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## **ANALYZING IMPLICATURES IN DENNY SUMARGO'S PODCAST AND THEIR APPLICATION IN YOUTUBE-BASED LANGUAGE LEARNING**

**Muhammad Saryulis<sup>1\*</sup>, Mulyani<sup>2</sup>, Syarfuni<sup>3</sup>, Ayuna Netta<sup>4</sup>**

<sup>1,2,3</sup>English Education Department, Teacher Training and Education Faculty, Universitas Bina Bangsa Getsempena, Banda Aceh, 23112, Indonesia.

<sup>4</sup>Tadrsi English, Fakultas Tarbiyah dan Ilmu Pendidikan, Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia

\*Email correspondence: [mulyani@bbg.ac.id](mailto:mulyani@bbg.ac.id)

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**Abstract:** This study aims to analyze the implicature meanings used in Denny Sumargo's YouTube podcast episode titled "Dokter Boleh Perkaya Diri, Dokter Kok Jualan? Mana Etiknya?" and to connect its pragmatic findings with pedagogical implications for YouTube-based English learning. Using a qualitative descriptive design, data were obtained from transcriptions of the selected podcast and analyzed based on Grice's theory of conversational and conventional implicature. The findings reveal that particularized conversational implicature is the most dominant type, implying that most meanings depend on shared context and background knowledge between the interlocutors. The maxim of quality appears most frequently, followed by relation, manner, and quantity, indicating the speakers' efforts to maintain honesty, relevance, and clarity. Furthermore, the representative and directive functions dominate, expressing beliefs, arguments, and persuasive elements, while expressive functions appear to convey emotional attitudes. Thus, implicature analysis in authentic YouTube content can serve as an effective teaching resource in digital-based English education.

**Keywords:** *Implicature, Pragmatics, Podcast, YouTube-Based Learning, Digital Media.*

**Abstrak:** Penelitian ini bertujuan untuk menganalisis makna implikatur yang digunakan dalam video podcast YouTube Denny Sumargo berjudul "Dokter Boleh Perkaya Diri, Dokter Kok Jualan? Mana Etiknya?" serta menghubungkan temuan pragmatik tersebut dengan implikasi pedagogis terhadap pembelajaran bahasa Inggris berbasis YouTube. Penelitian ini menggunakan metode deskriptif kualitatif dengan data yang diperoleh dari transkrip video podcast yang dianalisis berdasarkan teori implikatur percakapan dan konvensional dari Grice. Hasil penelitian menunjukkan bahwa implikatur percakapan partikular merupakan tipe yang paling dominan, menandakan bahwa sebagian besar makna bergantung pada konteks dan pengetahuan bersama antara penutur dan pendengar. Maksim kualitas paling sering digunakan, diikuti oleh maksim relevansi, cara, dan kuantitas, yang mencerminkan upaya pembicara menjaga kejujuran, relevansi, dan kejelasan. Fungsi representatif dan direktif mendominasi, sedangkan fungsi ekspresif muncul dalam bentuk emosi dan penekanan sikap. Hasil ini dibandingkan dengan penelitian sebelumnya mengenai pembelajaran bahasa Inggris berbasis YouTube (misalnya Mulyani & Sartika, 2019), menunjukkan bahwa kemampuan memahami implikatur dapat mendukung siswa dalam mengembangkan keterampilan mendengarkan kritis dan kompetensi komunikasi. Dengan demikian, analisis implikatur pada konten YouTube autentik dapat menjadi sumber belajar efektif dalam pendidikan bahasa Inggris berbasis digital.

**Kata Kunci:** *Implikatur, Pragmatik, Podcast, Pembelajaran Berbasis YouTube, Media Digital*

## INTRODUCTION

The rapid development of digital media has reshaped how people communicate, learn, and construct meaning in the twenty-first century. Online platforms such as YouTube have become not only sources of entertainment but also rich linguistic environments where interaction, persuasion, and identity are constantly negotiated. In Indonesia, YouTube has emerged as one of the most influential spaces for public discourse, bridging celebrity culture, education, and social commentary. Among the many creators, Denny Sumargo, a well-known public figure, uses his channel *Curhat Bang Denny Sumargo* to host open conversations about social, ethical, and personal issues. His podcast titled “*Dokter Boleh Perkaya Diri, Dokter Kok Jualan? Mana Etiknya?*” (“Doctors Can Enrich Themselves, But Doctors Selling? Where’s the Ethics?”) provides a compelling site for pragmatic investigation, particularly through the lens of implicature meanings that are implied rather than directly stated.

