

CHAPTER I

INTRODUCTION

1.1 Background of The Study

The ability to communicate effectively through language is crucial. Language is a means by which humans express themselves verbally. To maintain a good social relationship with each other, people need to communicate appropriately, therefore, the listener can understand the meaning well, which will make the conversation useful.

The study of pragmatics focuses on how utterances make sense in relation to speech situations (Leech, 1983: 6). It also clarifies what was said, mostly in terms of implied meaning. The speaker told the hearer that their words always have a deeper meaning than they initially intended. The literal meaning may not always match the intended meaning.

In linguistics, especially pragmatics, there is theories that explain how people can work together in conversation. This is the cooperative principle. This theory is a conversational principle proposed by the philosophers Grice (1975). As to his statement, the collaboration principle is based on the belief that individuals having a conversation should generally aim to be clear, honest, relevant, and instructive. This implies that everyone taking part in the conversation should feel obligated to contribute when necessary. The speaker in a communication must give a clear explanation of their view point. As a consequence, there will not be any misunderstandings throughout the talk since the listener will be able to understand

the meaning accurately. Human life is inextricably linked to the process of communication, which involves the exchange of ideas between individuals, organizations, and communities. In surviving Modern community, one must now be able to connect with others on the playground, at work, at school, and around the house. In interpersonal communication, a dialogue serves as a means of establishing connections with others. Conversation is a basic human need in which two or more people connect with one another by performing or using linguistic forms and nonverbal cues. (Brennan, 2010).

All communications affect at least two people, the person sending the message and the person receiving it. In creating a conversation run more effectively, people must adhere to the four conversational maxims or cooperative principle Grice (1975). The maxims include Maxim of Quantity, Maxim of Quality, Maxim of Relevance, and Maximum of Manner. These maxims can make discussions flow more easily. When a speaker violates this rule that is, when they genuinely acknowledge their own inadequacy in this particular circumstance, conversational implicatures may result (Grice, 1975). One might presume that disobeying maxims is an intentional transgression carried out for a particular purpose by either the hearer or the speaker. The situational context is relevant to the floating maxim in that it helps to clarify the meaning of the words being spoken. Afterward, the context of situation will help people understand what is being discussed, what is going on, who is involved, what is the purpose of the conversation, and to determine whether the flouting maxim occurs in the conversation.

This study, would like to analyze the flouting maxim found in “The Kissing Booth 2”. The sequel of Vince Marcello's Kissing Booth was released in theaters on July 24, 2020. “The Kissing Booth 2”, an upcoming American teen romantic comedy film, tells the story of Elle Evans, who just experienced the sexiest summer of her life with her boyfriend, Noah Flynn. Meanwhile, for the reason, the study would like to use The Kissing Booth 2” as the main data source to analyze the flouting of the maxim by using Grice in Levinson (1983) theory.

The reason this topic was chosen because the flouting maxim is important to examine which the flouting maxims can make the conversation as effective as possible and also in conversation there usually a hidden meaning, especially in everyday life. We communicate by conveying things with conversation. Therefore, the more we learn about this, the more insightful the conversation and the more things can be understood. However, when the speaker flouted a maxim of course they have a reason behind the utterance they said. Therefore, researching this case is interesting for the study to be able to understand more about how to communicate properly and correctly.

This study is focusing on the types of flouting maxims since it is important in making the conversation as effective as possible. However, when the speaker flouted a maxim of course they have a reason behind the utterance they said. There are four different types of reasons for breaking a maxim, as described by Leech (1983): competitive, convivial, collaborative, and conflictive. They have a reason behind the utterance they said, to help in finding out the motivation beyond the utterances which flout the maxim of conversation.

1.2 Problems of the Study

From the background above, the writer formulates the problems of the study as follow.

- 1 What are the types of flouting maxim found in “The Kissing Booth 2” movie?
- 2 What are the reasons of the characters in “The Kissing Booth 2” movie flout the maxims?

1.3 Objectives of the Study

According to the research problems above, this study has several objectives, such as:

- 1 To identify the type of flouting maxim found in “The Kissing Booth 2” movie.
- 2 To analyze the reasons why the characters in “The Kissing Booth 2” movie flout the maxim.

1.4 Limitation of the Study

The aims of this research is to find out the maxims violations that occur in each character in the “Kissing Booth 2” movie. Especially in the main character by classifying what types of maxims violations are violated and what are the reasons for the characters in the film to violate maxims based on the theory used.

