevance           |
| 13 | 09.35 | "He's had some major legislative successes..."                                                                                                                                                                   | PCI                                         | Quantity            |
| 14 | 09.39 | "..., that would do everything from fixing America's roads and bridges to modernizing school buses, which <u>Matt Gaetz's girlfriend is very excited about.</u> "                                                | PCI                                         | Relevance & Quality |
| 15 | 10.02 | "And I'm talking about <u>women, the LGBTQ community, the Taliban</u> , the list goes on and on."                                                                                                                | PCI                                         | Quality             |



Table 1  
Classification of Utterances by Type of Implicature and Flouted Maxim

|    |       | Utterances                                                                                                                                                                                                                                    | Type of conversational Implicature(GCI/PCI) | Maxim Flouted |
|----|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------|
| 16 | 10.24 | “You could have targeted Donald Trump, but instead you chose to only raise taxes billonaires. That was big of you. Really nice. Prove me wrong, <u>show me the taxes.</u> ”                                                                   | PCI                                         | Quality       |
| 17 | 10.40 | “So, personallly, I think that President Biden could do a better job a taking credit for the things that are going right. Unemployment is currently at 3.6%. Think about that, people, 3.6%. <u>2% if you don’t count the Cuomo family.</u> ” | PCI                                         | Manner        |

## 2. The Lesson Plan

The implementation plan for learning conversational implicature and flouting maxim in Trevor Noah’s stand-up comedy employs a constructivist approach through Google Forms. The learning plan is implemented for students in language study programs at the universities listed in Table 2.

Table 2  
Implementation Plan for Lectures on Conversational Implicature and Flouting Maxim in Trevor Noah’s Stand-Up Comedy using a constructivist approach through Google Form Media

| No. | Kind of Activities | Details of Teaching and Learning Activities                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Initial Activities | <ol style="list-style-type: none"> <li>1) Students respond to the lecturer's greeting when the lecturer opens the lecture activity</li> <li>2) the lecturer opens the Google form media, which is displayed on the screen in the classroom via Infocus</li> <li>3) students listen to the lecturer's statement, which conveys the learning objectives</li> <li>4) students receive a Google form link from the lecturer in the WA group</li> </ol> |
| 2   | Core Activities    | <ol style="list-style-type: none"> <li>1) the lecturer facilitates students to be on the Google form via the link distributed in the WA group</li> <li>2) the lecturer facilitates students to write student attributes in section 1 of the Google form via the link distributed in the WA group</li> <li>3) the lecturer facilitates students to be in section 2 of the Google form orientation phase in the constructivist approach</li> </ol>   |

Table 2

Implementation Plan for Lectures on Conversational Implicature and Flouting Maxim in Trevor Noah's Stand-Up Comedy using a constructivist approach through Google Form Media

| No. | Kind of Activity | Details of Teaching and Learning Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |                  | <p>4) lecturers facilitate students' free expression by writing in Section 2 of the orientation phase, using a Google form as part of the constructivist approach.</p> <p>5) lecturers facilitate students to be in section 3 of the Google form of the idea generation phase in the constructivist approach</p> <p>6) lecturers facilitate students to answer multiple-choice questions about conventional implicatures and maxim violations in Trevor Noah's stand-up comedy by writing in section 2 of the orientation phase of the constructivist approach Google form</p> <p>7) lecturers facilitate students to be in section 4 of the Google form of the idea reconstruction phase in the constructivist approach</p> <p>8) lecturers facilitate students to copy in notebooks about the meaning of conventional implicatures and maxim violations in a conversation</p> <p>9) lecturers facilitate students to be in section 5 of the Google form of the idea application phase in the constructivist approach</p> <p>10) lecturers facilitate students in identifying conventional implicatures and maxim violations in utterances 1 to 17 of Trevor Noah's stand-up comedy, as outlined in Section 4 of the idea reconstruction phase in the constructivist approach by Google forms</p> |

## DISCUSSION

This section discusses that most of the utterances identified in Trevor Noah's speech at the 2022 White House Correspondents' Dinner were classified as particularized conversational implicatures (PCIs), while only a small number were classified as generalized conversational implicatures (GCIs). This pattern suggests that, while some meanings are accessible without specific context, the majority rely on shared background knowledge between the speaker and the audience. The following section discusses both types of implicature in detail:

### 1. General Conversational Implicature

A general conversational implicature arises when a speaker's implied meaning can be understood regardless of the context. These implicatures typically stem from conventional language use and

can be interpreted by most listeners in any situation. Trevor Noah sometimes uses this type of implicature to create humor or irony that doesn't depend too much on background knowledge.

