

Implicature in Self-Introduction Questions in Job Interviews: Study of Malaysian Fresh Graduates

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ABSTRACT

The study conducted an analysis of how candidates utilize implicatures in their self-introduction responses during job interviews. The research focused on a group of Malaysian fresh graduates, with English language proficiency playing a crucial role in their job interview success. A qualitative method was employed, collecting job interview data from an organisation involved in customer services. The analysis applied the concept of implicatures from the field of pragmatics in linguistics, specifically Grice's (1975) framework. Implicatures allowed candidates to indirectly convey additional information, showcasing their strengths and motivations. The study identified similarities in the strategic use of implicatures among the candidates, while differences arose from their unique experiences. It emphasised the importance of linguistic competence, self-awareness, and effective communication in job interviews. The findings further highlighted implicatures as a valuable tool for Malaysian fresh graduates to prepare for job interviews, enabling them to create a positive impression and stand out among other candidates. Overall, the study provided insights into the linguistic competence of candidates and offered guidance for effectively presenting oneself in self-introduction responses during job interviews.

Contribution/Originality: The study emphasised the significance of implicatures as a beneficial resource for recent graduates in Malaysia to effectively prepare for job interviews. By using implicatures, candidates can make a favorable impact and distinguish themselves from other applicants.

1. Introduction

The English proficiency of Malaysian fresh graduates in job interviews can vary based on several factors. Malaysia has a multilingual environment, with Malay being the official

language, but English is widely recognized as an important language, particularly in professional settings. The proficiency of Malaysian fresh graduates in English during job interviews can depend on their educational background, exposure to English language learning, and their field of study (Omar, Abdul Rahim & Hafit, 2022). Graduates from English-medium schools or those who pursued higher education programs with a strong emphasis on English language skills generally exhibit higher proficiency levels (Rajeandram, 2016).

Employers in Malaysia may approach the assessment and addressing of English proficiency during job interviews differently. Some companies prioritize strong English communication skills, especially for positions that involve frequent interaction with international clients or colleagues. Others may place more emphasis on technical skills or job-specific competencies, considering English proficiency as an additional asset but not the sole deciding factor. It's worth mentioning that there are initiatives and programs in Malaysia aimed at enhancing English language proficiency among graduates, such as English proficiency courses, language enhancement programs, and internships that provide practical exposure to English-speaking environments (Narayanan, Ismail, Krishnasamy, Yusuf, Yusuf & Krishnan, 2022).

However, it is important to approach this topic with a nuanced understanding, recognizing that English proficiency can vary among individuals and is influenced by various factors. Some fresh graduates may still face challenges in expressing themselves confidently and effectively in English during job interviews. Factors such as limited exposure to English-speaking environments, lack of practice or opportunities to develop spoken English skills, or nervousness during interviews can contribute to variations in English proficiency levels (Scott & Willison, 2021).

English proficiency plays a crucial role in job interviews, particularly when it comes to answering standard interview questions. Hunting (2019), a renowned career expert, suggests that effectively answering these questions is essential, especially self-introduction questions, which should be addressed within 30 seconds to create a favorable impression. Candidates, particularly fresh graduates, who possess a good command of the English language can easily accomplish it (Misni, Nik Mahmood, Jamil, 2020).

During an interview session with recruitment agencies, it was observed that many fresh graduates struggled with answering the self-introduction question. Their responses tended to be indirect, and their choice of words often led to misunderstandings. The recruitment agencies emphasized the importance of this issue, not only for self-introduction questions but for other interview questions as well. It is crucial to note that lengthy responses, extending for two to three minutes, can cause the interviewer to lose interest and hinder meaningful engagement during the interaction. Therefore, candidates should aim to provide concise and focused answers to maintain the interviewer's attention throughout the interview (Ministry of Higher Education Malays, 2019; Misni, Nik Mahmood, Jamil, 2020, 2020).