1.5 Significance of the Study

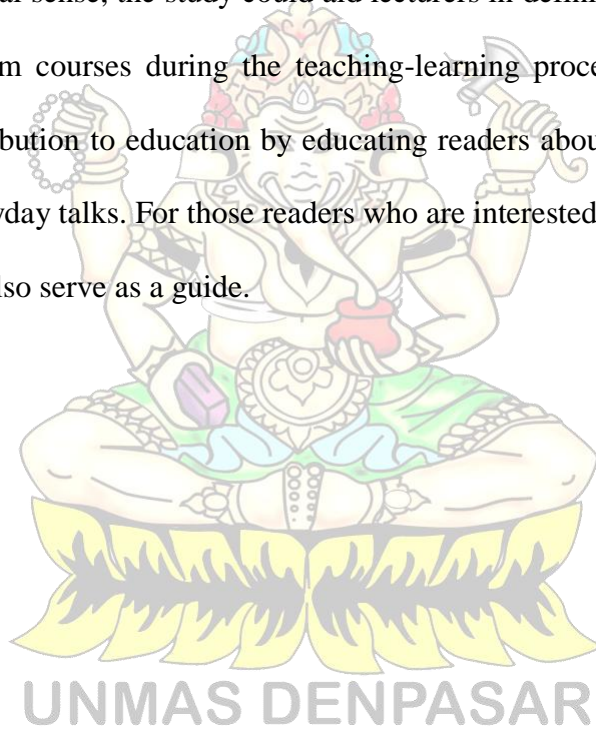
This work is expected to have both theoretical and practical implications. The value of this work might be discussed in light of the following objectives:

1.5.1 Theoretical Significance

This study broadens and enhances our understanding of flouting maxims by providing a theoretical framework for characterizing different kinds of flouting maxims. Define the maxims that are violated in casual conversations for the benefit of other students and readers.

1.5.2 Practical Significance

In a practical sense, the study could aid lecturers in defining the many kinds of flouting maxim courses during the teaching-learning process. In addition, it provides a contribution to education by educating readers about flouting maxims that arise in everyday talks. For those readers who are interested in flouting maxim analysis, it will also serve as a guide.



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS AND THEORIES

2.1 Review of Related Literature

Some students have written theses and articles on the topic of flouting the maxim in order to better comprehend it. This chapter discusses literary works related to the topic and present the similarities and differences with this study.

The title of the first thesis is “An Analysis of Maxim Violations Found in the Movie ‘The Incredibles’” by Trisnawati (2018) is the title of the first paper. She supported it using the cooperation principle theory developed by Grice (1975) and the context of situation theory developed by Halliday (1989), and she conducted her research using a descriptive qualitative approach. Her two areas of study difficulty are intended meaning in the statement that contains a maxim violation and different types of maxim violation. Her data came from the play script for “The Incredibles.” She discovered 35 different maxim violations, including six data classified as maxim quality, fourteen data classified as maxim quantity, nine data classified as maxim relevance, and six data classified as maxim way. In her second study finding, she discovered that the movie's protagonists frequently overshare, give ambiguous answers, and give irrelevant answers in an effort to make jokes, drag out responses, and prevent conversation. The focus on analyzing the flouting maxims is where this study and the prior study overlap. The second commonality between the two studies is that they both make use of a similar idea regarding context situations that Halliday

intended. The data source different movies were employed to collect the data is the only distinction between the prior thesis and this research.

The second study, “Flouting Maxims in ‘A Star is Born Movie,” is done by Kristiani (2021) and is relevant to this thesis. The purpose of this study is to examine the various ways in which characters in the film A Star is Born violated maxims and the rationale behind their actions. This study employed an observational methodology, collecting data from the DVDs of the film, making notes on the screenplay, and then identifying the dialogue in the film A Star Is Born that defied certain maxims. The theories that were applied to address the issue are the cooperative principle theory of Grice (1975), which Halliday's Context of Situation (1985), and backed up by Leech (1983), author of Principles of Pragmatics, applies this approach to the examination of various infractions and the reasons people disobey maxims. The study's findings indicate 20 instances of the movie's maxims being broken. These include nine (45%) data-failing maxims of number, two (10%) data-failing maxims of quality, six (30%) data-failing maxims of relevance, and three (15%) data-failing maxims of method. Her research and our study are comparable because they both employ Grice's (1975) theory to classify various forms of maxim flouting and Leech's (1983) theory to examine why the characters in the film violate maxims. This study differs from hers in that it uses different data. Her research involved an analysis of the film A Star is Born. Meanwhile, a movie called The Kissing Booth 2 is examined for this study.

