

The Impacts of Conversational Implicature to Characterization of Miss Peregrine in "Miss Peregrine's Home for Peculiar Children" Movie

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ABSTRACT

Conversational implicature is a pragmatic phenomenon in which speakers convey implicit meanings that can only be interpreted through context, shared knowledge, and situational understanding. In movie dialogue, conversational implicature functions as a linguistic device for character development. This study aims to examine the impact of conversational implicature on Miss Peregrine's characterization in "Miss Peregrine's Home for Peculiar Children" movie. Using a qualitative method, this study analyses Miss Peregrine's utterances containing conversational implicature as the research data. The analysis based on Grice's (1945) theory of conversational implicature and Zhang's (2025) theory of characterization, which encompasses the aspects of identity, attitude and evaluation, social relations, and power. The findings indicate that conversational implicature plays a significant role in portraying Miss Peregrine as a wise, protective, strategic, nurturing, and authoritative character. Miss Peregrine's regulates circumstances, upholds her authority, maintains the group's emotional stability, and builds social relationship with the peculiar children by using ambiguity, indirect utterances, and information restriction. The results reveal that the aspect of power is the most dominant in Miss Peregrine's Peregrine characterization. Therefore, this study highlights that conversational implicature not only functions as a strategy for conveying implicit meanings but also acts as a linguistic mechanism that contributes to character development in movie dialogue.

ARTICLE HISTORY

Published June 22th 2026



KEYWORDS

Characterization, Conversational Implicature, Movie Dialogue.

ARTICLE LICENCE

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1. Introduction

In daily communication, speakers do not always express their intentions explicitly. Instead, they often convey meanings indirectly, requiring listeners to infer the intended message from the context (Reza et al., 2025; Su & Zhang, 2025, Zeying, 2024). This phenomenon may lead to multiple interpretations, particularly when the implied meaning differs from the literal meaning of an utterance (Hossain, 2021). In movie dialogues, indirect communication is frequently employed not only to convey information, but also to reveal characters personalities, intentions, emotions, and social positions. Therefore, understanding how implicatures function in dialogues is essential for examining character portrayal in cinematic works (Alharbi and Shet, 2023; Simaremare & Herman, 2020; Hidayat et al., 2023; Dalyan et al., 2022).

Movie characters frequently communicate through indirect utterances whose meanings cannot be understood solely from the literal interpretation of the words spoken Pramadicha et al., 2025; Efizahane & Afriana, 2022; Chen & Zhang, 2020). That also supported by Hu et al. (2024) and Sudrajat et al. (2024), who explain that such utterances often contain implicatures that require contextual interpretation and may contribute to the audience's understanding of the characters personality, attitudes, relationships, and authority. However, Ayiz et al. (2025) asserts that the role of conversational implicature in constructing characterization remains an important area of investigation, particularly in movies where characters rely heavily on indirect communication to influence others and manage social interactions.

One movie that demonstrates conversational implicature is Miss Peregrine's Home for Peculiar Children (2016). It combines aspects of life values, emotional expression, and communication into one story. This movie not only has strong life values and emotion, but also the characters in this movie have different identities and psychological states, yet the utterances often convey meanings that are not directly stated (Yusrina, 2022; Bajerová, 2025; Irmayani et al., 2024). This

is aligned with Grice's (1975) theory of conversational implicature, which explains that the context of the situation, the relationship between the speaker and the listener, and the communication goal all influence implied meaning.

In this movie, Miss Peregrine portrayed as a firm, protective, and cautious leader of the particular children (Bajerová, 2025). According to Chang (2022) the children's utterances are intimately associated with identity, control, and protection since they live in a solitary and unstable protective zone. Moreover, Miss peregrine frequently delays the truth, limits communication, or employs implicit communication in order to protect the psychological and physical safety of the children of peculiars.

Furthermore, conversational implicature is intimately related to characterization because implied meaning in dialogue can reflect a character's Identity, attitude and evaluation, social relations, and power (Zhang, 2025; Abbas et al., 2023; Puspita et al., 2026). According to Zhang (2025), language in dialogue functions not only as a communication tool but also as a means of constructing character representation through linguistic choices and communicative behavior.

