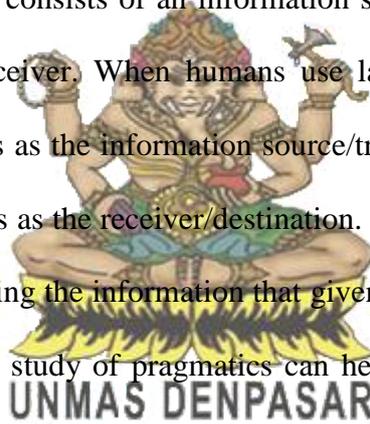


CHAPTER I INTRODUCTION

1.1 Background of the Study

Dawson & Phelan in the book *Language Files Materials* (2016:30) stated that language touches every part of human lives: it gives words to human thoughts, voice to human ideas, and expression to human feelings. When people use language, they use it to communicate an idea from their mind to the mind of someone else. According to Claude Shannon and Warren Weaver (1949), every communication system consists of an information sender, an information carrier, and an information receiver. When humans use language as a communication system, one person acts as the information source/transmitter, sending a signal to another person who acts as the receiver/destination. There will be a time when the receiver misunderstands the information that given by the information source or the speaker. Therefore, study of pragmatics can help how people mean by their utterances.



According to Yule (1996:3) Pragmatics is the study of meaning as delivered by a speaker and interpreted by a listener. It necessarily involves the interpretation of what people mean in a given context and how the context affects what is said. Pragmatics is also concerned with how the audience can infer from what has been said to interpret what the speaker intended. The advantage of studying language via pragmatics is that one can talk about people's intended meaning, their assumptions, their purposes or goals and the kind of actions

(requests) that are performing when people speak (Yule, 1996 :4). Taking something the speaker has uttered out of context causes frustration. Everyone knows that the speaker's intentions can be misrepresented if the original context of an utterance is ignored. Experiences like these tell us that context can affect the meaning of an utterance. In pragmatics, therefore, there is a distinction between sentences and utterances. A sentence is a phrasal expression that expresses a certain (complete) idea. Finding out what the speaker meant requires knowing when the speaker said it and what the speaker was about to say. In order for a conversation to be understood by both the speaker and the listener, there must be a general principle of language, called cooperative principles (Renkema, 1993).

Grice in Yule (1996: 37) states that Cooperative Principles direct participants to make conversational contributions as they are needed, at the stage at which they occur, and according to the accepted purpose or direction of the conversation exchange. Furthermore, the Cooperative Principles are elaborated in four sub-principles called maxims. They are the maxim of quantity, the maxim of quality, the maxim of relation and the maxim of manner. These four maxims organize how participants should participate in a conversation, such as telling the truth, being relevant, and trying to be as clear as possible in order to make the conversation go well. However, some people often break the rules. This is because participants do not follow the four rules. By breaking the maxims, the participants in the conversation appear to be uncooperative, but in fact they are being cooperative. There are certain intentions of the participants themselves when they flouting the maxims. The speaker conveys some intended meanings and certain

purposes behind the utterance in which maxim flouting occurs. Therefore, flouting maxims does not mean that participants in a conversation are uncooperative. Flouting the maxims can be understood as the speaker trying to say what they mean by disobeying at least one of the maxims in what he uttered. It is like “whenever a maxim is flouted, there must be an implicature to save the utterance from simply appearing to be a faulty contribution to a conversation” (Grundy, 2000 :76)

The concept of conversational implicatures is closely related to the presence of general rules, which Grice proposed as a set of rules that normally govern how speakers and listeners behave in conversation, and to the context in which the conversation occurs. Conversational implicature can obviously be understood as what a listener can interpret from what the speaker says in a literal sense since they share the same knowledge of the context-bound that what the speaker says does mean so even though it does not appear only in the speech. When both speaker and hearer realize that they should be cooperative in communication, this kind of phenomenon may occur.

