The Relevance Between Image and Utterance Found in Indonesian Educational Literacy Comics

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Abstract: This research tries to analyze the relevance between the image and utterance found in Indonesian educational literacy comics. Both of them have an important role in the process of delivering messages to the readers. The data used in this study are Indonesian literacy comics that contain moral messages for the readers through stories in the form of comics. The method used in this research is the observing method and then the results are written descriptively. The theory used is the relevance theory proposed by Billy Clark (2013). The results of the analysis show that the Indonesian literacy comics used in this research are very relevant. There were metaphors used as utterances in the comics but they did not change the context of the conversation. Other data shows that the utterances conveyed by the speaker obtain an appropriate response so that the communication is in accordance with the context of the desired situation.

Keywords: *relevance, communication, speech, literacy, comic*

INTRODUCTION

Language as a communication tool has various functions. One of them is as a tool to convey information. According to Sholeh (2018), language can be used to understand the language phenomena that arise as a result of a person's point of view. So that is why in communicating, the message contained must be conveyed clearly so that it can be understood by the listener. Utterance is a form of communication that involves partners in speaking as a form of human interaction. An utterance can be meaningful if what is said by the speaker gets a relevant response from the speech partner. Pragmatics is a scientific approach which discusses the relationship of language with its contextual background. It can be said that pragmatics studies the meaning of the words based on their context. Sperber and Wilson (1995) combined the four maxims of Grice (1975) consisting maxim of quality, maxims of quantity, maxims of relevance and maxims of manner into a unified concept of relevance and then produced a new theory called the theory of relevance. Relevance theory is formed from the principle of mutual understanding that exists between the utterance and the speech partner so that finally each utterance can be considered as relevant speech. The utterance can be said to be relevant seen from the understanding between the participants in the conversation.

In sociopragmatics, relevance theory is a basic principle that describes how the communication process does not only involve encoding, transfer of ideas and transcription of messages, but also involves many other elements including context and inference. A communication can be stated relevant in the context of the conversation if the communication process contains contextual effects. The existence of a conceptual effect that is very important for the relevant characteristics so that the communication process occurs can be reached. Relevance theory in its approach to communication has two main principles that can be used as a basis, namely the existence of the cognitive principle of relevance and the principle of relevance communication. This makes communication in the study using relevance theory requires a choice between the questions given by the narrator and the answers given by the speech partners. In conversation sometimes there is a violation of the maxim of relevance but the topic of conversation still leads to the answer of the question so that the communication process can continue even though the answer given is less or irrelevant. Nurcahyo (2012) in his previous research examined the forms of speech and its implicatures found in cartoon series to see the relevance of the speech. The most common utterances found are declarative utterances with topics of leadership, corruption, and state politics. The dominating implicatures are criticism and sarcasm. Meanwhile Lisa (2016) found that the directive speech act can lead to impolite and irrelevant conversation which is influenced by the context.

Literacy comics is a new approach used in education. A learning approach using digitally accessible comics was created to increase interest in reading for all children in Indonesian. Education in the form of literacy comics contains a moral message so that it can increase the knowledge of Indonesian children. The utterances that are expressed in the form of literacy comics are interesting to study considering the purpose of the comics is to build children's characters. It must be relevant so that the message conveyed can be understood easily.

METHOD

The research method is a tool, procedure or technique used in a study (Djajasudarma, 2016: 4). This research is a qualitative research and the data used are taken from Indonesian education literacy comics. The data were collected using observational methods. The data obtained by observing the comics. The data collected is divided into two based forms, they are based on utterances and images that are relevant and utterances and images that are irrelevant. After finding the data then the data is recorded and grouped in the form of a data list and then the data is selected, classified and identified. The analysis of the data was done by applying the theory of relevance proposed by Billy Clark (2013). The result of this analysis was presented by using sentences and images.