Many studies have examined conversational implicature. First, research conducted by Sarsono et al. (2025) entitled "A Conversational Implicature Analysis in the Movie 'Bird Box' Directed by Susanne Bier." This study focused on analyzing the types of conversational implicatures and contextual meanings that emerge in the dialogues of the main characters in the film Bird Box using Grice's theory. The study employed a qualitative method. Additionally, this study explains how violations of the cooperative principle or maxim violations give rise to implicit meanings in conversations between characters. The study by Sarsono et al. (2025) shares similarities with this research as both utilize Grice's conversational implicature theory and analyze dialogues in movie. However, that study focuses more on identifying types of implicatures and the contextual meaning of conversations without delving deeply into the influence of conversational implicatures on characterization.

Second, research conducted by Zeying (2024) entitled "Analysis of Conversational Implicature in Friends from the Perspective of Grice's Cooperative Principles." This study examines conversational implicature in the television series Friends using Grice's Cooperative Principles as the primary analytical framework. The study employed both qualitative and quantitative methods to analyze dialogues that violate Grice's four maxims: the maxims of quantity, quality, relation, and manner. The findings revealed that violations of the Cooperative Principle generate various implicit meanings that serve to create humour, maintain politeness, convey sarcasm, and clarify relationships between characters. Furthermore, this study also explains that maxim violations can help viewers understand the plot and character development more deeply. The similarity between that study and this one lies in the use of conversational implicature theory to analyse dialogues in films or series. However, Zeying's (2024) study focuses more on maxim violations and conversational implicatures as pragmatic communication strategies, rather than on how those implicatures specifically shape the characterization of particular characters.

Third, research by Chen and Zhang (2020). entitled "A Study of Conversational Implicature in the Movie "Flipped" Based on the Cooperative Principle and the Politeness Principle." This study analyzes the dialogue in the film Flipped using Grice's Cooperative Principle and Leech's Politeness Principle. The main focus of this study is how the characters in the film violate the Cooperative Principle and how the Politeness Principle is used to soften communication, thereby producing conversational implicature. The results of the study indicate that various maxim violations, such as violations of quantity, quality, relation, and manner are employed to convey indirect meaning, maintain politeness, and illustrate social relationships among the characters. This study also demonstrates that conversational implicature helps the audience understand the characters' personalities and behaviors in the film. The similarity between that study and this one lies in the use of conversational implicature and the Cooperative Principle in the analysis of film dialogue. However, Chen and Zhang's (2020) study focuses more on the relationship between the Cooperative Principle and the Politeness Principle in generating implicature, whereas this study specifically focuses on the impact of conversational implicature on the characterization of Miss Peregrine.

Most previous studies have only focused on types of implicatures and forms of maxim violations, and have analyzed the conversational implicature and implied meaning of the character in the movie, ignoring the analysis of the conversational implicature impact on the characterization. In addition, this study aims to fill that gap by conducting a more in-depth examination of the conversational implicature which impacts the characterization. Thus, the objective of this study is to identify how does the conversational implicature impact Miss Peregrine's characterization in "Miss Peregrine's Home for Peculiar Children" Movie.

This is interesting to study because, through conversational implicatures, researchers can understand how Miss Peregrine builds her character and authority through her use of language. Therefore, research on conversational

implicatures in Miss Peregrine's dialogue is important to know how implied meaning can make impacts on the characterization

According to Grice (1975), conversational implicature arises when speakers convey meaning indirectly, requiring listeners to interpret the implied meaning based on context and cooperative assumptions. Conversational implicature essentially depends on the interaction between participants. This presupposes the presence of at least two or more participants namely, a speaker and a listener.

Regarding characterization, Zhang (2025) identifies four aspects represented through language use in dialogue: identity, attitude and evaluation, social relations, and power. Identity reflects how character present themselves through language and communication style. Attitude and evaluation indicate emotional expressions and judgments. Social relations reveal interpersonal dynamics between the character. While power, reflects authority and control within interactions. Therefore, conversational implicature become relevant in revealing how characters are indirectly constructed through implied meaning in dialogue.

2. Methodology

This study uses qualitative method by Miles, Huberman, & Saldaña (2014). This method was chosen because the results of the analysis is descriptive forms using words rather than numerical data. In addition, this analysis draws on the theory to ensuring that researcher's interpretations are not purely subjective.