In addition, the phenomenon of flouting maxim can be seen not only in real life but also in movies. This research used a movie entitled *Spencer* as the subject of the study. *Spencer* is 2021 historical movie about Princess Diana during her Christmas holidays with the Royal Family directed by Pablo Larrain and written by Steven Knight. The reason of using a movie because the conversation in movie is runs effectively as in the real conversation and *Spencer* movie is chosen since it contains flouting maxim in the conversation between all roles. The researcher is interested to analyze how the conversation maxims are flouting and to know the

types of flouting maxim. Furthermore, the researcher also wants to find out the implied meanings related to the flouting maxim in the conversation found in the movie.

1.2 Problems of the Study

Based on the background of the study, the problems of this study can be formulated as follows:

1. What types of flouting maxim are conveyed by the characters of The *Spencer* movie?
2. What are the implied meanings of the utterance which contains flouting maxim found in the movie *Spencer*?

1.3 Objectives of the Study

1. To identify the types of flouting maxim conveyed by the characters of the *Spencer* movie
2. To analyze the implied meanings of the utterance which contains flouting maxim found in the *Spencer* movie

1.4 Limitations of the Study

Based on the objectives of the study above, this study focuses on the analysis types of flouting maxim by the characters in the conversation of the *Spencer* movie and the implied meaning of flouting maxim conveyed by the characters. There are a lot of roles in this movie, but this study only got 8 roles that include in the flouting maxim conversation. To analyze the types of the study, the researcher used Grice theory (1989) and theory

conversational implicature from Yule (1996) to explain the implied meaning of flouting maxim.

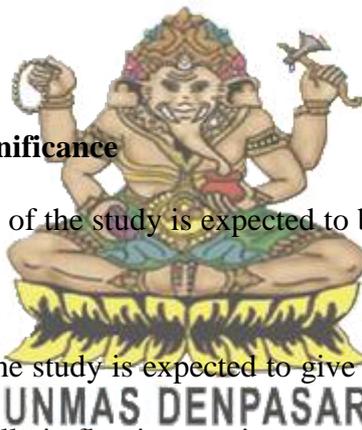
1.5 Significance of the Study

This study has a dual significance, both theoretical and practical. Theoretical significance is significance that can contribute to enriching a particular theory so that it can be applied and used by another researcher, while practical significance is significance that can contribute to solving a problem that occurs in society. These meanings were clearly stated in the following:

1.5.1 Theoretical Significance

The significance of the study is expected to be able to reach the theoretical significance as follows:

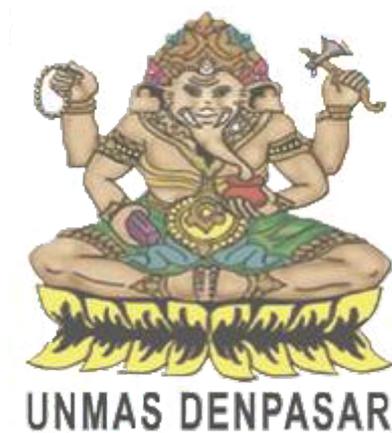
1. The finding of the study is expected to give a contribution to conversation analysis, especially in flouting maxim
2. The study is expected to become a reference, especially for those who want to do similar research



1.5.2 Practical Significance

The significance of the study is expected to reach practical significance as follows:

1. The finding of this study is expected to offer guidance for the students in analyzing flouting maxim in all of the characters movie
2. The analysis of this research can be applied by those who want to analyze cooperative principle and flouting maxim found in other literary work.



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS AND THEORIES

This chapter consists of review related literature, concepts and theories. The review of related literature consists of three previously studied about cooperative principle, especially types of flouting maxim by the graduated student of English Study program. Concepts present some concepts about cooperative principles, maxim, flouting maxim and movie. Meanwhile theories present used to analyze the data.

2.1 Review of Related Literature

This research used some previous research as references; in this case, two thesis and three article journals were reviewed. The relationship this research with the previous study is explained as follows:

The first thesis is written by Adiari (2020) entitled “An Analysis of Flouting Maxim in *The Hunger Games* Movie”. In this study there are two problems that discussed here. The first is to find out the types of maxims that flouted by the characters in the conversation of the *Hunger Games* movie and the second is to analyze the function of characters flouted the maxim in the conversation. The study used theories from Grice (1975) to find out the types of flouting maxims and theory from Searle (1979) used to describe the function of characters flouted the maxim. Descriptive qualitative method is used to analyze the data. The result of this study showed the most dominant maxim that flouted is maxim of relation with total of 14 data and the less dominant maxim that flouted

is maxim of quantity and maxim of manner with total of 5 data. For the function that mostly used is a representative.