Third is the article by Wulandari (2018) entitled “An Analysis of Flouting Maxims in Pirates of the Caribbean: Dead Men Tell No Tales Movie”. Characters

in the film “Pirates of the Caribbean: Dead Men Tell No Tales” are analyzed in terms of their violations of Grice's maxims, implicature, and the goal of applying flouting maxims. The characters interactions with one another and the wisdom they impart serve as the primary focus of the investigation. The problem was solved by applying the theories put forward by Leech (1983) regarding politeness rules and conversational maxims that are violated, as well as the implicature of violating maxims (Grice, 1975). On the other hand, a completely qualitative approach was taken, utilizing the conversational implicature theory to examine the data that was gathered. The hypothesis that we employ from (Leech, 1983) is what makes this study and the article identical. The data source is where this study and this article diverge.

The fourth study is a 2016 paper by Dwi Cahyani with the title “An Analysis of Flouting Maxim in EFL Classroom Interaction.” The cooperation principle theory put out by Grice (1975) was the theory that was applied to resolve the issue. Simultaneously, a qualitative method was employed, which involved transcription, categorization, and analysis of student and teacher discussion. The research found that only 2% of people did not adhere to specific maxims, including those pertaining to quantity, quality, and presentation, all of which were ignored by the presenter. Due to their limited language skills, students disobeyed the dictum. The research aids in the researcher's thorough understanding of conversational implicature. During the ESL teaching and learning process, the author examined the conversational structures that were developing between teachers and students. The purpose of the study was to look into how, during the EFL teaching and learning

process, teachers and students interact and form conversational implicatures, particularly when they violate maxims. This study and the prior one both focus on the topic of flouting maxims. The data source is where this study and the article diverge.

The last article is a Handayani (2020) who did a study entitled “Flouting maxim in White House Down” movie, this research aims to analyze the several maxims that were disregarded in the movie. The main source of information was the film White House Down. We used the idea of (Grice, 1975) to examine the kind of maxim flouting in the film House Down. In order to perform this research, a descriptive-qualitative method was used. Her study's analysis reveals that there are 15 instances of the flouting maxim, 4 instances of the quantity maxim, 2 instances of the quality maxim, 4 instances of the relational maxim, and 5 instances of the way maxim. The author comes to the conclusion that the most common reason in which maxims have been broken is the collaborative reason, which accounts for the majority of the broken maxims in the film.

The focus on analyzing the flouting maxims is where this study and the prior study overlap. In the meantime, the data source from the film “The Kissing Booth 2” separates this study from the prior study. This essay focused solely on the issue of identifying the various ways that the characters in the chosen film defied certain maxims. This study, however, looks at the motivations behind the characters’ defiance of the discussion maxim in “The Kissing Booth 2” movie in addition to identifying the kinds of maxims that are broken.

Of the five previous studies that are used as references, there are several aspects of these studies that distinguish these studies from the present research. one of these is in the theory section, where the theory used in the study describes several methods of experts that are almost the same or related to the theory that used in my research. Therefore, it can be concluded that the five previous studies have important aspects that help and provide ideas or suggestions for the research that used currently doing.

2.2 Concepts

In addition to explain what this study is done for, there are several concepts that will give overview about this study such as: flouting maxim, movie, and concept of character.

2.2.1 Flouting maxim

Grice (1975) identified one of the form-non-observed cooperative principles as flouting maxims. The difference between flouting the maxim and breaching the maxim is that the latter occurs when the speaker intentionally disregards the rule in order to mislead the listener while the former occurs when the speaker is trying to influence the listener to understand the intended meaning behind the utterances.

2.2.2 Movie

According to Horby (1995:761) Movie is a scene that is conceptualized by a group of people. Therefore, they can move to match the content of the story and recorded using a camera that is shown in a theater or on television a motion picture.

2.2.3 Concept of Character

According to Musfiroh (in Purwanto, 2014:179), Character comes from the Greek language which means “to mark” or to signify and focuses on how to apply the values of goodness in the form of actions or behavior. In terms of age, according to Doni Koesoema A. (2010:79), character can be defined as a psychosocial element associated with education and environmental context. Character, when viewed from a behavioral perspective, emphasizes the personality traits that individuals have from birth. Character is considered synonymous with personality, as personality is regarded as the characteristic or distinctive nature of each individual.