The object of this study is the movie *Miss Peregrine's Home for Peculiar Children* (2016). This movie was chosen because this characters in this movie have different identities and psychological states, the utterances often convey meanings that are not directly stated.

The study only focuses on Miss Peregrine's dialogues. Miss Peregrine was chosen as the focus of this study, because as the leader and protector of peculiar children, she often uses utterances that are rich in implicit meaning, which are relevant to the research objectives.

This study used a documentation technique to collect the data taken from the movie *Miss Peregrine's Home for Peculiar Children* (2016). There are some procedures to collect the data: 1) Find "*Miss Peregrine's Home for Peculiar Children*" Movie on Netflix, 2) Watches the whole movie a few times, 3) Double-checks the subtitles by rewatching and listening, while checking the subtitles carefully to ensure nothing is missed and to ensure accuracy, 4) Takes notes on Miss Peregrine's utterances that contains implicature, and 5) Classify the data based on the research questions to know how does the conversational implicature impact Miss Peregrine's characterization.

The data analysis technique in this study uses a qualitative data analysis model proposed by Miles, Huberman, & Saldaña (2014). They are explained that there are three steps of data analysis technique. Namely data condensation, data display, and drawing and verifying conclusions.

1. Data Condensation: the researcher reduced the original data (all dialogue other than Miss Peregrine's dialogue), to selected data (Miss Peregrine's dialogue that contains conversational implicatures). In addition, the researcher also sees the context and situation and the interlocutor's response.

2. Data Display: the data are presented in the form of an analysis table that contains: Miss Peregrine's utterances, context & situation, characterization insights, character traits.

3. Drawing and Verifying Conclusions: the researcher made conclusions from the analyzed data based on the theory that was used and interpreted the findings.

3. Results and Discussion

3.1 Result

The analysis was conducted using Grice's (1975) theory of conversational implicatures and Zhang's (2025) theory of characterization. Based on the research results, 12 utterances containing conversational implicatures were identified.

Zhang (2025) explains that characterization in dialogue can be represented through four aspects: identity, attitude and evaluation, social relations, and power. These four aspects were found in Miss Peregrine's dialogue in *Miss Peregrine's Home for Peculiar Children* (2016) movie, through the use conversational implicatures. Table 1 presents the example of the data that shows Miss Peregrine's dialogue contains conversational implicature and character traits.

Table 1. Characterization (Utterances and Character Traits)

| No. | Utterances | Character Traits |
|-----|---|---|
| 1 | Miss Peregrine: "That'll do. Thank you, Olive. Nobody enjoys over-boiled tea. " (Datum 1) | Attitude and Evaluation: <i>polite, caring</i> Power: <i>regulative</i> |
| 2 | Miss Peregrine: "I'm sorry for your loss, Jake." Jake: "You know, then." Miss Peregrine: " I know if Abe were alive, he would have told me you were coming. " (Datum 2) | Identity: <i>wise, knowledgeable</i> Attitude and Evaluation: <i>empathetic, caring</i> |
| 3 | Jake: "Before he died, he told me to find you. There was something he wanted me to know. He said you could explain everything." Miss Peregrine: "That's absolutely true. There are very things I can't explain. " (Datum 3) | Identity: <i>wise, knowledgeable, strategic</i> Power: <i>controlling, authoritative</i> |
| 4 | Miss Peregrine: "Hence, we live in places like this." Jake: "In Wales?" Miss Peregrine: " Anywhere will do if you pick the right day. " (Datum 4) | Identity: <i>wise, strategic</i> Power: <i>controlling, authoritative</i> |
| 5 | Miss Peregrine: "That's why we Ymbrynes are charged with the care of the young." Jake: "And no one gets older?" Miss Peregrine: " It's best for everyone this way. " (Datum 5) | Attitude and Evaluation: <i>protective, serious, wise</i> Power: <i>controlling, authoritative</i> |
| 6 | Fiona: "Miss Peregrine, there's a policeman at the door. He says it's about the pub." Miss Peregrine: " We'll discuss this later, Emma. " Jake: "It wasn't their fault. Honestly. They were just trying to help." (Datum 6) | Attitude and Evaluation: <i>serious, firm</i> Power: <i>controlling, authoritative</i> |
| 7 | Millard: "Hei! What are you doing?" Miss Peregrine: "Millard, go and put some clothes on. Polite persons do not take their supper in the nude. " (Datum 7) | Attitude and Evaluation: <i>polite, firm</i> Social Relations: <i>Nurturing, maternal</i> |
| 8 | Olive: "You can sit here, Jake." Horace: "Look at Enoch. He's jealous." | Attitude and Evaluation: <i>polite, firm</i> Power: <i>controlling, authoritative</i> |