Hence, the present study aims to investigate the use of implicature in answering self-introduction questions in job interviews to effectively interact with the interviewer with good English language proficiency.

2. Literature Review

2.1. How Implicature Plays a Crucial Role in Speech Acts?

Implicature plays a crucial role in speech acts by enriching the meaning conveyed beyond the literal interpretation of words. Speech acts refer to the actions performed through language, such as making requests, giving commands, asking questions, making promises, and so on. Implicatures help to shape the intended meaning and the illocutionary force of speech acts.

Indirect Speech Acts: Implicatures often play a significant role in indirect speech acts. In indirect speech acts, the speaker conveys their intended meaning indirectly, relying on implicatures for the listener to infer the underlying message. For example, when someone says, "It's cold in here," they may be indirectly requesting to close the window. The implicature helps the listener recognise the underlying intention.

Politeness and Face-saving: Implicatures are closely related to politeness strategies in speech acts. They allow speakers to convey their intended meaning in a polite and face-saving manner. For example, instead of directly refusing an invitation, a speaker might use implicatures to soften the rejection and maintain social harmony.

Contextual Inferences: Implicatures depend on the context in which speech acts occur. Listeners draw inferences based on contextual cues, shared knowledge, and background assumptions. The speaker relies on these contextual inferences to convey their intended meaning effectively.

Cooperative Principle: Implicatures are guided by the cooperative principle in conversation, which states that speakers strive to be informative, relevant, and cooperative in their communication. Implicatures help speakers fulfill these principles by conveying additional meaning beyond what is explicitly stated.

By incorporating implicatures into speech acts, speakers can convey meaning more efficiently, navigate social dynamics, and achieve their communicative goals effectively. Implicatures contribute to the richness and complexity of human communication, enabling speakers to convey nuanced messages and understand each other beyond literal interpretations.

2.2. Grice's (1975) Framework- Implicatures from the field of pragmatics in linguistics

Implicatures are a concept within the field of pragmatics in linguistics. They were initially developed by Grice (1975), a prominent philosopher of language, as part of his theory of implicature and conversational implicature. Grice (1975) work laid the foundation for understanding how speakers convey meaning indirectly and inferentially through implicatures in everyday communication. Subsequent scholars, such as Levinson (1987) and Sperber and Wilson (1995), have further expanded upon Grice (1975) theory and contributed to the study of implicatures in linguistic pragmatics.

Grice's (1975) influential works, such as "Logic and Conversation" and "Studies in the Way of Words", established the groundwork for understanding implicatures and their role in communication. Since then, scholars in pragmatics and linguistics have continued

to build upon and expand [Grice \(1975\)](#) theory, leading to ongoing research and developments in the field of implicature studies.

Implicature refers to the information conveyed indirectly or implied beyond the literal meaning of the words used. It is a concept developed within the field of pragmatics, which focuses on how meaning is constructed and interpreted in context. Implicature allows speakers to convey additional meaning beyond the literal interpretation of their words. It plays a crucial role in communication by adding nuances, creating politeness, conveying sensitive information, or allowing for indirect expression.

When analysing self-introduction questions in job interviews among fresh graduates in Malaysia, implicature can provide insights into the expectations, qualities, and skills sought by the interviewer. The wording of self-introduction questions may suggest certain qualities or skills desired in a candidate. Additionally, there may be hidden assumptions or expectations embedded within the questions.

By examining implicatures in self-introduction questions, we can gain a deeper understanding of what the interviewer may be looking for in a candidate. These implicit meanings can reveal desired traits, experiences, or qualifications that may not be explicitly stated in the question itself. Analyzing implicatures allows us to uncover the underlying expectations and considerations that shape the interview process. Applying a pragmatic perspective and considering implicatures in self-introduction questions can provide valuable insights into the dynamics of job interviews and the criteria used for evaluating fresh graduates in Malaysia.