This research and Adiar's study have 2 similarities, first using the same theory from Grice to find out the types of maxims and second the data source is taken from a movie. The difference is on the second problems, this research chose to find out the implied meaning according to conversational implicature and the previous study aimed to analyze the function of characters flouted the maxim in the conversation.

The second thesis is written by Wiraningsih (2021) entitled "An Analysis of Flouting Maxim found in *Escape Room* Movie". In this study there are two problems that discussed. The first is to find out the types of maxims used by characters and the second is to analyze the motivation by the characters flouted the maxim in the movie *Escape room*. The study used theories from Grice (1975) to classify the types of flouting maxims and theory from Leech (1983) used to describe the motivation that used by the characters flouted the maxim. Descriptive qualitative method is used to describe both of the problems. The result of this Study showed the types of flouting maxim that found in the movie are 24 data. The highest occurrences of flouting maxim quantity reached 8 data (33%), followed by flouting maxim of quality and relevance which has the same occurrences that reached 6 data (25%) and the lowest is flouting maxim of manner that reached 4 data (17%). The motivation of flouting maxim reached collaborative as the highest motivation that appear 15 times (64%) and followed by conflictive which appear 6 times (25%) and

competitive motivation 3 times (13%), the lowest is convivial motivation did not appear at all

This research and Wiraningsih's study have 2 similarities, first using the same theory from Grice to find out the types of maxims and second the data source was taken from a movie. The difference is on the second problem, this research chose to find out the implied meaning according to conversational implicature and the previous study aimed to analyze the motivation that used by the characters flouted the maxim.

The third review from article journal written by Arundati, Suastini and Putri (2022) entitled "*The Flouting Maxims in Aladdin Movie*". In this study discussed the types of maxims that flouted by the characters in the conversation of the *Aladdin* movie and analyze the reason of characters flout the maxim in the conversation. The study used theories from Cutting (2002) to find out the types of flouting maxims and to know the reason of characters for flouting the maxims. Descriptive qualitative method is used to analyze the data. The result of this study, there are 5 data (42%) for flouting maxim of quantity, 4 data (33%) for flouting maxim of quality, 2 data (17%) for flouting maxim of relevance and 1 data (8%) for flouting maxim of manners. The most type that flouting the maxim is the maxim of quantity because the characters in the *Aladdin* movie give more information or do not give enough answers for several reasons. The reason is they have their own goals so they give more information to try to make the hearers believe them.

This research and their study have 2 similarities, first using the same topic to find out the types of maxims and second the data source was taken from a movie.

The difference is on the theory, this research chose to use theory from Grice (1989) to find out the types of the maxim that flouted by the characters and their research used theory from Cutting (2002).

The fourth article journal written by Wiraningsih, Utami, Juniarta (2019) entitled “Flouting Maxim Analysis Performed by The Characters in Escape Room Movie”. In this study focused on types of flouting maxim and the reason behind it. Using theory from Grice (1975) to analyze the types of the maxim and the reason of it. Descriptive qualitative method is used to analyze the data. The result of this study showed that the most dominant type of flouting maxim of that frequently used by the characters is flouting maxim of quantity. It takes 8 from 24 data and holds 33% for all the percentage. On the other hands, the flouting maxim of manner has the lowest frequency of use among others.

This research and their study have two similarities, using the same theory from Grice to find out the types of maxims and the data source were taken from a movie. The difference is this study analyzed the intended meaning of flouting the maxim using conversational implicature and their study analyzed the reason why the characters flout the maxim.