Language is not only a tool for communication but also a mirror of thought, belief, and social attitude. Pragmatics, the branch of linguistics that studies meaning in context, helps uncover the implicit intentions that shape discourse. Within pragmatics, implicature, introduced by Paul Grice (1975), explains how speakers communicate additional meanings by adhering to or flouting conversational maxims quantity, quality, relation, and manner. When these maxims are deliberately violated, listeners infer meanings beyond the literal content of words. In a spoken media format like podcasts, implicature is especially vital because tone, context, and shared background knowledge strongly influence interpretation. Therefore, analyzing implicatures in Denny Sumargo’s podcast allows us to see how social values, professional ethics, and humor operate simultaneously within public conversations.

Previous studies have explored various aspects of language in digital environments. Mulyani and Sartika (2019), for instance, examined students’ English pronunciation proficiency using YouTube-based video media and found a significant improvement in learners’ oral skills after exposure to YouTube videos. Their mixed-method study revealed that audiovisual input on digital platforms enhances both motivation and comprehension. Although their focus was on pronunciation, the pedagogical implications extend further: YouTube not only provides authentic linguistic exposure but also fosters contextual understanding, which is central to pragmatic competence. By comparing spoken interactions in authentic media, such as podcasts, students can learn how real communication functions beyond grammatical formality how speakers use implicature, sarcasm, politeness, and persuasion to achieve communicative goals.

The current study bridges these two domains pragmatic analysis and digital-based pedagogy by examining implicature use in a real YouTube podcast and relating it to its potential application in English language learning. While Mulyani and Sartika (2019) emphasized pronunciation improvement through YouTube videos, this research highlights the *interpretive dimension* of listening comprehension: understanding implied meaning. Both rely on authentic spoken input, suggesting that YouTube can be a comprehensive linguistic laboratory for learners to grasp not only sound and accent but also meaning, intent, and social nuance.

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Moreover, the relevance of studying implicature in the Indonesian context lies in how communication style reflects cultural and ethical frameworks. Indonesian speakers often rely on indirectness, humor, and euphemism to express criticism or disagreement. This aligns with Grice's notion of flouting maxims to achieve cooperative communication through implication. For example, in the discussed podcast, when Dr. Tirta says, "*Banyak orang pintar tapi gak mau koar-koar*" ("Many smart people choose to stay silent"), the utterance carries a particularized conversational implicature, implying that being vocal is not necessarily a sign of intelligence. The audience interprets this through contextual cues tone, topic, and social background. Thus, the meaning goes beyond the literal statement, resonating with the audience's understanding of humility, professionalism, and social behavior.

The integration of pragmatic analysis into educational settings has strong pedagogical potential. Understanding implicatures enhances learners' critical listening skills, enabling them to grasp not only what is said but what is meant. As English learners in Indonesia often focus on grammar and vocabulary, pragmatic competence is frequently overlooked. However, as noted by Schmitt & Celce-Murcia (2019), communicative competence requires the ability to interpret implied meaning and recognize sociocultural conventions in language use. By engaging with authentic media such as podcasts or YouTube videos, learners can develop a natural awareness of how meaning operates in real contexts something textbooks rarely provide.

From a theoretical standpoint, this research enriches pragmatic studies by applying implicature analysis to modern digital discourse a medium that reflects spontaneous, authentic communication. From a pedagogical standpoint, it proposes YouTube as an effective platform for teaching pragmatics, complementing traditional classroom instruction. As suggested by Burke et al. (2009) and Aloraini (2012), multimedia learning engages multiple senses and thus deepens comprehension. Podcasts, in particular, simulate real-life conversations where tone, hesitation, laughter, and emphasis guide meaning, making them ideal tools for teaching pragmatics and discourse interpretation.