There are two types of implicature: (1) conversational Implicature: this type of implicature arises from the cooperative principle, which suggests that speakers strive to be cooperative in their communication. Conversational implicatures are based on the assumption that speakers follow certain maxims of conversation, such as the maxim of relevance, quantity, quality, and manner. When a speaker violates or flouts one of these maxims, the listener can infer an implicature. For example, if someone says, "I have some work to do," in response to an invitation, the implicature may be that they are declining the invitation without explicitly stating it. (2) Conventional Implicature: conventional implicatures are associated with specific words or phrases that carry additional meaning beyond their literal sense. These meanings are culturally or contextually determined and are often associated with particular linguistic expressions. For example, when someone says, "John has a nice new car, but it's not the fastest," the conventional implicature is that the car is not fast, despite the positive statement about its niceness. Implicatures play a crucial role in communication as they allow speakers to convey meaning indirectly, add nuances, create politeness, or convey sensitive information. They require the listener to draw inferences based on the context, shared knowledge, and the speaker's intended meaning.

2.3. Past Studies

[Grice's \(1975\)](#) cooperative principle provides guidelines for effective communication. It consists of four maxims: quantity, quality, relevance, and manner. These maxims encourage individuals to provide enough information, be truthful, stay on topic, and be clear in their communication. [Grice's \(1975\)](#) theory of conversational implicature explains how implied meanings are derived from conversations, relying on the assumption of cooperation. Understanding and meeting these principles can enhance

successful communication by promoting clarity, understanding, and effective interaction. There were several studies conducted pertaining to implicature.

In 2018, [Ayunon \(2018\)](#) conducted a study to investigate the conversation posts on Facebook and how participants in those conversations tend to violate the Gricean maxims. The study aimed to examine the implicatures that arise from the speakers' attempts to cooperate in the conversation by providing answers that adhere to the maxims of quantity, quality, relevance, and manner.

[Awwad, Ayasreh, Ayasrah and Sabti \(2019\)](#) highlighted that successful communication in normal conversations relies on both the speaker and the hearer working together. [Grice's \(1975\)](#) theory of conversational maxims suggests that the speaker's intended meaning should align with the expectations based on the words used, while the hearer should be able to understand that meaning. However, the study found that the violation of conversational maxims can lead to changes in implicature, especially when considering different contextual factors. Manipulating conversational maxims can subtly influence the choices made in communication, resulting in nuanced shades of meaning during production and comprehension.

[Hossain's \(2021\)](#) the study concluded that [Grice's \(1975\)](#) theory of implicature and the cooperative principle offer valuable frameworks for understanding and improving communication. However, it also highlights the need for further research and adaptation to account for the complexities and challenges inherent in real-life conversations.

2.4. Research Gap

While there have been numerous studies by [Grice \(1975\)](#), [Ayunon \(2018\)](#), [Awwad et al. \(2019\)](#) and [Hossain \(2021\)](#) on implicature, speech acts, and communication, it is possible that there may be limited specific research on the use of implicature in self-introduction questions in job interviews. However, it is important to note that the field of pragmatics and its application to various contexts, including job interviews, is vast and dynamic, with new studies being conducted regularly.

In conducting research on the use of implicature in self-introduction questions in job interviews, it could be an intriguing and potentially fruitful area to explore. By focusing on this specific aspect, that may contribute to the existing body of knowledge on pragmatics in job interviews and shed light on how implicature functions within the context of self-introduction questions.