| | | |
|----|---|---|
| | <p>Enoch: "Why would I be jealous? Olive can go marry Jake, for all I care."</p> <p>Fiona: "Don't be mean, Enoch. She doesn't want to. She's just excited to have a visitor."</p> <p>Miss Peregrine: "Nobody is marrying anybody. Now, eat up your food before it gets cold."</p> <p>(Datum 8)</p> | |
| 9 | <p>Miss Peregrine: I'm sorry, children. We can't remain here.</p> <p>Enoch: "What?"</p> <p>Miss Peregrine: "We'll leave on the first ferry off the island tomorrow. Pack anything of Importance. Then, it's sandwiches and early to bed."</p> <p>(Datum 9)</p> | <p>Attitude and Evaluation: <i>protective</i></p> <p>Power: <i>controlling, authoritative</i></p> |
| 10 | <p>Mr. Barron: "Children!"</p> <p>Miss Peregrine: "Shush! No one tells my children what to do! Children, come down here, please."</p> <p>Mr Barron: "Miss Peregrine."</p> <p>Miss Peregrine: "I thought I told you to be quiet."</p> <p>(Datum 10)</p> | <p>Attitude and Evaluation: <i>firm, serious</i></p> <p>Power: <i>dominant, authoritative</i></p> |
| 11 | <p>Miss Peregrine: Children, for Jake's safety, we're going to do Mr. Barron asks. He wishes me to take me with him to his rendezvous in Blackpool. So, for his protection, He'd like me to assume bird form, preferably caged.</p> <p>(Datum 11)</p> | <p>Identity: <i>wise</i></p> <p>Attitude and Evaluation: <i>protective, cautious.</i></p> <p>Power: <i>strategic, controlling</i></p> |
| 12 | <p>Enoch: "You're sacrificing yourself and all of us for Jake?"</p> <p>Miss Peregrine: "Mr. Barron travels with a Hollow, Enoch. Once it arrives here, we're all dead."</p> <p>(Datum 12)</p> | <p>Identity: <i>rational, responsible, knowledgeable</i></p> <p>Power: <i>authoritative</i></p> |

Table 1 provides an overview of the findings of the study. The analysis identified twelve utterances containing conversational implicatures that contribute to the construction of Miss Peregrine's characterization. These implicatures represent four aspects of characterization proposed by Zhang (2025), namely identity, attitude and evaluation, social relations, and power.

3.1.1 Identity

The research findings indicate that conversational implicature contributes to shaping Miss Peregrine's identity as a wise, knowledgeable, strategic, rational, and responsible figure.

In Datum 2, Miss Peregrine's replies, "I know if Abe were alive, he would have told me you were coming." Her responds to Jake's sadness over Abe's (Jake's grandfather) death in a calm and controlled manner. She only shares the specifics she thinks are essential, rather than going into detail about her relationship with Abe (Jake's Grandfather).

In Datum 3, Jake is hoping Miss Peregrine will reveal the secrets of Abe's (Jake Grandfather) message. But, Miss Peregrine responds, "That's absolutely true. There are some things I can't explain." She first affirms Jake's claim before

restricting her own explanation, making this statement seem ambiguous. The conversational implicature that Miss Peregrine genuinely knows more than she shares is created by this ambiguity.

In Datum 4, Miss Peregrine again gives an ambiguous answer when Jake asks about the location of the loop: "In Wales?" She replies, "Anywhere will do if you pick the right day." Actually, this answer does not provide a clear location. However, the implied meaning leads Jake to understand that the most important factor is not the place, but the time. From this ambiguity, Miss Peregrine gradually guides Jake's understanding without directly explaining the concept of the time loop. This indirect speech allows Miss Peregrine to control both the information conveyed and Jake's interpretation of it. Therefore, the conversational implicature strengthens her identity as a wise, knowledgeable, and strategic figure, as she selectively reveals information to maintain authority and preserve control over knowledge.