#### Datum 1

"I'll be honest. I'll be honest. I'll be honest...."

#### Analysis

This utterance is a general conversational implicature because its implied meaning is not context-dependent. Repeating the phrase "I will be honest" three times creates an ironic effect; the more the speaker insists on honesty, the more the listener questions the sincerity of the rest of the speech. This implication is generally understood in everyday conversation, so it is not context-



dependent.

Datum 2

“Thank you so much, good night. I’m staying for the after-party. But thank you so much.”

Analysis

This utterance can be identified as a general conversational implicature because its implied meaning is universally understood without the need for detailed contextual background. Although Trevor Noah formally ends his performance with “Goodnight,” his additional statement, “I’ll stay for the after-show,” clearly implies that his farewell is not literal and that he will remain an informal presence. The contrast between the formal closing and casual speech naturally leads the audience to infer a shift in tone, even without knowing the specifics of the show’s flow. This utterance is an example of general conversational implicature because the implied meaning can be universally understood without detailed contextual information. Although Trevor Noah formally ends his performance with “Goodnight,” his additional remark, “I’m staying for the after-party,” implies that his farewell is not literal and that he will remain present informally. The contrast between the formal closing and the casual remark naturally leads the audience to infer a shift in tone, even without knowing the specifics of the show’s flow.

#### 1. Particular Conversational Implicature

Particular conversational implicatures arise when a speaker’s intended meaning can only be understood within a specific context. In these cases, the audience must rely on background knowledge or situational cues to interpret the implied message. Trevor Noah often uses this type of implicature to convey indirect criticism or layered humor that requires the audience to infer more deeply.

Datum 1

“...you should have voted for Bernie.”

Analysis

This utterance is categorized as a conversational implicature because it relies on the audience’s knowledge of the U.S. presidential

election. At face value, it sounds like political advice, but Trevor Noah is not actually endorsing Bernie Sanders. Rather, it is an ironic commentary on dissatisfaction with the current administration and how some people may regret their choice. The humor and implied criticism can only be fully understood by viewers who are aware of the political rivalry between Biden and Sanders and the subsequent dissatisfaction. The implicature is particular because it relies on a specific political context and common public sentiment, which makes it impossible to interpret correctly without contextual knowledge.

Datum 2

“I think ever since you’ve come into office, things are really looking up. You know? Gas is up, rent is up, food is up, everything”

Analysis

This utterance is a clear example of a particularized conversational implicature because its meaning depends on the audience’s familiarity with the current administration’s economic policies. At first, Trevor Noah seems to be complimenting the president by suggesting that things are “looking up” since he took office. However, as he continues the list—“gas is up, rent is up, food is up”—it becomes evident that the statement is meant to criticize, not praise, rising living costs. The humor and criticism emerge through the contrast between the idiom “looking up” (typically meaning improvement) and the literal rising of prices, a negative outcome. The audience must recognize the ironic twist and be aware of the context, including inflation and public dissatisfaction. This reliance on a shared understanding and real-world references makes the utterance a particularized implicature because it cannot be fully understood without appropriate background knowledge.

Now that we have identified the types of conversational implicatures, the next step is to examine how they are produced by flouting Grice’s maxims. Flouting occurs when a speaker

deliberately disobeys a maxim, not to mislead, but rather to encourage the listener to infer additional meanings.

#### 1) Flouting a Maxim of Quality

The maxim of quality is flouted when a speaker says something obviously untrue, exaggerated, or ironic. Trevor Noah intentionally employs this strategy to deliver sarcasm or indirect political criticism.

##### Datum 1

“Now, you might think it’s because she loves teaching so much...”

##### Analysis

This utterance flouts the maxim of quality because Trevor says something that sounds sincere but does not actually believe it. He uses the initial statement to guide the audience toward an expected explanation, only to surprise them with a different, funnier one afterward. The first part is not a serious statement but a setup for a joke. This kind of delivery creates irony and makes the performance more engaging.

##### Datum 2

“You could have targeted Donald Trump, but instead you chose to only raise taxes billionaires. That was big of you. Really nice. Prove me wrong, show me the taxes.”

##### Analysis

This utterance flouts the maxim of quality because it is clear that Trevor Noah is being sarcastic and ironic. Although the words sound like praise, the tone and context imply the opposite. He does not genuinely believe that raising taxes on billionaires is admirable or bold. Instead, he implies that it is insufficient or performative. The line “That was big of you. Really nice,” shows insincerity especially well, inviting the audience to understand the deeper criticism behind the polite phrasing.