3. Methods

In order to conduct the research, both the participants and the organisation involved provided their consent. The research utilised a qualitative method to analyze the collected data, specifically employing [Grice's \(1975\)](#) Framework-Implicatures as the theoretical framework. The data for analysis consisted of job interview responses obtained from eight candidates, who were divided into two groups known as Group 1 and Group 2. The interviews were conducted in a group setting, with each group comprising four candidates. Notably, all the candidates were fresh graduates from various public universities, specialising in arts and social humanities. The job interviews were designed as open-ended sessions and each group interview lasted between 15 to 20 minutes. During the interviews, several standard interview questions were posed to

the candidates. For the purpose of this study, the researchers chose to focus on the self-introduction question, aiming to examine how candidates employed implicatures in their responses during job interviews. The interview data was meticulously transcribed and subsequently verified by a few experts to ensure accuracy. To facilitate the analysis process, the researchers utilized NVivo, a powerful software tool for qualitative data analysis, for the categorisation of the collected data. In order to maintain anonymity and differentiate between individual responses, the candidates were referred to using the abbreviations C1 to C8 throughout the analysis.

4. Analysis

In the provided self-introduction responses from the group 1-C1-C4, implicature can be identified in the job seekers' responses. Here is the analysis of implicature in each candidate:

4.1. Group 1

C1 skillfully employs implicatures to indirectly convey his/her weaknesses. He/she implies that dealing with stress and pressure poses a challenge, making problem-solving difficult. Furthermore, C1 subtly indicates that understanding others' emotions leads to effective collaboration, showcasing strong interpersonal skills. Lastly, C1 suggests that engaging in hobbies like painting or drawing not only helps solve problems but also provides comfort in solitude.

In comparison, C2's implicatures are less pronounced than those of other candidates. However, he/she subtly implies a motivation for changing jobs, hinting at a desire to reduce workload. Additionally, C2 implies a determined mindset to replicate previous accomplishments in the current position.

C3 uses of implicatures is relatively straightforward. By emphasising punctuality and early arrival at work, C3 implies a deep commitment to being prepared and organised. The early arrival allows him/her to grasp the workflow for the day and be proactive in tasks. Similar to C3, C4's implicatures revolve around his/her willingness to learn and adapt. He/she implies being a fast learner and expresses an expectation to acquire new skills in management. Furthermore, C4 demonstrates self-awareness by acknowledging weaknesses, displaying openness to personal growth.

In summary, candidates C1-C4 utilize implicatures to varying degrees in their self-introduction responses. C1 demonstrates a more extensive use of implicatures, conveying additional information and underlying meanings. Conversely, C2's implicatures are relatively subtle. C3's implicatures are straightforward, highlighting punctuality and organisational skills. As for C4, the implicatures focus on a willingness to learn and adapt, along with an acknowledgement of personal weaknesses. Analysing the use of implicatures in these self-introductions provides insights into the candidates' communication strategies and their ability to convey information indirectly.

In terms of the logical way of answering the question, the responses provided by C1, C2, C3, and C4 contain some logical elements, but they could be improved. C1's answer discusses his/her weaknesses in handling stress and pressure, their problem-solving approach, the importance of understanding others' feelings, and their coping mechanisms. However, it would be more effective if specific examples were provided

and the response was clearer. C2's answer mentions his/her previous work experience, the reason for changing jobs, his/her educational background, and their current pursuits. However, it lacks specific details about accomplishments and could benefit from being more focused and concise.

C3's response is fairly logical as they mention their name, educational background, and punctuality as a positive trait. However, the answer is brief and could be enhanced by including additional details about their skills, experiences, and goals. C4 answer mentions his/her name, location, strength in being a fast learner, and their desire to learn new things. However, it would be more effective with specific examples and by providing more information about their management skills and weaknesses.

Overall, while the answers provided by C1, C2, C3, and C4 contain logical elements, they could be improved by including more specific examples, additional details, and better organization to effectively convey their points.