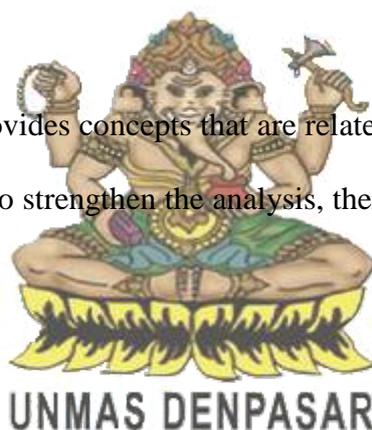
The last review is from article journal written by Dewi, Utami, Putri (2020) entitled “Types of flouting maxim in *Lady bird* movie”. In this study only focused on types of flouting Maxim that is used by the characters in the conversation. The study used theories from Grice (1975) to classify the types of flouting maxims. Descriptive qualitative method is used to analyze the data. The result of this study showed that there are four types flouting maxim were performed by the characters

in *Lady Bird* Movie. There were flouting maxim of quantity (47,7%), flouting maxim of quality (28,7%), flouting maxim of relevance (19%) and flouting maxim of manner (4,6%).

This research and their study have two similarities, using the same theory from Grice to find out the types of maxims and the data source were taken from a movie. The difference is this study analyzed the intended meaning of flouting the maxim using conversational implicature and their studies analyzed the reason why the characters flout the maxim.

2.2 Concepts

This chapter provides concepts that are related to the problem of the study. The concepts are used to strengthen the analysis, there are maxim, flouting maxim and movie.



2.2.1 Maxim

Cutting (2002:34) stated that conversation tend to run smoothly and successfully if the conversations follow the conversational maxims of the cooperative principle. Conversational maxim achieves when the people saying the right amount of information, relevant, truthful and clear not ambiguous. To observe a maxim is to straight forwardly obey it – that is, to in fact say the right amount, to say only what the evidence for, to be relevant, or to be brief, clear, and unambiguous depending on the maxim (Birner, 2013:34). According to Grice (1989:26) Cooperative principle consist of four pragmatic sub-principles, or maxim, there are maxim of quantity, maxim of quality, maxim of relation and maxim of manner.

2.2.2 Flouting Maxim

Flouting maxim happens when the participants in the conversation fail to fulfill the maxim in various ways (Grice, 1989: 30). It means that in the conversation, the speaker is not giving required information as the hearer wanted. To flout the maxim, the speaker tends to make the hearer knows that they are violating the maxim, they expected the hearer not assume that what the speaker said as literal truth but they want the hearer find the intended meaning of the utterance (Birner, 2013:34).

2.2.3 Movie

A movie or film is an outstanding form of entertainment. Bordwell and Thompson (1997: 3) state that movies are equal with buildings, books, and symphonies. It is an artifact that is made by humans for humans' purposes. According to Graham (2005: 123) Film comprises the following elements: plot, dialogue, action, direction, screenplay, camera work, editing, score and final effects. Movie is a representation of human's life recreate as an art from social phenomena and cultural values.

2.3 Theories

There are two main theories that used in this study. The first theory of Cooperative Principle by Grice (1989) with the title of the book *Studies in The Way of Words* with supported theory from Cutting (2002), Birner (2013) to find out the types of flouting maxim and the second is the theory from Yule in the book entitled *Pragmatics* (1996) about conversational implicature with supported theory from

Grice (1989) and context of situation from Halliday and Hasan (1989) to analyze the implied meaning of the utterances.

2.3.1 Cooperative Principle

The cooperative principle, enhanced by the philosopher of English H.P. Grice, is a dominant principle in pragmatics. It is a kind of tacit agreement on the part of both the speaker and the listener to be harmonious in their direct conversation. In order to have a good conversation, Grice (1989: 26) then goes on to state a rough general principle that participants are likely to follow, which is: make your contribution to the conversation as it is needed by the accepted purpose or direction of the conversation exchange in which it is made.

Therefore, when participants speak and also when they interpret utterances in conversation, this principle is the ground rule that they need to follow. Grice's basic insight was that conversation can only work because both people try to be cooperative - they try to make their contribution suitable for the conversation at hand (Birner, 2013:34). Grice then specifically develops the principle into four sub-principles called maxims. These maxims determine what participants must do to converse maximally efficiently, rationally and cooperatively (Levinson, 1983: 102).