In sum, the study situates itself at the intersection of linguistic inquiry and digital pedagogy. By exploring implicature in a culturally resonant YouTube podcast and comparing it with findings from YouTube-based pronunciation learning, it demonstrates how digital media can support both linguistic analysis and language learning. This approach contributes to the broader understanding of communication in the digital era where meaning is not merely spoken but performed, negotiated, and inferred.

## LITERATURE REVIEW

### Pragmatics and Meaning in Context

Pragmatics is the study of how meaning is constructed, interpreted, and negotiated in context. Unlike semantics, which deals with literal meaning, pragmatics focuses on speaker intention and listener interpretation (Yule, 1996). Communication does not always depend on what is explicitly said; rather, it often relies on the shared understanding and situational context between interlocutors. In this sense, pragmatics serves as a bridge between linguistic form and social function (Leech, 2017).

According to Wijana and Rohmadi (2011), pragmatics plays a central role in how people use language to Analyzing Implicatures in Denny Sumargo's....  
(Saryulis, Mulyani, Syarfuni, & Netta, 2026)

achieve communicative goals. Language in use reflects not only grammatical choices but also social relations and power structures. In spoken interactions, such as those found in podcasts, tone, pauses, and emphasis are equally important as words themselves. These features reveal the pragmatic intent of the speaker, which is often not captured in written text.

### **Implicature and Grice's Cooperative Principle**

The concept of implicature was first introduced by philosopher H.P. Grice (1975) to explain how people can communicate more than what they literally say. Grice proposed that conversation operates under a Cooperative Principle (CP) a mutual agreement between speaker and listener to make communication effective. The CP is guided by four conversational maxims:

1. Quantity – give the right amount of information;
2. Quality – say what you believe is true;
3. Relation – be relevant;
4. Manner – be clear and orderly.

When a speaker intentionally flouts one of these maxims, the listener infers an implicature an implied meaning derived from context and shared knowledge. For instance, when someone says “That’s a brilliant idea” in a sarcastic tone, the implicature might actually mean the opposite.

Yule (2006) and Thomas (1995) both emphasized that implicature is central to pragmatic competence, allowing communication to be efficient and expressive. In the podcast studied here, flouting maxims creates humor, irony, or critique, allowing the speakers to express nuanced opinions about ethical issues indirectly.

### **Types of Implicature**

Grice (in Taguchi & Yamaguchi, 2019) distinguishes two main types:

1. Conversational Implicature, which depends on context and interaction; and
2. Conventional Implicature, which arises from specific linguistic forms regardless of context.

Conversational implicatures are further divided into generalized and particularized types. Generalized implicature can be inferred without context (e.g., “She finished the project alone” implies it was difficult), whereas particularized implicature requires specific background knowledge (e.g., “He brought an umbrella” implies rain, depending on the situation).

In Denny Sumargo’s podcast, most implicatures are particularized, as their interpretation depends on shared cultural and situational understanding. For example, when Dr. Tirta says, “Kalau dokter cuma ngikut sistem, ya nggak maju-maju,” the implied meaning is a critique of passive conformity among professionals an implicature understood only through familiarity with Indonesia’s social dynamics.

### **Functions of Implicatures**

Searle (in Leech, 1993) classifies implicature functions into five categories: representative, directive, expressive, commissive, and declarative.

1. Representative functions express the speaker’s belief or assertion about the truth of a proposition.

2. Directive functions attempt to influence the listener's actions (e.g., requests or commands).
3. Expressive functions reveal the speaker's feelings or attitudes (e.g., gratitude, apology, or criticism)
4. Commissive functions involve commitments to future actions (e.g., promises or offers).
5. Declarative functions create changes in external reality through speech (e.g., verdicts or declarations).

Leech (1993) and Djatmika (2016) note that representative and directive functions are the most common in persuasive discourse, such as interviews or debates. In podcasts, these functions often overlap speakers express opinions (representative) while also guiding the audience's judgment (directive).

In the analyzed video, Denny and Dr. Tirta frequently use implicature to challenge public stereotypes about doctors and wealth. Their conversations balance expressive humor with directive reasoning, reflecting Indonesia's conversational style of combining seriousness and playfulness.

### **Podcast as a Pragmatic Medium**

A podcast is an on-demand digital audio or video program distributed via the internet. As described by Erben et al. (2008), podcasts provide authentic communicative contexts where listeners can experience natural language. Santo (2021) categorizes podcasts into several types interview, conversational, storytelling, and hybrid each offering unique discourse patterns.