- INT good evening, everyone...welcome to this interview session. i am one of the representatives responsible for conducting this interview on behalf of xyz company...first of all, congratulations on being selected for the first round of shortlisted candidates...today, we are looking to fill positions in corporate administration and sales executive roles, among others...before we proceed, i would like to request each of you to introduce yourself...we will begin with you, and please feel free to share relevant information about your background and experiences...
- C1 my name is xxx...you can call me xxx...my hometown is in xxx...so it is far from this way...my weakness i can't easily to handle the stress and pressure because it hard for me to solve these problem... i will think a lot of things to solve these problem like multipurpose like how to solve it, how we communicate well with other people... as we know, if we have known other people's feelings then they will not feel sad, unhappy...so that we can work together well in the future. we will be happier... the weakness is i like to eat because it helps me to relax, it can easily make me happy and to overcome a lot of things...sometimes i like to paint or draw. it is because i am alone and can solve some problems...when i'm drawing, i am alone and not disturbed by other people so it is more flexible and comfortable for me
- C2 hi uh y name is xxx...my hometown is xxx so it's quite near here and i previously worked as a senior manager corporate secretary at i think called ihh healthcare but then now i move to this utsb management as an assistant manager because i wanted to like reduce my workload so i have worked at this ihh healthcare for almost 5 years and i believe that i accomplished a few things there and now currently at this utsb management. i'm trying to do the same accomplishments that i managed to achieve with my previous company and my educational background i have a i have a diploma in business administration from xxx...now i am currently pursuing a bachelor's degree this uh degr-degree in corporate administration
- C3 my name is xxx, but people can call me xxx... for short...i graduated from diploma of business administration and currently pursuing my studies in bachelor of corporate administration....one thing about me is i am a punctual person...i would come 10 to 30 minutes early to my workplace so i can prepare and organise my things...so...can know the flow of my work for the whole day...that's all from me
- C4 my name is xxx and you can call me xxx...i live in xxx and it is also quite near from there to here... i am a fast learner and i also expected in management i can learn new things... also have weaknesses...i need to learn more feasible for others thing that not according to my plan...thats all for me... thank you

4.2. Group 2

Based on the provided self-introduction responses from candidates-group 2- Cs5-8. C5 mentions that they are currently working part-time in two jobs and expresses their desire to secure this job to explore new opportunities and gain additional experience. This statement implies that the speaker is dedicated, motivated, and eager to expand their skill set and take on more responsibilities. Moving on to C6, it is noted that his/her previous employment involved working as a part-time tutor, highlighting their ability to communicate effectively with both parents and students. This suggests that C6 possesses excellent interpersonal skills, patience, and the capability to handle diverse communication scenarios. In contrast, C7 mentions his/her experience as a teacher assistant in a specific center. This implies that the speaker has prior experience in an educational role, indicating his/her ability to collaborate with others, contribute in educational settings, and potentially handle responsibilities related to instruction or guidance. Furthermore, in C8, the speaker expresses gratitude to the interviewer for the opportunity. He/she mentions their current part-time position as sales and marketing executive and their past experience as a customer service representative, which has helped him/her, develop confidence and strong communication skills. The implicature is that C8 appreciates opportunities, possesses excellent communication and customer service skills, and is adept at working in sales and marketing.

The overall analysis of the statements suggests that the speakers (C5, C6, C7, and C8) possess certain qualities and experiences that make them well-suited for the job they are applying for. The analysis suggests that these candidates possess qualities such as dedication, motivation, interpersonal skills, communication abilities, and relevant experiences that make them suitable candidates for the job they are applying for.

The responses in C5, C6, C7, and C8 effectively introduce the individuals and provide relevant information in a logical manner. While C5 is brief, it covers the necessary details such as age, education, and current part-time employment, expressing interest in gaining more experience with the corporation. In comparison, C6 is more detailed, highlighting age, educational background, current work as a sales assistant, and past experience as a tutor, emphasizing patience and communication skills. C7 is relatively brief but includes essential information about age, educational status, and past experience as a teacher assistant. Lastly, C8 is well-structured, expressing gratitude for the opportunity, mentioning current studies and part-time work as a sales and marketing executive, and emphasizing past experience as a customer service representative, showcasing communication skills and helpfulness. Overall, the responses in C5, C6, C7, and C8 effectively introduce the individuals, share relevant background information, and express interest in the job in a concise and logical manner.