The definition of character in the Indonesian dictionary (KBBI) is the moral or ethical qualities and spiritual aspects of an individual that distinguish them from others (nature, temperament, personality). Meanwhile, character according to the Language Center of the Ministry of National Education is innate, heart, soul, personality, morals, behavior, personality, nature, temperament, and disposition. As for having character, it means being characteristic, having personality, being of a certain nature, and behaving. Character also refers to a set of attitudes, behaviors, motivations, and skills.

2.3 Theories

This study using theory from Grice in Levinson (1983) to examine the various forms of maxim flouting based on his books *Pragmatics and Theory* from Leech (1983) to determine the rationale behind the character's maxim flouting. Analyzing

the situation's context also involves applying supporting theory from Halliday & Hasan (1985).

2.3.1 Cooperative Principle

Cooperation is the key to success in every conversation. "Make your conversational contribution as necessary, at the stage in which it occurs, with the intended purpose or direction of the conversational exchange in which you are involved". There are four maxims in cooperative principle, such as :

2.3.1.1 Maxim of Quantity

Grice states in Levinson (1983:101) that in accordance with the quantity maxim, speakers should not exaggerate in order to further the goal of the current exchange; in other words, they should not be expected to supply too much or too little information. In daily conversation, maxim of quantity provides no less or more information than it is required. The use of maxims of quantity can be shown in the example as stated by Grice in Levinson (1983:106) in his book entitled *Pragmatics*. The example as follows:

A : *How did Harry fare in court the other day?*

B : *Oh, he got a fine*

Grice in Levinson, (1983 : 106)

If Harry were also sentenced to life imprisonment at that time, then B (if he always knew this) would definitely mislead A because he did not provide all the information that might reasonably be needed in this situation.

2.3.1.2 Maxim of Quality

All parties involved in the discussion should be completely forthright and give fact-based answers in accordance with the quality maxim. According to Grice as quoted in Levinson (1983:101), one should “Try to make your contribution real, don't say you think it is fake, don't say you lack sufficient evidence.” To speak with optimal quality, one must speak only what they know to be true and support their claims with evidence. It may be demonstrated that quality maxims are used See the following illustration:

A : *Does your farm contain 400 acres?*

B : *I don't know that it does, and I want to know if it does*

Grice in Levinson, (1983 : 105)

Based on the example above, it can be seen that this is a pragmatic example of an anomalous because it is contrary to the implicature of the quality standards that one believes in. One way to broaden the definition of quality is to consider truth as a particular subset of sincerity when it comes to assertions. A person may typically be interpreted as being serious when they ask a question, which makes them less likely to require the information that is being requested. Here, B complies with the principle of quantity since, although he admits in his response that he is unsure if his Field spans 400 hectares, he backs up this claim with the assertion that he wishes to know.

2.3.1.3 Maxim of Relevance

Information given by participants should be as relevant as possible to maximize relevance. The advice to “Make your contributions relevant” was given

by Grice in Levinson (1983:101). In order to learn more about the importance of maxim relevance. This illustration is drawn from (Leech, 1983:94) in his book of the same name. Here's an illustration of what we mean:

A: *Where is my box of chocolate?*
B: *It's in your room*

Leech, (1983 : 94)

The example above shows that B is giving A the relevance information to the question delivered by B. Since A is asking about a place or location of his/her chocolate then B also replied by giving the information about a location or place where his/her chocolate is.

2.3.1.4 Maxim of Manner

Participants were encouraged to keep things neat and clear so as to maximize the effectiveness of the maxim of manner. The advice “Be perspicuous and specifically to avoid ambiguity in expression” was attributed to Grice in Levinson (1983:101). The following illustration will illustrate the application of the maxim of manner. Grice gave this illustration in Levinson's Pragmatics (1983).

A: *Where was Alfred yesterday?*
B: *Alfred went to the store and bought some whisky.*

Grice in Levinson (1983 : 10)

2.3.2 Flouting of Maxim

Grice states in Levinson (1983) that a speaker may disobey a maxim if they brazenly disregard the Cooperative Principle's maxims without intending to cause misunderstandings or hide meanings from listeners. There exist four maxims that

are being violated: the Maxim of Quantity, the Maxim of Quality, the Maxim of Relevance, and the Maxim of Manner.