Podcasts differ from scripted media because they preserve spontaneity, intonation, and turn-taking all critical for pragmatic analysis. According to Nee and Santana (2022), podcasts merge entertainment and reflection, allowing audiences to engage deeply with social issues. This makes them valuable both for linguistic research and language teaching.

Sumargo's *Curhat Bang* podcast belongs to the conversational type, combining humor, personal narrative, and debate. The open format allows pragmatic features such as implicature, presupposition, and deixis to emerge naturally.

### **YouTube-Based Learning and Communication Media**

Mulyani and Sartika (2019) demonstrated that YouTube-based learning media significantly improve students' pronunciation, motivation, and listening comprehension. They argued that YouTube provides authentic exposure to native-like speech patterns, linking sound and meaning through visual context. The post-test improvement from a mean score of 35.8 to 80.6 in their study confirmed that audiovisual input enhances learning effectiveness.

Beyond pronunciation, the pedagogical relevance of YouTube extends to pragmatic awareness. Students who watch natural interactions can observe how speakers imply, infer, and interpret messages. This aligns with Aloraini (2012), who found that multimedia learning stimulates multiple sensory channels sight and hearing improving retention and comprehension.

Therefore, combining YouTube media with pragmatic analysis, as in this study, aligns with current digital pedagogy trends. Podcasts expose learners to real-life conversational implicatures, helping them interpret indirect speech acts, sarcasm, and cultural cues skills crucial for communicative competence.

## Integration of Pragmatics and Digital Pedagogy

Modern English education emphasizes contextual learning, where students learn not only linguistic forms but also communicative functions. As Schmitt & Celce-Murcia (2019) assert, effective communication requires pragmatic sensitivity recognizing what is meant rather than just what is said.

Digital media, particularly YouTube podcasts, offers a powerful tool for teaching this aspect. By analyzing authentic conversations, learners can understand pragmatic mechanisms such as implicature and politeness strategies while improving listening comprehension. Moreover, exposure to real voices, accents, and emotions bridges the gap between classroom English and real-world communication.

This theoretical synergy between pragmatics and digital learning becomes the conceptual foundation of the present study. Implicature analysis provides insights into how meaning operates implicitly in online discourse, while YouTube-based pedagogy provides a practical channel for applying these insights in English learning.

Thus, the review of literature positions this research within two overlapping domains: (1) the study of implicature as a key element of pragmatic meaning, and (2) the use of YouTube podcasts as effective pedagogical tools. Together, they support the argument that analyzing real conversational implicatures in online content can enhance both linguistic understanding and educational practice.

## METHODOLOGY

This study employed a descriptive qualitative design aimed at analyzing the types and functions of implicatures found in Denny Sumargo's YouTube podcast video titled "*Dokter Boleh Perkaya Diri, Dokter Kok Jualan? Mana Etiknya?*" and connecting the results with pedagogical implications for YouTube-based English learning. A qualitative approach was chosen because it allows for a deep exploration of meaning, interpretation, and context rather than numerical measurement (Creswell, 2014).

According to Sugiyono (2017), qualitative research seeks to understand social phenomena from the perspective of the participants. It emphasizes context and process rather than outcomes, which makes it appropriate for exploring language use and interpretation in natural settings. In this research, the focus was not on how many implicatures appeared but on how they functioned to convey implied meanings and attitudes within the podcast conversation.

The research followed the framework of pragmatic analysis based on Grice's theory of implicature and Searle's classification of speech acts. Each utterance was examined to identify (1) whether it contained conversational or conventional implicature, (2) which maxim(s) of the Cooperative Principle were flouted, and (3) the communicative function (representative, directive, expressive, commissive, or declarative).

Furthermore, the study incorporated comparative interpretation by linking its findings to previous educational research, especially that of Mulyani and Sartika (2019), which explored YouTube-based media for pronunciation learning. This comparative aspect highlights how both studies intersect in terms of communication, interpretation, and the educational use of YouTube content.