THEORETICAL BASIS

Relevance theory is an approach that arises because of the general purpose of human understanding in communication. The process of human cognition is emphasized to achieve the cognitive effects that occur from efforts in obtaining information through communication. Communicating has a purpose to confirm someone's opinion so that communication can function properly to convey the desired information relevantly. Relevance theory is the vision of Grice's maxims (1975) on a number of fundamental issues on the assumption that communication requires the ability to attribute mental states to others. Relevance theory claims that the more cognitive effects a stimulus has, the communication is more relevant. The concept of relevance itself is a measure of a conversation with the premise of communication as the basis for cognitive similarity between speakers and speech partners (Sperber and Wilson, 1995). Relevance as formulated leads to the formation of intensive communication, namely communication with a guarantee of optimal relevance with the understanding of the speaker and speech partner towards a conversation. The role of the speech partner in a conversation is very important in creating relevant communication so that in the end it can build the desired contextual effect.

Relevance Theory

Relevance theory is a theory that is closely related to communication as expressed by Sperber and Wilson (1995: 158) where every action in activities involving intensive communication has a goal of providing an optimal image and relevance. Relevance theory directs the speaker to identify the speaker's intent in two ways, namely; (1) implies the premise by formulating a hypothesis that is in accordance with the contextual assumption in question and (2) the implied conclusion is to formulate a hypothesis that is in accordance with the intended contextual implications.

Relevance and Cognitive

Relevance theory is very closely related to a person's cognitive effects as an effort to process messages. Relevance theory defines the cognitive effect that exists on an individual as an adjustment to the way a person acts. Relevance theory claims that the more cognitive effects a stimulus has, the more relevant it is. An example of mapping cognitive effects and relevance can be seen as follows;

a. *Aku bisa melihat harimau di kebun binatang.*
b. *Ketika saya melihat keluar, saya dapat melihat seekor harimau di kebun.*

The assumption of the two sentences above is that it can be seen that the *harimau* is the main topic in the conversation. Sentence (a) shows a relevant stimulus by providing complete information and is easy to understand. While sentence (b) obtains additional words to obtain a similar effect, but the choice of words used requires a deeper cognitive process in order to understand the meaning of the speech. Cognitive process is a process in obtaining information. Fodor (1974) made a huge impact in cognitive science and language through the "Language Thought" hypothesis.

Relevance and Communication

There are several descriptions related to communication. According to Sperber and Wilson (1995), theories that include the study of communication are code theory and inferential theory. Another thing that needs to be considered in communication is to apply the relevance theory namely the identification of unnatural meanings. The type of communication that is in line with relevance theory is ostensive-inferential. From the point of view of the speaking partner, the ostensive role is to attract the attention of the speaking partner with the aim of showing something to the speaking partner. In communication there is a form of speech. Speech is an expression that serves to describe the form of a sentence linguistically (Nababan, 1987: 23). Meanwhile Alwi (2003: 352) categorizes sentence forms into four, namely declarative sentences, interrogative sentences, command sentences, and exclamation sentences. Declarative sentences are used by the speaker to convey statements whose contents are in the form of information or news. The interrogative sentence contains asking the other person to give an answer orally to the speech conveyed. Command sentence is a form of speech that asks for a response in the form of actions from the speaking partner. An exclamation sentence is the realization of an emotion that appears suddenly by using a high tone voice.

Explicature and Implicature

Implicature is a component of meaning expressed by speakers which is part of the intended aspect without being what is stated. Grice (1975) distinguishes implicature into two types, namely conventional implicature. Conventional implicature leads to implicatures that are obtained directly from the meaning of the word, while non-conventional implicatures are pragmatic implications that are implied from a conversation. Implicature theory can be used to understand speech that has various forms and sometimes is not easy to understand because it involves many elements. It may have language elements or the outside elements of language which refers to context and situation.

DISCUSSION

Sociopragmatic is related to the concept of relevance in terms of relationship while studying the meaning of words contained in an utterance that is in line with the social concept. The thing that is becoming a concern in this study is the selection of implicatures that are in accordance with the concept of relevance while still paying attention to the explication of the utterance. The following is an analysis of the images and utterances found in Indonesian literacy comics using sociopragmatics approach and the relevance theory of Sperber and Wilson (1995).