2.3.2.1 Flouting Maxim of Quantity

Thomas (1995:65) highlights that the speaker who presents more material than necessary is in violation of the quantity maxim. But occasionally, in specific situations, the participant has a tendency to provide more or less information than is necessary without purposefully breaking the rule. The example provided by Grice in Yule (1996:40) in his book *Pragmatics* demonstrates how he defies the quantity maxim. The following example was discussed:

Caroline : *I hope you brought the lipstick and the powder.*

Sharlyn : *Ah, I brought the lipstick.*

Grice in Yule, (1996 : 40)

Sharlyn is violating the maxim of quantity in the aforementioned case by providing Caroline with half-answers or misleading information. Simply Sharlyn is being vague and not providing enough details. Since Caroline is only interested in lipstick and powder, Sharlyn is only providing minimal detail. But Sharlyn just talks about the lip color. Sharlyn's use of the adverb "ah" to get her point across to Caroline that she had only brought the lipstick in defiance of the principle of "quality over quantity" is more evidence of her disregard for this rule.

2.3.2.2 Flouting Maxim of Quality

Grice argues in Cutting (2002:37) that the maxim of quality is disregarded when a speaker uses devices like hyperbole, metaphor, irony, and banter rather than simply saying what they mean. To make a clear understanding about flouting of the

maxim of quality, the writer provided the example taken from Grice in Levinson (1983:110) in his book entitled *Pragmatics*. The example is discussed below.

A: Teheran's in Turkey isn't it teacher?

B: And London's in Armenia I suppose.

Grice in Levinson, (198 : 110)

As shown above, B is not stating the truth or providing accurate information while still being cooperative, therefore violating the maxim of quality. Iran is in Turkey, but B says London is in Armenia, despite the fact that everyone already knows that London is in England in response to the query concerning the location of Teheran. In this example, B disregarded the quality rule, and B wanted A to figure out the coded message that Teheran is not in Turkey but in Iran, and that A was incorrect and needed to locate Teheran.

2.3.2.3 Flouting Maxim of Relevance

According to Thomas (1995:70) when the speaker makes a reaction or observation that is not related to the topic being discussed. To get a deeper understanding, the writer provided an example for this study. The example is taken from Grice in Levinson (1983:111) in his book entitled *Pragmatics*. The example is discussed as follow:

A: I do think Mrs. Jenkins is an old windbag, don't you?

B: Huh, lovely weather for March, isn't it?

Levinson, (1983:111)

In the aforementioned case, B is said to have violated the relevance maxim because B provided a mismatched response to A question. B response should be as straightforward as saying “Yes” or “No.” But B violates the relevance principle by giving speaker A a non-informative response. Here, it seems that B agrees with A. B's words go against the relevance maxim since they have the potential to be implicating under certain circumstances.

2.3.2.4 Flouting Maxim of Manner

According to Grice in Cutting (2002:39) Flouting maxim of manner occurs when the speaker fails to observe the maxim by saying something ambiguously, not being orderly or not giving brief explanation, or information. The deeper explanation shows in the example below:

A : *Let's get the kids something*

B : *Ok, but I vote I-C-E-R-E-A-M*

Grice in Levinson, (1983 : 104)

The example above is taken from the book written by Grice in Levinson, (1983:104). B, for instance, is thought to violate the manners maxim. By spelling out the term “ice cream” rather than stating it out loud, B is breaking the rule of manners in this instance and telling A that she would prefer not to have the topic of ice cream brought up in front of the kids.

2.3.3 The Reason of Flouting Maxim

In his book Leech (1983: 104) where he elaborates that there are several illocutionary functions which describe something with the hidden meaning of being polite in front of others. Those function discussed as follow:

2.3.3.1 Competitive Reason

One of the reasons the speaker might disregard the dictum is if they are competitive. Leech (1983:104) defines competitive as a motivation associated with an opponent's illocutionary goal that involves commanding, requesting, demanding, and pleading. The meaning that is intended is the purpose. There are two categories of conversational purposes: self-centered, which deals with illocutionary purposes, and social, which refers to goals that benefit others. Competitiveness exists between the illocutionary and societal purposes in this kind of reasoning. For instance:

Tasya : *Rachel, the phone is ringing*
 Rachel : *I'm in the bathroom*

Grice in Cutting, (2002: 35)

In the given case, Rachel's social aspirations and her illocutionary ambitions are in competition. While Tasya's illocutionary goal is to complete her own responsibilities, her social objective is to help Rachel answer her phone. Rachel understands Tasya's condition in this scenario and asks that she answer the phone by saying, "I'm in the bath." Rachel violates the relational maxim of relation out of competitive motivation. In the end, her illocutionary failed to meet its societal objectives.