INT good evening...first and foremost, i would like to congratulate you on being shortlisted as a candidate for the first interview session at organization xyz... it is a great achievement, and i appreciate the opportunity to interview you....the interview will last approximately 20-30 minutes...during this interview, we will be asking the same set of questions to each candidate, and you will take turns answering them...let us start with the first question, which is an introduction...we will begin with you...please go ahead and introduce yourself...

C5 hello...a very good evening, sir. my name is xxx...i am xxx years old and i will be completing my bachelors of corporate administration in a 1 year plus time... i live in xxx, and right now, i am working part-time with two jobs...and

- i am hoping to land this job as well...to move to new things, and gain more experience with this corporation...that will be it...thank you...
- C6 ...hi sir, good evening... i am xxx and i am xxx years old...now i am currently studying in bachelor degree in corporate administration...about 1 year plus i will finish my degree...now i am currently doing part time work as a sales assistant in charles and keith...my past employment is i work as a part time tutor and i will guide the students to do their homeworks and like to answer the phones from the students or their parents...i am patient as i worked as a part time tutor before, i need to be patient when i communicate with the parents and students... that's all...
- C7 ...good evening sir... i am xxx and i am xxx years old...currently...i am still studying in xxx university of xxx and study in degree... i live in xxx. my past experience is doing a teacher assistant in xxx center...that's all for me...
- C8 ...good evening sir...i am xxx and i am xxx years old...first of all...i would like to thank you for the opportunity to interview for this position...currently...i am studying at xxx and i am also working part time as well... i am working as a sales and marketing executive... in the past, i worked as a customer service at a logistics company...so i consider myself a great communicator....working as a customer service...i really build my confidence and my communication skills. i also consider myself as a very helpful person...that ix all...

5. Discussion

The present study focuses on the use of implicatures in the self-introduction responses of candidates C1 to C4. Each candidate employs implicatures to convey certain messages indirectly, revealing aspects of their strengths, weaknesses, and motivations. Candidate C1 skillfully utilizes implicatures to convey weaknesses related to dealing with stress and pressure, while also implying strong interpersonal skills through the understanding of others' emotions. Additionally, C1 suggests the benefits of engaging in hobbies like painting or drawing for problem-solving and finding comfort in solitude. In comparison, candidate C2's implicatures are less pronounced, but still hint at a motivation for changing jobs and a determination to replicate previous accomplishments in the current position. Candidate C3's use of implicatures is relatively straightforward, emphasizing punctuality and early arrival at work to convey commitment, preparedness, and organizational skills. Similarly, candidate C4's implicatures revolve around a willingness to learn and adapt, implying being a fast learner and expressing an expectation to acquire new skills in management. C4 also demonstrates self-awareness by acknowledging weaknesses and displaying openness to personal growth.

Overall, the analysis highlights the varying degrees of implicature use among candidates C1 to C4. C1 demonstrates a more extensive use, conveying additional information and underlying meanings. In contrast, C2's implicatures are more subtle, while C3's are straightforward, and C4's focus on willingness to learn and self-awareness. By examining the use of implicatures in these self-introductions, valuable insights can be gained regarding the candidates' communication strategies and their ability to convey information indirectly.