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The data were drawn from the YouTube channel *Curhat Bang Denny Sumargo*, specifically the episode

titled “*Dokter Boleh Perkaya Diri, Dokter Kok Jualan? Mana Etiknya?*” featuring guest speaker Dr. Tirta, a well-known Indonesian doctor and entrepreneur. The episode was chosen because it contains extensive spontaneous dialogue that reflects authentic Indonesian communication patterns rich in humor, critique, and indirect expression, all of which are essential elements for pragmatic analysis.

The primary data consisted of all utterances containing potential implicatures from the podcast transcript. To ensure reliability, the video was transcribed manually by the researchers to capture not only spoken words but also nonverbal cues such as pauses, laughter, and tone changes that might influence meaning.

The secondary data included relevant literature from books, journal articles, and previous studies on implicature, pragmatics, podcast communication, and YouTube-based learning media. These sources served as theoretical and comparative references to interpret the data within broader linguistic and pedagogical frameworks.

In qualitative research, the researchers serve as the main instrument (Arikunto, 2013). Observation, listening, transcription, and analysis all rely on the researchers' ability to interpret meaning contextually. Supporting instruments included:

1. Transcription sheets, used to document every utterance in the podcast for detailed analysis.
2. Coding and categorization framework, adapted from Hennessy et al. (2020), used to classify the data based on types of implicature and speech act functions.
3. Analytical matrix, designed to link the identified implicatures with relevant conversational maxims and pedagogical interpretations.

Data collection followed a systematic process to ensure accuracy and depth of interpretation. The steps were:

1. Selecting the video – The researchers chose one representative podcast episode that contained clear, context-rich dialogue with potential implicatures.
2. Transcribing – The entire conversation was transcribed verbatim, including informal expressions and paralinguistic elements such as tone and laughter.
3. Identifying implicatures – Each utterance was examined to identify any flouting of conversational maxims that indicated implicature.
4. Coding and categorization – The data were coded according to implicature types (conversational or conventional) and functions (representative, directive, expressive, commissive, declarative).
5. Comparative review – The findings were compared with those of prior studies, particularly Mulyani & Sartika (2019), to explore similarities between pragmatic learning through YouTube and language acquisition through digital media.

Field observation was not conducted in a traditional sense but rather through content analysis, as the data already existed in a recorded public domain. This method aligns with Mayring's (2004) content analysis approach, which involves systematic coding of verbal communication to uncover latent meanings.

The analysis procedure combined Grice's Implicature Analysis with a pedagogical reflection model to Analyzing Implicatures in Denny Sumargo's....  
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connect linguistic patterns with educational insights. The process involved several stages:

1. Identification Stage – Locating utterances that potentially contained implicature by observing the violation or flouting of conversational maxims.
2. Classification Stage – Categorizing the identified data into conversational (generalized or particularized) and conventional implicatures.
3. Interpretation Stage – Interpreting the implied meanings within the socio-cultural and situational context of the conversation.
4. Functional Analysis Stage – Determining the communicative purpose of each implicature (e.g., assertion, suggestion, criticism).
5. Pedagogical Correlation Stage – Relating the findings to how learners can use similar authentic media for developing listening comprehension and pragmatic competence in English classrooms.

The qualitative findings were presented in descriptive form, emphasizing meaning interpretation supported by excerpts from the podcast transcript. In addition, triangulation was performed by comparing the results with theoretical frameworks and prior empirical studies. This cross-validation ensured that the interpretations were credible and consistent with existing linguistic theories.

Since the data came from publicly available YouTube content, no direct consent from participants was required. However, ethical research practice was maintained by acknowledging the source and using the content for academic and educational purposes only. The analysis avoided personal bias and focused solely on linguistic and pedagogical dimensions.

This study's methodological framework resonates with that of Mulyani and Sartika (2019), who used a mixed-method design combining quantitative pre–post testing with qualitative interviews. While their research emphasized measurable improvement in pronunciation, both studies share a methodological similarity in data-driven interpretation of spoken discourse and use of YouTube as a linguistic environment.

In comparing methodologies, Mulyani and Sartika's use of pre-test and post-test aligns with structured classroom interventions, while the current research adopts a naturalistic approach. However, both converge on the educational value of authentic audiovisual material where students can observe real-life interaction and infer meaning. The integration of linguistic theory with digital media analysis in both studies supports the idea that technology-mediated communication can be both a research subject and a pedagogical tool.