#### 2) Flouting a Maxim of Quantity

The maxim of quantity is flouted when a speaker provides more or less information than is needed in a conversation. This can create

ambiguity, leave out important details, or exaggerate a point for rhetorical effect. Trevor Noah often uses this technique to highlight irony or encourage the audience to draw their own conclusions.

##### Datum 1

“Because you see? No, Trump said he whom the election, but everyone was just able to look at the numbers and see that he was wrong.”

##### Analysis

This utterance flouts the maxim of quantity because Trevor offers a simplified explanation of a highly complex issue. He claims that “everyone could just look at the numbers,” acting as if the situation were obvious to all. In reality, however, the situation was much more disputed and nuanced. By providing less information than expected, Trevor invites the audience to reflect on how the truth was ignored or denied despite the availability of evidence.

##### Datum 2

“He’s had some major legislative successes...”

##### Analysis

This utterance flouts the maxim of quantity because Trevor Noah provides minimal information when more detail is expected. By stating that the president has had “some major legislative successes” without naming or explaining any of them, the statement becomes vague and potentially sarcastic. In a formal public setting like the White House Correspondents’ Dinner, a statement like this would typically demand further clarification. Without elaboration, it sounds more like a mock compliment than a genuine statement of fact.

#### 3) Flouting a Maxim of Relevance

The maxim of relevance is flouted when a speaker says something that seems unrelated to the conversation’s topic. This can elicit surprise, misdirection, or humor. Trevor Noah often uses this strategy to insert unexpected jokes or indirect



criticism.

Datum 1

“President Biden has led the country through some really dark times since he took office, the COVID pandemic, the war in Ukraine, the launch of CNN+, ...”

Analysis

This utterance flouts the maxim of relationship because Trevor Noah included the irrelevant element of the launch of CNN+ in a list of serious global crises, such as the pandemic and the war in Ukraine. The first two crises are universally recognized as major international issues, while the third the launch of CNN+, a failed streaming platform is clearly unrelated in terms of severity and importance. This irrelevant insertion is intentional and serves as a punchline.

Datum 2

“..., that would do everything from fixing America’s roads and bridges to modernizing school buses, which Matt Gaetz’s girlfriend is very excited about.”

Analysis

This utterance flouts the maxim of relevance because Trevor Noah inserts an off-topic comment in a serious context. The speech begins with a discussion of infrastructure improvements, such as fixing the roads and modernizing the buses, which is a natural topic for a political speech.

However, the sudden mention of “Matt Gaetz’s girlfriend” is irrelevant to public service and introduces an embarrassing personal reference. The use of irrelevance here is intentional and strategic, serving as a comedic punchline. Playing on the audience’s awareness of the political controversies surrounding Gaetz, the sharp shift in topic catches listeners off guard, creating humor through incongruity. This type of flouting maxim encourages the audience to draw connections between seemingly unrelated elements, a hallmark of implicature in stand-up comedy.

4) Flouting a Maxim of Manner

The manner maxim is flouted when a speaker uses unclear, vague, or ambiguous language. This can create irony or indirectness and allow for hidden meanings. Trevor Noah often uses this strategy to convey criticism subtly while maintaining humor.

Datum 1

“I’m actually surprised that he found the time”

Analysis

This utterance flouts the maxim of manner because it is intentionally vague and open to interpretation. Trevor Noah does not specify who “he” is or what activity he is referring to. This vagueness allows the audience to infer the intended target and the nature of the criticism. In formal or political contexts, vague statements like this one are often used to avoid direct confrontation while still conveying a strong message.

Datum 2

“So, personally, I think that President Biden could do a better job a taking credit for the things that are going right. Unemployment is currently at 3.6%. Think about that, people, 3.6%. 2% if you don’t count the Cuomo family.”

Analysis

This utterance flouts the maxim of manner because it creates intentional ambiguity through a vague and indirect reference to “the Cuomo family.” Noah does not explain the connection between the family and unemployment statistics, leaving the audience to infer the implied meaning, which could refer to a political scandal or loss of public trust. This vague phrasing invites interpretation and laughter rather than openly expressing criticism.

Learning using Google Forms media is more interesting than using conventional media. Students are believed to be motivated to attend lectures, which is reflected in their punctual attendance. In addition, the use of Google Forms is very effective for learning tasks that require a relatively long time, such as learning to identify conventional implications and maxim violations in conversation.