As for C5, C6, C7, and C8 based on their self-introduction responses, these candidates showcase various strengths and skills that make them well-suited for the job they are applying for. Candidate C5 demonstrates dedication and motivation by mentioning their current part-time jobs and expressing a desire to secure the position to explore new opportunities and gain additional experience. This implies their willingness to expand their skill set and take on more responsibilities. Candidate C6's previous experience as a

part-time tutor highlights their effective communication skills with both parents and students. This suggests they possess excellent interpersonal skills, patience, and the ability to handle diverse communication scenarios. Candidate C7 mentions their experience as a teacher assistant, indicating their ability to collaborate with others and contribute in educational settings. This implies they may be capable of handling responsibilities related to instruction or guidance. Candidate C8 expresses gratitude for the opportunity and highlights their current part-time position as a sales and marketing executive, along with past experience as a customer service representative. This suggests they have developed confidence and strong communication skills through these roles, making them adept at working in sales and marketing. Overall, the analysis indicates that candidates C5, C6, C7, and C8 possess qualities such as dedication, motivation, interpersonal skills, communication abilities, and relevant experiences that align with the job they are applying for. These attributes make them suitable candidates for the position, showcasing their potential to contribute positively to the organisation.

Based on the analysis of the self-introduction responses, it is clear that all candidates (C1-C8) utilize implicatures to convey additional information and underlying meanings in their statements. Implicatures allow them to indirectly communicate certain qualities, experiences, and motivations that are relevant to the job they are applying for. Let's examine the similarities and differences in the use of implicatures among these candidates, see [Table 1](#).

Table 1: Similarities and Differences use of Implicatures by Candidates 1-8

No	Similarities	differences
	Indirectly conveying strengths: All candidates utilize implicatures to subtly highlight their positive attributes, skills, and experiences relevant to the job.	Varied experiences and roles: Candidates C5, C6, C7, and C8 have unique experiences and roles they highlight through implicatures, ranging from part-time jobs in different fields to educational roles and customer service positions.
	Emphasising personal growth: Some candidates, such as C1 and C4, demonstrate self-awareness and a willingness to learn and adapt, acknowledging their weaknesses and expressing a desire for personal growth.	Unique strengths and qualities: Each candidate brings forth their own strengths and qualities through implicatures, such as dedication, interpersonal skills, communication abilities, confidence, and adaptability.
	Motivated for the job: Several candidates imply a strong motivation for seeking new opportunities, gaining experience, and expanding their skill sets.	

[Table 1](#) shows, the candidates (C1-C8) share three similarities in their use of implicatures. Firstly, they all employ implicatures to indirectly convey their strengths, positive attributes, skills, and relevant experiences for the job. This allows them to highlight their suitability and qualifications without explicitly stating them. Secondly, several candidates, like C1 and C4, emphasise personal growth by acknowledging their

weaknesses and expressing a desire for learning and improvement. This demonstrates their self-awareness and willingness to develop professionally. Lastly, a common theme among the candidates is their motivation for the job, as they imply a strong drive to seek new opportunities, gain experience, and expand their skill sets.

On the other hand, two notable differences arise from the analysis. Firstly, the candidates have varied experiences and roles that they highlight through implicatures. Candidates like C5, C6, C7, and C8 mention their specific past positions and responsibilities, ranging from part-time jobs in different fields to educational roles and customer service positions. This diversity in experiences adds depth to their profiles. Secondly, each candidate brings forth their unique strengths and qualities through implicatures. While they share common traits such as dedication, interpersonal skills, and communication abilities, they also emphasize individual strengths like confidence, adaptability, and specific expertise, showcasing their distinct qualities that set them apart.

In conclusion, the candidates' use of implicatures reveals both similarities and differences. Their shared emphasis on conveying strengths, highlighting personal growth, and displaying motivation showcases their suitability for the job. Meanwhile, the differences in experiences, roles, and emphasised qualities add nuance to their profiles, reflecting the unique strengths and backgrounds they bring to the table.

6. Implication of the Study

From a linguistic perspective, the findings regarding the use of implicatures in self-introduction responses during job interviews have several implications. Firstly, it showcases the candidates' ability to use indirect communication strategies to convey information effectively. By employing implicatures, candidates can provide additional insights into their strengths, motivations, and experiences without explicitly stating them. This demonstrates their linguistic competence in utilizing implicatures as a communication tool.