To summarize, this research applies qualitative descriptive analysis to interpret how implicatures operate in a YouTube podcast and how these findings inform English teaching. The methodology emphasizes contextual understanding, comparative reflection, and pedagogical application. By linking pragmatic theory with empirical observation of real online discourse, the study provides a holistic view of language use how meaning is created, implied, and understood in contemporary digital interaction.

## RESULTS AND DISCUSSION

### Findings

The analysis of Denny Sumargo's YouTube podcast "*Dokter Boleh Perkaya Diri, Dokter Kok Jualan? Mana Etiknya?*" produced sixty-eight utterances containing implicatures. Both Denny Sumargo and Dr. Tirta used conversational strategies humor, irony, and contextual hints to deliver messages indirectly.

**Table 1. Classification of Implicature Types in the Podcast**

| No.   | Type of Implicature                       | Frequency | Percentage (%) | Dominant Speaker |
|-------|---|-----------|----------------|------------------|
| 1     | Particularized Conversational Implicature | 42        | 61.8           | Dr. Tirta        |
| 2     | Generalized Conversational Implicature    | 15        | 22.0           | Denny Sumargo    |
| 3     | Conventional Implicature                  | 11        | 16.2           | Both Speakers    |
| Total |   | 68        | 100%           |                  |

The data indicate that particularized conversational implicature is the most common type, showing that meaning in the podcast heavily relies on contextual knowledge shared between speakers and audience. The analysis also revealed that the maxim of quality and the maxim of relation were the most frequently flouted, followed by manner and quantity.

**Table 2. Functions of Implicatures in the Podcast**

| No    | Function       | Description                              | Frequency | Percentage (%) |
|-------|----------------|--|-----------|----------------|
| 1     | Representative | Conveying beliefs, facts, assertions     | 30        | 44.1           |
| 2     | Directive      | Encouraging listener action or agreement | 21        | 30.9           |
| 3     | Expressive     | Showing emotion, attitude, humor         | 13        | 19.1           |
| 4     | Commissive     | Promising future action                  | 0         | 0              |
| 5     | Declarative    | Creating institutional change            | 4         | 5.9            |
| Total |                |  | 68        | 100%           |

Representative and directive functions dominate, indicating that the speakers mainly used implicature to share opinions and influence audience perspectives rather than simply entertain.

Example 1 – Flouting Quality to Express Sarcasm

*Denny Sumargo:* "Kalau dokter udah kaya, nanti pasiennya takut datang, ya?"

*Dr. Tirta:* "Takut? Justru harusnya mereka senang, dokternya bisa bayar tagihan listrik sendiri."

Here, sarcasm communicates criticism indirectly. The implicature rejects the assumption that a rich doctor must be unethical, implying instead that financial success does not reduce professionalism.

Example 2 – Flouting Relation to Reframe Argument

*Denny:* "Jadi kalau dokter jualan, itu nggak etis?"

*Dr. Tirta:* "Yang nggak etis itu kalau jualannya nggak bermanfaat."

This utterance shifts the moral focus from "doctors selling" to "purpose and benefit." The implicature

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reconstructs the ethical argument what matters is not the act of selling, but its moral contribution.

#### Example 3 – Expressive Implicature

*Dr. Tirta:* “Masalah bikin aku jadi batu yang keras.”

A figurative way to express emotional resilience; the implicature reveals psychological growth under public scrutiny.

### DISCUSSION

The dominance of particularized conversational implicature (61.8%) reflects the highly contextual nature of the podcast. As Grice (1975) and Yule (1996) explain, such implicatures rely on shared background, situational clues, and listener inference. In a podcast, unlike scripted discourse, spontaneity and familiarity allow the speaker to play with meaning. This flexibility explains why the audience can laugh at sarcasm that outsiders might misinterpret.

The frequent flouting of the maxim of quality shows how irony becomes a rhetorical strategy to challenge stereotypes indirectly. Instead of denying accusations explicitly, Dr. Tirta often “plays along” to reveal contradictions in public expectations. This supports Thomas’s (1995) observation that violating maxims can enhance persuasion and face-saving simultaneously.