Learning using Google Forms media is more interesting than using conventional media. Students are believed to be motivated to attend lectures, which is reflected in their punctual attendance. In addition, the use of Google Forms is very effective for learning tasks that require a relatively long time, such as learning to identify conversational implications and maxim violations in conversation. The use of Google Forms in lectures for specific learning purposes is widely reported in scientific articles published in online journals. Among them:

- 1) Alfalah, A., Firnadia, E., & Jendriadi. (2022). Keefektifan Teknik Tes Menggunakan Media Literasi Digital dalam Kuliah Bahasa Indonesia terhadap Mahasiswa Baru. *Jurnal Pembelajaran Bahasa dan Sastra*, 1(5), 693–700. <https://doi.org/10.55909/jpbs.v1i5.194>
- 2) Permana, D., & Kurniawan, O. (2024). Keterampilan Membaca Paragraf Prosedur dalam Pembelajaran Berbasis Google Form melalui Teknik Tugas Menyalin dan Teknik Tes. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(6), 745–760. <https://doi.org/10.55909/jpbs.v3i6.643>
- 3) Dewi, Y. S., Halil, M. A., Hasanah, A., & Damayanti, D. A. (2025). The Prophetic Short Story Reading Skills Learning Using Constructivism Approach via File Upload Google Form Option. *DISCUSSANT: Journal of Language and Literature Learning*, 3(1), 29–44. <https://doi.org/10.55909/dj3l.v3i1.41>

Furthermore, this article incorporates the copying task technique within a constructivist approach. Through this technique, students are conditioned to thoroughly read instructional materials about conventional implicatures and maxim violations in a conversation. Razak (2020) found the copying task technique in a trial of manual teaching materials on reading comprehension skills for students at an Islamic-based junior high school. During class, a student verbally asked, "Ustadz, what is an idea?" Upon hearing this question, the teacher conducting the

trial lesson did not immediately answer. Instead, the teacher asked, "Please read the explanation of the meaning of an idea, namely the main idea and supporting ideas in a narrative text." The student understood the teacher's intention and immediately read the instructional materials about the idea. After a while, the teacher asked the student, "Do you have any more questions about the meaning of an idea?" the student responded with body language, shaking his head. Many scientific articles in online journals use the copying task technique, especially in language or literature learning. Among these articles:

- 1) Farianti, S., & Amrillah, A. (2024). Reproduksi Bahan Ajar Cerita Rakyat 'Tupai dan Buaya' Menggunakan Teknik Tugas Menyalin dan Teknik Tes. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(6), 775–784. <https://doi.org/10.55909/jpbs.v3i6.645>
- 2) Rahayu, S. P., & Ikhtiaruddin. (2024). The Learning Results for Skills in Reading Prophetic Short Story Texts Using Copying Task Techniques in Special Teaching Materials. *DISCUSSANT: Journal of Language and Literature Learning*, 2(2), 99–110. <https://doi.org/10.55909/dj3l.v2i2.28>
- 3) Banont, A. M. R., & Nur, B. (2024). Pembelajaran Keterampilan Menulis Paragraf Opini Menggunakan Metode Model dan Teknik Tugas Menyalin. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(4), 499–508. <https://doi.org/10.55909/jpbs.v3i4.614>

## CONCLUSION

In conclusion, Trevor Noah deliberately ignores the rules of implicature generation in his solo comedy show in order to make the audience laugh while sending his satirical messages to the government. Trevor Noah does this without offending any of the parties involved. However, these performances still allow for successful communication as long as the speaker and the

audience share the same knowledge or context so that the audience can still understand the message that Trevor Noah is conveying. Noah also often disregards conventions by using ambiguous and vague words so that his criticisms are not offensive. This ambiguity makes his criticism more subtle while still grabbing the audience's attention. Noah systematically flouts Grice's four conversational maxims of quality, quantity, relevance, and manner to produce humorous and indirect communication. The results of the analysis show that there are 17 utterances examined, namely 7 flout a maxim of quality, 4 flout a maxim of quantity, 5 flout a maxim of relevance, and 6 flout a maxim of manner. This study also found an imbalance in the types of implicatures used, namely there are 2 types of general implicatures and 15 particular implicatures. Most of his utterances require a certain context for their meaning to be properly understood. This makes his criticism more polite, but requires the audience to understand the context behind his words.

The lesson plan for Lectures on Conversational Implicature and Flouting Maxim in Trevor Noah's Stand-Up Comedy uses a constructivist approach through Google Form Media, focusing on learning activities; there are no closing activities. First, there are four initial activities, such as students receiving a Google form link from the lecturer in the WhatsApp group. Second, there are three core activities, such as the lecturer facilitating students to be on the Google form via the link distributed in the WhatsApp group.

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