2.3.1.1 Types of Maxim

The Cooperative Principle consists of four “maxims,” each of which covers one aspect of linguistic interaction and describes what is expected of a cooperative speaker with respect to that maxim. The maxims will be explained as follow:

1. Maxim of Quantity

The first maxim of the cooperative principle is the quantity maxim, which says that speakers should give as much information as needed, neither too little nor too much (Grice 1989). Some speakers like to point to the fact that they know how much information is needed by the listener or how much the listener can be bothered with. Speakers who give too little risk the listener not recognizing what they are talking about because they are not clear enough; those who give more than the listener needs risk annoying them (Cutting 2002:35).

Therefore, Grice in his books mention two things to follow maxim quantity:

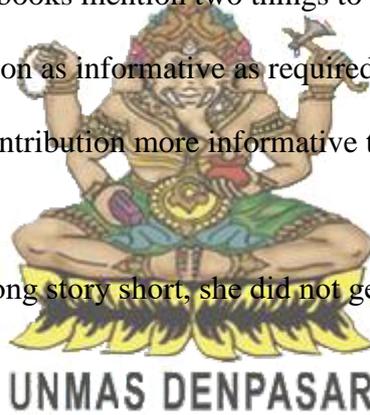
1. Make your contribution as informative as required
2. Do not make your contribution more informative than required

Example:

“A: Well, to cut a long story short, she did not get home till two.”

(Cutting, 2002:34)

A does not want to give too much information, so A cuts the story to the point that is required.



2. Maxim of Quality

Grice's formulation of the maxim quality is composed of the following two submaxims:

- Do not say what you believe to be false
- Do not say that for which you lack adequate evidence

Actually, Grice suggest better not to say something if the speaker believe it is false, because saying everything that believe to be true; would require an infinite amount of time (Birner, 2013:38). The speakers are expected to be sincere, to be saying something that they believe corresponds to reality. Some speakers like to draw their hearer's attention to the fact and that they have proof adequate evidence (Cutting, 2002:35)

Example:

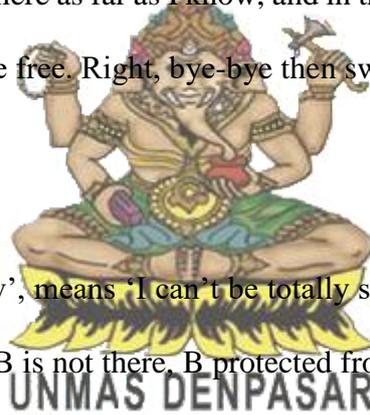
A: "I'll ring you tomorrow afternoon then.

B: Erm, I shall be there as far as I know, and in the meantime have a word with Mum and Dad if they're free. Right, bye-bye then sweetheart.

A: bye-bye, bye"

(Cutting, 2002:35)

B says 'as far as I know', means 'I can't be totally sure if this is true', so that if A rings up and finds that B is not there, B protected from accusations of lying by the fact that she did make it clear that she was uncertain.



3. Maxim of Relation

In this maxim, Grice only put a simple rule "be relevant" that the speaker needs to say something relevant to the topic of ongoing conversation. According to Birner (2013:40), the word 'relation' is suitable for this maxim because it has to do with the relationship between the current utterance and others before and after it, and more generally with the relationship between the current utterance and the

whole context, both textual and situational. In other words, the present expression needs to relate to what came before in the discourse and/or to what happens at the moment.

Example:

A : “There’s somebody at the door

B : I’m in the bath”

(Cutting, 2002:35)

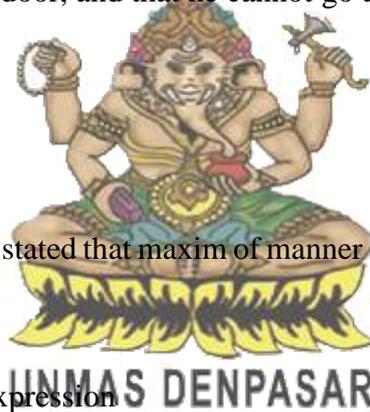
B expects A to understand that his present location is relevant to her comment that there is someone at the door, and that he cannot go and see who it is because he is in the bathroom.

