

**STUDENTS' INTERPRETATION OF CONVERSATIONAL IMPLICATURE IN
ENOLA HOLMES (2020) AND THEIR CRITICAL THINKING:
A CORRELATIONAL STUDY**



A THESIS

“Submitted to the Faculty of Teacher Training and Education in partial fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd).”

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2022.71.0033

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
INDO GLOBAL MANDIRI UNIVERSITY**

2026

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and Their Critical Thinking: A Correlational Study**

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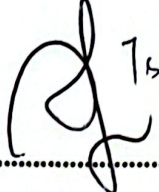
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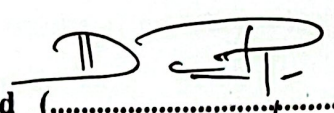
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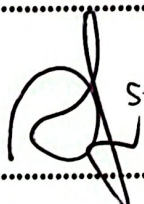
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State that :

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources are the results of my observations, process and though with the guidance of my advisors.
2. The thesis that the writer wrote is original and has never been handed in another academic degree, neither at Indo Global Mandiri University nor other Universities.

This statement is made truthfully, and if one day there is evidence of forgery in the above statement, the writer is willing to accept the academic sanction of the cancellation of my *sarjana* degree that the writer has received through this thesis.

Palembang, 20th of August, 2026

The Wr



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DEDICATION

This thesis has been one of the most meaningful journeys of my life. It was a time of challenges, lessons, doubts and great memories. “I wouldn’t be here without the love, prayers, encouragement and support from the amazing people that have been by my side every step of the way.” This thesis is dedicated entirely to these extraordinary people:

1. First to myself. Thank you for the courage to continue, to believe in yourself, to believe in your own strength and to not give up in the face of every challenge, setback and moment of doubt. Here is the result of your perseverance, your resilience, your faith, your hard work. I am so proud of a person you have grown to be.
2. To my beloved parents, Markoni (Father) and Romisa (Mother), Thanks for the never-ending love, prayers, sacrifices, encouragement and support. My faith in me is my biggest strength and my inspiration.
3. To my dearest sister, Meta Nopiyani, Marsya Rantica and Mela Anggraini, my biggest fan, my shoulders to cry on, my number one cheerleaders. Your love, your understanding, your unwavering support has given me the strength to keep going even in the darkest of times.
4. To my darling niece, Alya Naffila and my nephew, Bayu Anggara, Thank you both for being such an understanding and for always being excited about every step of my journey. Thank you for always being in my corner all the way and celebrating the small wins along the way. It has been a joy and an inspiration to witness your passion on this journey.
5. Acknowledgement, I would like to thank my esteemed supervisors and lecturers for their valuable guidance, patience, encouragement and knowledge that played a major role in the completion of this thesis.
6. And a very special thank you to my dear friends for your kindness, support and friendship along the way. Thank you for your support. It has made every challenge easier, every achievement more meaningful.

And lastly this thesis is dedicated to all those who prayed for me, believed in me and supported me in so many ways. This is my way of saying thanks to all of you.

MOTTO

"Do not grieve; indeed, Allah is with us."

(QS. At-Tawbah (9): 40)

“Life is not about winning every battle; it is about having the courage to keep moving forward, learning from every loss, and believing that every ending leads to a new beginning.”

ACKNOWLEDGEMENT

Alhamdulillah robbil alamin. The researcher would like to thank Allah SWT for his endless kindness, blessing and guidance that enable the researcher to complete this thesis. Peace and blessings upon Prophet Muhammad SAW, whose teachings are still an inspiration and guide for mankind.

The title of this thesis is "Students' Interpretation Of Conversational Implicature In Enola Holmes (2020) And Their Critical Thinking: A Correlational Study". This thesis is presented as a partial fulfillment of the requirements for Degree of S.Pd (Bachelor of Education) in English Education at Faculty of Teacher Training and Education, Universitas Indo Global Mandiri.

The deepest gratitude is given to the first advisor Mrs. Dita Rizki Anggraini, S.Pd., M.Pd., and the second advisor Mr. Jaya Nur Iman, S.Pd., M.Pd., for their guidance, constructive feedback, encouragement, patience, and supports in the process of this research and completion of this thesis. I am thankful to them for their valuable guidance, constant encouragement and insightful suggestions which have contributed so much in the successful completion of this study. The researcher also would like to thank to Dr. Doris Febriyanti, S.IP., M.Si. the Dean of Faculty of Teacher Training and Education and Mr. Dio Resta Permana, S.Pd., M.Pd. the Head of English Education Study Program for their support and guidance during her study at Universitas Indo Global Mandiri.

I would also like to thank my beloved parents, family and friends for their endless love, prayers, encouragement and unwavering support during the completion of this thesis.

The researcher finally hopes that this thesis can be a useful reference for future researchers and contribute to the development of English language education, particularly in the areas of critical thinking and pragmatics.

Palembang, 20th of August, 2026



Mutiara Monica

2022.71.00.33

ABSTRACT

Critical thinking and the ability to interpret conversational implicature are considered essential cognitive and pragmatic skills in English language learning. The present study was to investigate the relationship between students' critical thinking skills and their ability to interpret conversational implicature in Enola Holmes (2020). The research design of the study was quantitative correlational. The participants were 30 students of the sixth semester of English Education Study Programme of Indo Global Mandiri University selected by using purposive sampling technique. Instruments were an adapted Watson-Glaser Critical Thinking Appraisal (WGCTA) and a Conversational Implicature Test developed by the researcher based on selected dialogues of Enola Holmes (2020). Descriptive statistics and Pearson Product–Moment Correlation were used to analyze data. The findings of the study revealed that the students' critical thinking skills were at low-medium level ($M=52.93$) and their ability to interpret conversational implicature was at good level ($M=65.63$). The Pearson Correlation analysis showed a very weak negative correlation ($r = -0.105$) with significance $p = 0.579$ ($p > 0.05$). The study found no significant statistical correlation between students' critical thinking skills and their ability to interpret conversational implicature in Enola Holmes (2020). These results imply that there are other factors, besides critical thinking, which affect students' understanding of conversational implicature.

Keywords: *Critical Thinking, Conversational Implicature, Enola Holmes (2020), Pragmatic, Correlation.*

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