In Datum 5, without going into further detail about the time loop system, Miss Peregrine said, "It's best for everyone this way." It is implied that there are some reasons that cannot be openly disclosed by the ambiguous statement, which provides little explanation. This lack of directness suggests an attempt to restrict communication in order to keep things stable. As a result, Miss Peregrine is portrayed in this implicature as a smart person who uses her knowledge to protect others.

In Datum 11, The risky situation involving Mr. Barron is explained by what she said, "He'd like me to assume bird form, preferably caged," without explicitly stating the threat. In order to prevent the children from concerned, she decides to speak in more subtle and controlled manner. This strategy suggests that the situation is significantly more serious than what is explicitly stated. Through this control of information, Miss Peregrine is presented as a strategic, wise figure, capable of maintaining the group's emotional stability in a crisis and dangerous situation.

Furthermore, in datum 12, Miss Peregrine said to Enoch, "Mr. Barron travels with a Hollow, Enoch. Once it arrives here, we're all dead." Conversational implicatures further establish Miss Peregrine's identity as a rational, responsible, and knowledgeable figure. She conveys information locally and carefully in situations requiring for fast decision-making, which results in implicatures that show her capacity for reason and her sense of responsibility for group's safety.

Miss Peregrine frequently manages the information flow and avoids explicit explanations. She tends to guide her interlocutors to infer meaning from the conversational context. By using communication technique, she presents herself as a figure who holds authority over knowledge and controls how information is conveyed to others.

3.1.2 Attitude and Evaluation

The results of this research indicate that conversational implicature contributes to shaping Miss Peregrine's attitudes and evaluations of others. This is evident from the following findings.

In Datum 1, Miss Peregrine said, "That'll do. Thank you, Olive. Nobody likes over-boiled tea." Without giving Olive a clear rebuke, this utterance subtly tells Olive to stop what she is doing. Miss Peregrine corrects behavior in a delicate and non-confrontational manner, according to the implicit meaning. This strategy reflects a polite and caring character, as she is careful not to hurt the interlocutor's feelings when offering corrections.

In Datum 2, Miss Peregrine shows empathy and care for Jake, who grieving, by saying, "I know if Abe were alive, he would have told me you were coming." The implicature of her response demonstrates emotional concern and an attempt to console Jake, even though she does not explicitly express her feelings. This indirectness shows that regulated and implicit utterance can be used to express compassion

Furthermore, Datum 5 reveals protective and serious traits when Miss Peregrine avoids giving a detailed explanation of the time loop system. The utterance "It's best for everyone this way" implies that there are certain risks or dangers that are deliberately left unexplained in order to protect others. Thus, withholding information serves as a form of emotional protection.

In Datum 6, Miss Peregrine said, "We'll discuss this later, Emma," when the situation was tense due to the arrival of the police. This utterance implicitly indicates that the circumstances at that moment did not allow for further discussion. This lack of continuity represents a serious and firm character, as she prioritized controlling the situation over a spontaneous emotional response.

Likewise, in Datums 7 and 8, Miss Peregrine uses implicature to maintain discipline and social order without exaggerating the conflict. In Datum 7, the utterance "Polite persons do not take their supper in the nude," she reprimands Millard regarding the norms of dressing for dinner through utterances that sound polite yet firm. Meanwhile, in Datum 8,

the utterance “Nobody is marrying anybody. Now, eat up your food before it gets cold,” she stops the children’s argument through brief and direct instructions. In both data, conversational implicature reflects a character who is both polite and firm.

In Datum 9, the utterance “Then, it’s sandwiches and early to bed.” Miss Peregrine instructs the children to leave the island without explaining the details of the threat at hand so as not to make the children panic. The implicature of her utterance suggests that the situation is actually an emergency, but she deliberately conveys the information calmly so that the children do not panic. This communication strategy reflects her protective nature, as she provides protection not only physically but also emotionally.