4. Maxim of Manner

Grice (1989:27) stated that maxim of manner should follow this requirement such as:

1. Avoid obscurity of expression
2. Avoid ambiguity.
3. Be brief (avoid unnecessary prolixity).
4. Be orderly.

The first sub maxim says to avoid obscurity of expression, the speaker tends to make their point as clear as possible. Thus, by following this maxim, the speaker conveys both the belief that the utterance is clear and that no other way of saying the same thing would be significantly clearer. Avoid ambiguity means that the interpretation the addressee is assumed is the only one intended, and that the addressee need look no further for additional meanings (Birner, 2013:43). Be brief



and orderly, the speaker needs to give the point of the utterance no need to give further information that can make the hearer bored and surely the point that is given is easy to be understood by the hearer.

Example:

“Thank you, Chairman, just to clarify one point there is a meeting of the police Committee on Monday and there is an item on their budget for the provision of their camera.”

(Cutting, 2002:35)

In this exchange from a committee meeting, the speaker points to the fact he is observing maxim manner by being brief and orderly.

2.3.1.2 Flouting Maxim

Cutting (2002:37) explains that when speakers do not seem to follow the maxims, but assume that the hearers will appreciate the implied meaning, this is called 'flouting' the maxims. The speaker indicates a function other than the literal meaning of the form; the speaker believes that the listener knows that his words should not be taken at face value and that he can infer the implicit meaning.

1. Flouting Maxim Quantity

The speaker who flouts the maxim of quantity seems to give too little or too much information. An example of maxim of quantity flouting is shown below.

A: “Well, how do I look?”

B: Your shoes are nice.”

(Cutting, 2002: 37)

Speaker B is flouting the maxim, A is not asking about the shoes but the whole look but speaker B is giving the opinion on the shoes only, so the speaker B is flouting maxim of quantity by not giving enough information that is required.

2. Flouting Maxim Quality

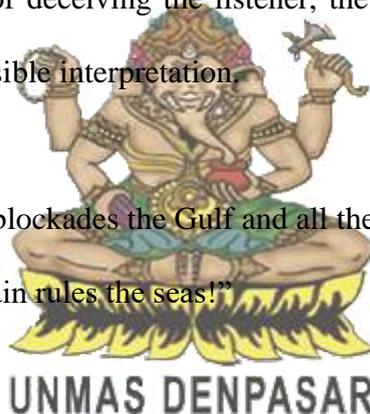
The flouting of the maxim of quality occurs when the speakers cannot carry off the maxim of quality in the conversation. According to Thomas (1995:67), this happens when the speaker says something that is patently false or for which he does not have enough evidence to prove his utterance. Since the speaker does not seem to have any intention of deceiving the listener, the listener has no choice but to search for another plausible interpretation.

For example:

A: "What if the USSR blockades the Gulf and all the oil?"

B: Oh, come now, Britain rules the seas!"

(Levinson, 1983:109)



The given example shows that B performs floating maxim of quality by saying untrue story. B's utterance is blatantly false, any reasonably informed participant will know that Britain does not rule the seas.

3. Flouting Maxim Relation

Flouting maxim of relation can be done through answers or remarks that are clearly irrelevant to what was being asked, through abrupt changes of subject, or through blatant failure to address what was being asked (Thomas, 1995:70).

For example :

A : "Can you tell me the time?"

B : Well, the milkman has come”

(Levinson, 1983:107)

While A asking about the time, B flouting the maxim of relation by not giving relevance answer to A’s question because when A asking, the Milkman suddenly come and make B changing the subject.

4. Flouting Maxim Manner

Flouting maxim of manner occurs when the speakers ignore the rule for maxim of manner. The speaker flouts maxim of relation by stating something that is ambiguous or obscure and hard to be understood.

For Example :

Wife: “Where are you off to?”

Husband: I was thinking of going out to get some of that funny white stuff for somebody.

Wife: OK, but don’t be long—dinner’s nearly ready.”

(Cutting, 2002: 39)

White stuff and somebody seem ambiguous because the husband gives codes to his wife that he will buy white stuff that is ice cream for his daughter but does not want his daughter knows as the result she will not eat her dinner.