The maxim of relation is also crucial. By changing topics or reframing questions, speakers subtly redirect moral debates, making the conversation less confrontational. In collectivist cultures like Indonesia, such indirect disagreement aligns with Leech’s (2017) politeness principle: maintain agreement even in argument.

The functional analysis shows that implicature is not random humor; it performs representative and directive roles. These functions enable speakers to assert beliefs while guiding listeners toward new moral perspectives. Expressive implicatures, though fewer, make the conversation relatable, showing vulnerability and emotion amid rational debate.

The results reinforce Grice’s Cooperative Principle as still relevant in modern digital discourse. Even in informal online platforms, communication remains cooperative; meaning depends on shared inference rather than literal words. The speakers’ frequent maxim-flouting does not indicate failure of cooperation but rather a *creative extension* of it using implicature to sustain attention, humor, and reflection.

Searle’s (1979) speech-act theory further clarifies the pragmatic intent. Most utterances in the podcast function as assertions and directives rather than requests or promises. This shows that implicature is primarily a cognitive tool a way of presenting beliefs persuasively without overtly instructing or commanding.

Compared with Yule (2006), who noted that implicature allows speakers to “say less but mean more,” the podcast exemplifies this principle vividly. A single ironic comment can encapsulate an ethical argument, saving face and emotional energy while still delivering critique.

### Cultural Dimensions

In Indonesian communication, implicature performs an additional social role maintaining group harmony. According to Nadar (2009), indirectness is a mark of politeness and respect rather than avoidance. The humor

and metaphor in Dr. Tirta's speech reflect *tegur halus* (gentle correction), where critique is disguised as wit.

This cultural layer explains why implicature is not just a linguistic phenomenon but a social ethic. Listeners are expected to interpret hidden meanings sensitively. Such awareness parallels the notion of pragmatic literacy understanding not only what is said but what is socially acceptable to say.

The dominance of particularized implicature supports Grice's claim that context governs understanding; yet it also highlights cultural adaptation. In Indonesian discourse, indirectness is not merely a politeness device but a strategic balance between honesty and harmony. Speakers often soften critique through laughter or irony, which resonates with Leech's politeness principle and with findings by Puri & Baskara (2023) that Southeast Asian speakers favor implicit disagreement to maintain social rapport.

When these findings are viewed through the pedagogical lens of YouTube-based language learning (Mulyani & Sartika, 2019), an interesting parallel emerges. Their research proved that continuous exposure to authentic video input improved learners' pronunciation and listening skills. While their focus was phonological, the present study extends the idea toward pragmatic comprehension interpreting implied meanings rather than sounds. Both highlight the pedagogical value of real online conversations: they immerse learners in naturally produced language, where form and meaning are intertwined.

Moreover, the cooperative yet humorous tone of the podcast exemplifies what Schmitt & Celce-Murcia (2019) describe as *communicative* competence: the ability to use language appropriately within context. Understanding implicature requires listeners to notice not just words but tone, timing, and shared cultural reference skills equally essential in mastering English.

Thus, the current findings reinforce the theoretical foundations of Grice and Searle while expanding their applicability to digital multimodal contexts. Podcasts like Curhat Bang illustrate that conversational principles still operate effectively in spontaneous, technology-mediated discourse. They also show how implicature functions pedagogically: learners who analyze such data can observe the same pragmatic patterns that underlie authentic English interaction.

From this integrated perspective, linguistic theory, empirical observation, and classroom practice converge. Grice's Cooperative Principle explains *how* meaning is implied, Searle's taxonomy explains *why*, and Mulyani & Sartika's YouTube-based approach shows *how it can be taught*. Together they form a coherent model linking pragmatic theory with educational application.

The pedagogical implications are multi-layered. First, podcasts encourage critical listening. Unlike scripted audio, spontaneous dialogue requires inference. Students can be trained to spot maxim violations and infer what the speaker actually means.

Second, such content builds cross-cultural awareness. When learners compare Indonesian implicatures with English ones, they notice differences in politeness and humor, improving intercultural sensitivity.

Third, podcasts merge pronunciation and pragmatics. Following Mulyani & Sartika's (2019) success with pronunciation through YouTube videos, teachers can adapt similar materials for meaning-based tasks. For example, students may mimic tone, rhythm, and intonation while also interpreting implied meaning.