Meanwhile, in datum 11, the utterance “He’d like me to assume bird form, preferably caged,” was taken in under pressure due to a threat against Jake. As the leader, Miss Peregrine communicated the decision on safety grounds without directly revealing the nature of the threat. The relationship remained hierarchical to protect the children’s psychological well-being. It reveals protective and cautious traits when Miss Peregrine conceals the true extent of the danger from the children. The indirectness of the speech generates the implicature that there is a serious threat that cannot be stated directly. Thus, the implicature is used as a strategy to maintain the group’s emotional and psychological stability.

The above findings show that through indirect speech, Miss Peregrine consistently portrays herself as polite, caring, empathetic, protective, serious, firm, and cautious. The use of implicature allows Miss Peregrine to maintain the group’s emotional stability without having to express emotions explicitly. As explained by Zhang (2025), attitudes and evaluations indicate emotional expressions and judgments. Thus, implicature functions as a pragmatic strategy to maintain social order and provide emotional protection.

3.1.3 Social Relations

The results of the research show that conversational implicature contributes to representing Miss Peregrine’s social relationships with the peculiar children. Zhang’s (2025) claims that social relations reveal interpersonal dynamics. Through indirect utterances, Miss Peregrine is positioned not only as the group leader but also as a nurturing maternal figure. The implicatures emerging in the conversation indicate the existence of interpersonal relationships built through the teaching of social norms, emotional care, and psychological closeness.

In Datum 7, Miss Peregrine said, “Polite persons do not eat their supper in the nude.” In addition to subtly correcting Millard’s behaviors, this utterance also teaches norms of politeness in social life. The indirect nature of the utterance makes the correction sound more subtle and educational.

Miss peregrine is shown in this implicature as a maternal figure who upholds order while teaching the children on social and moral values. As a result, conversational implicature serves as a communication technique to uphold interpersonal closeness and build nurturing relationships within the group.

3.1.4 Power

The results of this research show that conversational implicature plays a dominant role in representing the aspect of power in the character of Miss Peregrine. Through implicit communication, she maintains authority, controls information, regulates group behaviour, and manages critical situations. This supported with Zhang’s (2025) explanation that power reflects authority and control within interactions.

In Datum 1, Olive is preparing tea for Jake, then Miss Peregrine responds Olive’s actions. “That’ll do. Thank you, Olive. Nobody enjoys over-boiled tea.” Without coitizing Olive directly, she gently prevents her from letting the tea boil for too long. The power dynamic between Miss Peregrine and the children is still evident despite the relaxed situation. Even though not expressed as direct command, the implicature of Miss Peregrine’s utterance leads Olive to stop her action immediately. This illustrates how implicit communication can be employed to regulate behavior effectively while preserving authority. By influencing Olive’s actions without issuing an explicit order, Miss Peregrine demonstrates her ability to exercise social control through indirect conversation.

Miss Peregrine exercises control over information to maintain her authority in Data 3 and 4. Rather than providing Jake with direct explanation, she responds in ways that are ambiguous and indirect. “There are very things I can’t explain,” her seemingly contradictory and unclear response indicates a deliberate effort to regulate the information she discloses. By neither fully confirming nor denying the issue, she retains control over the conversation and reinforces her authority. Similarly, in Datum 4, through the utterance ‘Anywhere will do if you pick the right day,’ Miss Peregrine guides Jake’s understanding gradually instead of offering a straightforward explanation. This interaction asserts her role as a gatekeeper

of knowledge, selectively managing access to information rather than revealing it openly. The implicature indicate that she possesses grater knowledge than her interlocutor but intentionally restricts its disclosure. Consequently, this communicative strategy reinforces her position as an authoritative figure who controls both knowledge and the direction of the conversation.

Furthermore, Datum 5 demonstrates that withholding information is also used as a means of controlling the situation. When Miss Peregrine says, "It's best for everyone this way," It happens when Jake asks Miss Peregrine about the time loop system and discovers that, when using it, none of the Peculiar's age. Jake sought a logical explanation. Miss Peregrine, who knew the system better, chose not to provide a detailed explanation and instead gave a normative answer. She implicitly shuts down any possibility of further discussion regarding the time loop. This utterance carries the implication that the decision made is not open to debate. Thus, the implication is used to maintain authority while controlling the group's response.