2.3.3.2 Convivial Reason

Leech (1983:104) defines conviviality as the rationale behind a speaker's violation of the maxims in situations where the illocutionary goal aligns with social purposes including greeting, offering, inviting, thanking, and congratulating.

Nobody is hurt during this disobedience, including each individual, thus the community is pleased to profit from a statement Leech (1983). For instance:

Samira : *I can't imagine for sure. Perfect score for your grammar*
 Julie : *It's also you in charge*

Leech, (1983 : 104)

The example above shows that the reason Julie flouts the maxim is belongs to convivial reason since Julie respond to the question delivered by Samira by thanking her for helping her to get a perfect score on grammar. Julie does not focus on the compliment, but she aims to thank Samira by helping her to study and achieving the perfect score. Having the illocutionary goal correspond with the social goal means that they are not in conflict with one another.

2.3.3.3 Collaborative Reason

Leech (1983:104) states that collaboration happens once the illocutionary purpose is unaffected by its social goals. Within this line of thinking are declaring, reporting, asserting, and educating. This justification is strongly related to the quantity maxim that is being disregarded. The following is given as an example:

Chelsea : *I hope you brought the salt and paper*
 Bianca : *Ah, I brought the paper one*

Grice in Yule, (1996: 40)

Bianca's violation of the principle of quantity in this case can be rationalized as an attempt to convey to Chelsea that she had forgotten to bring salt. Here, communicating Chelsea's actions is the illocutionary objective. Chelsea is able to grasp Bianca's meaning because the context supports the response she provided.

2.3.3.4 Conflictive Reason

Conflictive reason, according to Leech (1983:104), is the rationale in any situation in which the oral communication's illocutionary strategy conflicts with the social objective. Threatening, accusing, cursing, reprimanding, and other similar behaviors are among them. The following discussion of the example includes a much deeper understanding of conflictive reason:

Anne : *How about your meal?*

Willy : *Yum, this is a lovely undercooked egg. You've given me here, as usual*

Leech, (1983 : 104)

Willy is breaking the rule of quality when he discreetly hurts Anne in the exchange above. The social objective is for Willy to give Anne suggestions in order to congratulate her since her cooking isn't very good. However, her illocutionary purpose is to convey how she feels about Anne's cooking; when the speech is done, she could care less about Anne's feelings. During the conversation, the word "lovely" turns into a combative term that seeks to chastise Anne for her poor cooking skills by pitting the word wonderful against the word undercooked.

2.3.4 Context of the Situation

Halliday (1993) argues that, before attempting to solve a problem, one must first get an appreciation for its context. Discussions in the Field of linguistics teach their participants a great deal about the hidden meanings of words and phrases. Field, Tenor, and Mode are the three categories outlined by Halliday, Michael A. K., and Hasan (1985:12). His descriptions are presented as follows:

2.3.4.1 Field

The Field of discourse, according to Halliday (1985:12), relates to what is occurring and the type of social behaviors that are occurring. It gives an account of the action that the participant is engaged in, where language plays a crucial role. A good discussion will have a major impact on whatever is happening because of the conversation, its supports, the circumstance, and the utterances that interact or balance each other between the vocabulary used to explain the action and the body language used to interpret it.

2.3.4.2 Tenor

The Tenor explains each participant's identity and characteristics, their positions and statuses (Halliday, 1985:12). Any time two or more individuals exchange ideas and information, we call that a conversation. Interpersonal ties are a part of Tenor. Relationship status plays a role in the grammatical choices people make when communicating. Whether or whether a person is close to you will usually affect the language and word choice in a conversation. A chat with an older person or the teacher, for instance, will not be the same as a talk between close friends.

2.3.4.3 Mode

The term Mode describes the role that language plays, what the audience expects the language to do, and the combination of spoken and written language. It also refers to the rhetorical Mode, which describes the text's achievement in terms of categories like didactic, persuasive, and explanatory, among others Halliday (1985:12).