Data 1 : Literacy Comics – *Sebuah Kisah di Jalan Raya*

The utterances contained in the literacy comics in data 1 show that the speech between speaker and the speech partner is not appropriate or relevant. It can be seen from the context of the speech that the old lady's statement "*Tidak apa-apa... toh selama ini baik-baik saja…*" which means driving without a helmet is not a problem because it has been fine so far. Those phrases got a response from the old man by saying "*Tenang saja… aku adalah pengemudi motor yang handal. Mereka aman di tanganku.*" which means that the old man is a reliable motorcycle driver so they do not need to be worried because they are in good hands. The utterance "*Mereka aman di tanganku*" causes confusion because the context contained may not be guessed by the listener only from the fragment of the conversation. The communication in this literacy comic can be understood as a whole if the reader

reads this comic from the beginning. The form of the speech in this literacy comic is a form of declarative sentence.

Data 2 : Literacy Comics – *Kebiasaan Mampu Mengubah Takdir*

The utterance in data 2 shows that there is relevance in the conversation by involving the speaker and speech partner. The form of speech in literacy comics *Kebiasaan Mampu Mengubah Takdir* has a high level of relevance. In the context of providing educational messages, literacy comics indeed need the relevance concept. In the conversation, Bondan was seen saying *"Hei, Amin! Kau sudah merebut semua pelangganku!"* which was then answered by Amin as the speaking partner *"Maaf, tapi saya tidak pernah merebut pelangganmu. Saya hanya berjualan biasa seperti yang semua orang lakukan."* The answer given by Amin is in the same context as the question given by Bondan so that the communication runs well and gets appropriate feedback. It also shows that the cognitive function works well when the answer obtained is quite relevant as the result. In th"is data, there are two types of utterances found. They are in the form of exclamations expressed by Bondan in the phrase *"Hei, Amin!"* and the other is in the form of declarative sentences used to provide statements and information related to the defense of the allegation given by Bondan.

Data 3 : Literacy Comics – *Ancaman Kencing Tikus*

Data 3 shows that the fragment of the conversation contained in the literacy comic *Ancaman Kencing Tikus.* Through the conversation, it can be seen that the conversation has the same context and situation. When a lady in the picture asks the man who is seen in the picture wearing a hat and carrying equipment for farming, then the lady as a speaker asks *"Pagi-pagi sudah mau berangkat ke sawah ya pak?"* and answered by the man as the speech partner *"Selamat pagi, Bu Siti, Iya nih, Saya tidak mau terlambat menanam padi"* is the right answer to the question asked. The accuracy of this answer makes the conversation relevant by involving cognitive mapping in communication. The relevant answer builds a context for the situation where the conversation shows two people who are active in the morning to go to the fields and one of them has the goal of not being late in planting rice so that they have to leave early. In this comic, the utterances consist of the interrogative sentence *"Pagi-pagi sudah*

mau berangkat ke sawah ya pak?" so that the utterance requires an answer from the speaking partner. By doing an analysis of literacy comics, it can be seen that an utterance cannot be simply stated as relevant speech or irrelevant speech because each utterance allows for various answers as well as previous experiences so that it reaches the stage of speech communication that occurred at that time. The conversation contained in literacy comics have participants in which each participant in the comics is made to have an utterance that leads to intensive communication or answers from speech partners so that relevant communication can be created. The utterances made in literacy comics to support the education of Indonesian children in the learning process have been made very relevant because they have shown a contextual effect as the main requirement of relevance theory.

CONCLUSION

Images and utterances in literacy comics have a very important role in the process of transferring information so that it can be understood by the readers, in this case Indonesian children who generally do not have enough ability to understand a message in a book or story. The message to be conveyed through literacy comics must be made as relevant as possible considering the main purpose of literacy comics to convey moral messages. By looking at the image in the comic, it can be easier for the reader to interpret the message. From the three analyzed data, it can be concluded that these three comics have a very good level of relevance although in data 1, the use of metaphors is inserted in the comics but still does not change the context of the conversation. Other data shows that what is conveyed by the speaker obtains an appropriate response from the speech partner so that the communication process runs smoothly with the appropriate context of the situation formed from the relevant conversation.

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