In Datum 6, Fiona told Miss Peregrine that the police had come to their house. The previous incident happened because of to save Jake. Emma, Olive, and some of the Peculiars had damaged some property and set fire to the village pub. So, Miss Peregrine postpones the discussion with Emma when the situation becomes tense due to the arrival of the police. The utterance "We'll discuss this later, Emma" implicitly indicates that she has full control over when and how information will be discussed. This discontinuity demonstrates that situation control is achieved through structured communication management.

In Datum 8, Miss Peregrine puts an end to the children's argument during dinner by saying, "Nobody is marrying anybody. Now, eat up your food before it gets cold." This brief instruction implies that minor conflicts should not disrupt the group's order. Through her firm and direct statement that gets straight to the heart of the matter, Miss Peregrine maintains social control without prolonging interpersonal conflicts.

In Datum 9, Miss Peregrine said, "Then, it's sandwiches and early to bed." The power aspect is clearly reflected in her response during an emergency situation. Instead of providing a detailed explanation of the threat, she focuses on directing the children's behavior through immediate instructions. The implicature suggests that the circumstances are sufficiently serious to require unquestioned obedience. The indirect yet authoritative communication demonstrates her ability to exercise control, regulate the actions of others, and maintain order during a crisis. Therefore, the utterance strengthen Miss Peregrine's characterization as a leader whose authority leaves little room for negotiation when urgent action is required.

In Datum 10, the conversation between Miss Peregrine and Mr. Barron represents the strongest manifestation of power aspect. Through the utterance "I thought I told you to be quiet." Miss Peregrine implicitly highlights her authority and emphasizes her control over the peculiar children. Despite its direct and confrontational form, the utterance brings an implicature of dominance and a refusal to accept external control. This interaction reinforces her dominant position in the conflict and her ability to challenge opposing authority. Therefore, the conversational implicature in this datum reinforces Miss Peregrine's characterization as a dominant and authoritative leader, further supporting the finding that power is the most dominant aspect represented throughout the data.

In Datum 11, Miss Peregrine said, "He'd like me to assume bird form, preferably caged." The power aspect is reflected in her ability to control information rather than through explicit authority. Instead of fully explaining the threat, she indirectly conveys the seriousness of the situation while simultaneously making decisions concerning Jake's safety. The implicature indicates that there is a significant danger that must be managed carefully, yet she deliberately limits the information available to her interlocutors. This strategy enables her to maintain authority, regulate the group's emotional reactions, and control how the situation is understood. Therefore, the conversational implicature reinforces Miss Peregrine's characterization as a leader who exercises power through knowledge management and strategic communication.

In datum 12, Miss Peregrine said, "Mr. Barron travels with a Hollow, Enoch. Once it arrives here, we're all dead." This utterance occurs after Enoch questions Miss Peregrine's risky decision, reflecting the tension and imminent danger faced by the group. In response, Miss Peregrine provides essential information about the threat in a calm and carefully considered manner. Rather than reacting emotionally, she communicates the seriousness of the situation while maintaining control over the conversation. The conversational implicature highlights her authority as a leader who is capable of making rational and measured decisions under pressure. Furthermore, it suggests that she bears full responsibility for the group's safety and possesses the legitimate authority to determine the actions necessary to address the crisis. Consequently, this utterance reinforces her characterization as a responsible, rational, and authoritative

The use of implicature allows Miss Peregrine to maintain power without always resorting to explicit commands or direct confrontation. Therefore, implicature functions as a linguistic strategy for maintaining social control and authority.

3.2. Discussion

The results of this research indicate that conversational implicatures play a significant role in shaping the characterization of Miss Peregrine throughout *Miss Peregrine's Home for Peculiar Children* (2016) Movie.

Conversational implicature, according to Grice (1975), are occurrences in communication where a speaker delivers information indirectly and listener must interpret the suggested meaning based on cooperative assumptions and context. In essence, conversational implicatures rely on how participants connect with one another. This presupposes the presence of at least two or more participants, the speakers and the listeners. According to Zhang (2025), language serves as a tool for communication as well as a representation of identity, attitude and evaluation, social relations, and power. In this study, the indirect utterance used by Miss Peregrine consistently portrays her as a wise, protective, strategic, nurturing, and authoritative figure.