Lastly, integrating implicature analysis fosters reflective communication. Learners discuss not only how language works but why people choose certain expressions. This reflective element transforms language learning from mechanical practice to ethical awareness teaching students to communicate truthfully yet respectfully.

Both the current research and earlier digital learning studies converge on the idea that YouTube functions as a natural language laboratory. While Mulyani & Sartika (2019) focused on sound accuracy, this study emphasizes interpretive depth. Pronunciation and pragmatics, though distinct, share the same foundation: authentic exposure and contextual understanding.

Furthermore, the conversational tone of podcasts illustrates that modern learners must be able to decode multimodal cues tone, gesture, laughter to understand meaning. This supports Goh & Vandergrift's (2021) notion that listening comprehension involves both linguistic and metacognitive processes.

Thus, implicature analysis is not a purely linguistic exercise but a pedagogical strategy. By connecting language theory to digital context, it helps students learn to "listen between the lines," an essential skill for both native and second-language communication.

The interplay between humor, ethics, and persuasion in the podcast reveals that implicature shapes how society discusses morality in public. As digital spaces become new classrooms, learners exposed to such discourse can study real-time pragmatics: irony, persuasion, empathy, and cultural negotiation.

This aligns with contemporary education goals to develop not only linguistic competence but communication ethics. Understanding implicature teaches learners to interpret speech responsibly, balancing honesty and politeness.

In this sense, pragmatic analysis in YouTube podcasts merges linguistic study with moral education, turning entertainment into intellectual engagement.

Ultimately, pragmatic awareness like pronunciation accuracy can be cultivated through meaningful multimedia exposure. YouTube podcasts provide a bridge between theory and real communication, making them ideal resources for developing comprehensive communicative competence.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

This study explored the implicatures in Denny Sumargo's YouTube podcast "*Dokter Boleh Perkaya Diri, Dokter Kok Jualan? Mana Etiknya?*" and related the findings to their pedagogical potential in English learning through YouTube-based media. The analysis revealed that particularized conversational implicature is the dominant type, showing that meaning construction in spontaneous dialogue heavily depends on shared situational context and audience familiarity.

The results also showed that the maxims of quality and relation were the most frequently flouted, often used to create sarcasm, humor, and indirect criticism. Such strategies reflect Indonesian cultural tendencies toward indirectness and politeness, confirming that implicature functions not only as a linguistic phenomenon but also as a cultural and ethical tool for maintaining social harmony.

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Functionally, representative and directive implicatures dominated the podcast, indicating that speakers primarily used implicit meaning to assert opinions and influence listeners' perspectives. Expressive implicatures added emotional tone and empathy, turning rational arguments into relatable discourse.

From a pedagogical perspective, the study extends previous research especially Mulyani & Sartika (2019) by shifting focus from pronunciation to pragmatic comprehension. Both rely on authentic YouTube content as an interactive and multimodal medium for learning. Understanding implicature thus becomes a gateway for developing critical listening, cultural sensitivity, and communicative competence.

In summary, the findings confirm that:

1. Implicature plays a central role in shaping how meaning operates in public discourse.
2. Grice's and Searle's theories remain valid frameworks for analyzing digital communication.
3. YouTube podcasts serve as valuable tools for teaching not only language form but also pragmatic and ethical awareness.

By connecting linguistic theory with digital pedagogy, this research highlights the importance of authentic, context-rich media in modern English education.

### **Suggestions**

Based on the findings, the following recommendations are proposed:

1. For English Teachers: Integrate YouTube podcasts into classroom practice as authentic input for pragmatic and listening lessons. Encourage students to analyze how speakers imply, suggest, and negotiate meaning through tone and context.
2. For Students: Engage actively with YouTube content in both Indonesian and English. Try to interpret implied meanings, sarcasm, and politeness strategies, not just vocabulary or grammar.
3. For Future Researchers: Extend this study to compare implicature use in different podcast genres or across languages. Quantitative analysis could also complement qualitative findings to measure comprehension improvement through implicature-focused instruction.
4. For Curriculum Developers: Consider adding modules on pragmatic competence and digital literacy within English education programs. These will equip learners to understand communication beyond literal meaning vital in a globalized, online world.

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