Additionally, the use of implicatures in self-introduction responses can contribute significantly to Malaysian fresh graduates in preparing for job interviews. Understanding and utilizing implicatures can help them present themselves more effectively and stand out among other candidates. By skillfully conveying their positive attributes, skills, and motivations indirectly, candidates can create a favorable impression on the interviewers and highlight their suitability for the job. Moreover, emphasizing personal growth and a willingness to learn through implicatures can showcase their adaptability and eagerness to develop professionally, which is highly valued by employers.

To prepare for job interviews and effectively answer self-introduction questions, Malaysian fresh graduates can focus on the following:

- i. **Mastering implicatures:** familiarise themselves with the concept of implicatures and practice using them in their responses. This can involve understanding how implicatures work, identifying implicit meanings, and incorporating them strategically in self-introduction statements.
- ii. **Self-reflection and self-awareness:** develop a clear understanding of their strengths, weaknesses, motivations, and relevant experiences. This self-

awareness will enable them to convey information indirectly and highlight their suitability for the job.

- iii. Tailoring responses: customize self-introduction responses to align with the specific job requirements and organizational culture. This involves identifying the key skills and attributes sought by the employer and subtly incorporating them into the implicatures.
- iv. Practicing effective communication: Enhance interpersonal skills and communication abilities through practice. This can involve role-playing mock interviews, seeking feedback, and refining their delivery to ensure clarity and effectiveness in conveying implicatures.

By incorporating these strategies, Malaysian fresh graduates can enhance their job interview performance and effectively utilize implicatures in their self-introduction responses. This linguistic skill will help them make a positive impression on potential employers and increase their chances of securing job opportunities.

7. Conclusion

In conclusion, the study examined the use of implicatures in self-introduction responses during job interviews. The findings revealed that candidates employed implicatures to indirectly convey additional information and underlying meanings. Through the use of implicatures, candidates showcased their strengths, positive attributes, motivations, and relevant experiences without explicitly stating them. This linguistic strategy allowed them to create a favorable impression, demonstrate their suitability for the job, and highlight their interpersonal skills, adaptability, and willingness to learn.

The analysis also highlighted both similarities and differences among the candidates in their use of implicatures. While all candidates utilized implicatures to convey important information, the differences lay in their specific experiences, roles, and qualities they chose to emphasize. These individual nuances added depth to their self-introduction statements and provided insights into their unique strengths and backgrounds.

From a linguistic perspective, the study underscored the candidates' ability to effectively utilize implicatures as a communication tool. It demonstrated their linguistic competence in using indirect strategies to convey information, showcase their suitability, and indirectly communicate personal qualities and motivations. Understanding and mastering the use of implicatures can significantly contribute to Malaysian fresh graduates' preparation for job interviews. By employing implicatures, they can skillfully present themselves, stand out among other candidates, and create a positive impression on potential employers.

Overall, the study emphasised the importance of linguistic competence, self-awareness, and effective communication in job interview settings. It highlighted the significance of employing implicatures to convey information indirectly and provided valuable insights for Malaysian fresh graduates in preparing for job interviews.

Further studies can be done to explore the impact of implicatures on interviewer perceptions during job interviews. Examining how the use of implicatures in self-introduction responses influences interviewers' perceptions of candidates is crucial for understanding the effectiveness of this linguistic strategy. Research can investigate whether the strategic use of implicatures positively affects interviewers' impressions of

candidates, their evaluations of candidates' suitability for the job, and their overall perception of candidates' communication skills. Additionally, exploring potential variations in interviewer responses based on factors such as cultural background or professional experience can provide valuable insights into the role of implicatures in shaping interviewer perceptions. This line of research will contribute to a better understanding of the pragmatic aspects of job interviews and aid in developing strategies for candidates to optimize their self-presentation.

Ethics Approval and Consent to Participate

Consent was obtained from the respective department as well as the participants in order to conduct the study, and the participants agreed verbally.

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Conflict of Interest

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