In the aspect of identity, The research findings show that conversational implicature preserves Miss Peregrine's character as a wise, knowledgeable, and strategic figure. The interlocutor is forced to infer meaning from the conversational context due to the indirectness of speech, ambiguous responses, and information withholding. By using this strategy, Miss Peregrine is positioned as the interaction's knowledge authority. This result validates Zhang's (2025) claim that a character's identity and social position within a conversation can be represented through language choices. In this context, conversational implicature not only generates implicit meaning but also constructs the character's intellectual and wise image.

That also aligns with Aziy et al. (2025) which states that conversational implicatures in movie dialogue can be used to construct identity and demonstrate the authority through indirect communication strategies. In this research, implicatures allow characters to maintain control over situations and interpersonal relationships without having to use fully explicit statements.

Furthermore, the results of this research reveal that conversational implicature contributes significantly to the construction of attitude and evaluations in Miss Peregrine's characterization. Through indirect communication, she seeks to maintain emotional stability within the group, reduce panic, and shield the peculiar children from psychological distress. This communicative strategy suggests that her concern extends beyond physical protection to the management of the children's emotional well-being. Therefore, the use of conversational implicature reinforces her characterization as a caring, protective, and emotionally responsible leader. This finding supports the arguments of Kim et al. and Curiel and DeLuca, who contend that pragmatic language reflects speakers' emotional attitudes and interpersonal goals.

In the aspect of social relations, conversational implicature can help build a nurturing relationship between Miss Peregrine and the peculiar children. Behavioural correction and the teaching of social norms are carried out through subtle and educational speech acts, thereby maintaining interpersonal relationships. This finding supports Zhang's (2025) theory that dialogue serves as a space for the formation of social relationships through specific language choices and communication strategies. In this research, too, implicature allows Miss Peregrine to maintain her position as a maternal figure without losing her authority as the group's leader.

Also, research conducted by Yunus et al. (2024) found that conversational implicature in movie dialogue serves to maintain social harmony, convey corrections subtly, and maintain interpersonal relationships without creating direct conflict. In this research, indirect utterances are used by characters to maintain politeness and emotional closeness in social interactions. This is similar to the way Miss Peregrine reprimands, directs, and disciplines children without using aggressive or confrontational utterance.

Meanwhile, the aspect of power emerged as the most dominant finding in this research. Conversational implicatures were often employed to control information, regulate group behaviour, maintain authority, and manage crises. The dominance of the power aspect suggests that Miss Peregrine's utterance uses implicatures more for social stability and group protection, than informational purposes. She can keep control without constantly using direct verbal dominance or clear orders because of the indirect character of the speech (Diningsih et al., 2020)

Also, Ye (2022) asserts that conversational can strengthen social control and authority in interactions, is similarly consistent with this. However, this research highlights that conversational implicature also functions in building protective

leadership and maternal authority simultaneously. Thus, Implicature not only a pragmatic communication strategy, but also a linguistic device that shapes the complexity of Miss Peregrine's character.

Furthermore, the findings also supported with Chen and Zhang (2020) explain that movie dialogue represents implicit communication strategies that influence the audience's interpretation of characters. Through the use of conversational implicature, Miss Peregrine is shown in this study not only as an authoritative leader, but also as a figure who is emotionally controlled strategic, and responsible for the safety of her group.

Overall, this study shows that conversational implicature in Miss Peregrine utterances functions not only as a strategy for conveying indirect meaning, but also as a primary linguistic device in constructing characterization, authority, emotional control, social relations, and leadership in the character Miss Peregrine.

4. Conclusion

Conversational implicature has an important impact on how Miss Peregrine is portrayed in the movie "Miss Peregrine's Home for Peculiar Children." Based on the results and discussion above, implicature establishes Miss Peregrine's character as a wise, protective, strategic, nurturing, and authoritative figure through indirect speech, ambiguity, and information limitation. The use of conversational implicature serves not only to maintain authority but also to preserve emotional stability and regulate social relationships within a group. The research findings show that pragmatic elements have a significant influence on character formation in movie dialogue. Therefore, this study is expected to contribute to pragmatic studies, especially with regard to the connection between conversational implicature and characterization in cinematic work. Furthermore, future research is encouraged to explore other pragmatic aspects to gain a broader understanding of character construction through dialogue.

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