2.3.2 Conversational Implicature

According to Grice, conversational implicature occurs when language users observe or disregard maxims. Furthermore, implicature is related to context, where and when the utterance is used. Conversational implicature is a form of inference.

The listener works with the messages that are implicit in the utterances in the conversational interaction. Some people have an understanding of these messages, and some do not. They get the messages easily, but the others do not. Therefore, they have to examine the speech in order to understand the implicit messages in a good way by adopting the theory of conversational implicature. In Levinson, Grice stressed a dichotomy between those implicatures that are derived simply by assuming that an utterer obeys a rule, and those that are derived in a more complex way by assuming that an utterer disobeys or exploits a rule. The distinction lies at the heart of the general view that a special class of expressions exists, namely "figures of speech" or the use of simpler forms of speech. But Grice also distinguished between types of conversational implicature on another dimension: Generalized conversational implicatures are those that arise without the need for a particular context or special scenario, in opposition to particularized implicatures, which require such specific contexts (1983: 142). More explanation about kinds of conversational implicature will be explain below:

- A. Generalized Conversational Implicature is a type in which the interlocutors do not need any special knowledge to know the meaning of a conversation, because the context used in this type is a general conversation, which makes the interlocutors directly understand what the conversation means (Grice, 1975).

Example:

Charlene: "I hope you brought the bread and the cheese.

Dexter: "Ah, I brought the bread"

(Yule, 1996: 40)

In the conversation it is clearly that Dexter did not bring the cheese, if he had brought the cheese, he would say so. He intended that she infer that what is not mentioned was not brought. In this example, no special background knowledge of the context of utterance is required in order to make the necessary inferences. When no special knowledge is required in the context to calculate the additional conveyed meaning, it is called generalized conversational implicature (Yule, 1996: 41)

- B. Particularized Conversational Implicature is a type where interlocutors indirectly need more help to understand the meaning of a conversation because the context used in this type is not general. Yule (1996: 42) describes the different types of discourse as including what he calls 'special discourse implicatures', where the unspoken meaning depends on special or local knowledge.

Rick: "Hey, coming to the wild party tonight?"

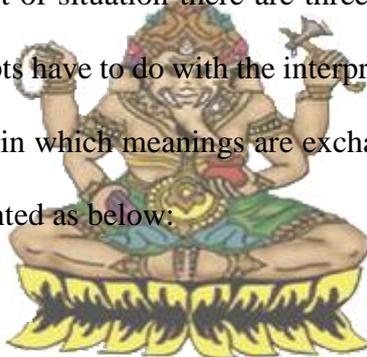
Tom: "My parents are visiting"

In order to make Tom's response relevant, Rick has to draw on some assumed knowledge that his friend cannot make it to the party. Tom will be spending that evening with his parents and time spent with parents is quiet, so Rick needs to look for the implied meaning in Tom utterances (Yule, 1996: 43)

2.3.3 Context of Situation

According to Halliday and Hasan (1989), the simple principle that enables successful communication is our ability to know what the speaker said. People make a prediction unconsciously and the process is generally below the level of consciousness. This prediction can be made possible through the context of the situation. Context refers to the situation from which the discourse arises and in

which the discourse is embedded. Therefore, during the act of speaking, the context of the situation may be far removed from what is going on around you. The context of situation is the immediate environment in which a text actually operates. This term is used to explain why certain things have been said or written. If someone is reading or listening to learn, the ability to predict in this way takes on particular importance, as without it the process is slowed down. The whole point of the passage may be missed if the reader or listener does not make appropriate assumptions derived from the context of the situation (Halliday and Hasan, 1989:46). In the context of situation there are three features, namely field, mode and tenor. These concepts have to do with the interpretation of the social context of a text, the environment in which meanings are exchanged. The descriptions of the three features are presented as below:



1. Field

Cited in Halliday and Hasan (1989:12) it refers to what happens, the nature of the social interaction, where, when and why it happens. Field analyses the topic of conversation.

2. Tenor

Tenor is about who is participating, the nature of the participants, their statuses and roles: what kind of role relations they have, both the kinds of linguistic roles they assume in the dialogue and the whole set of socially significant relations in which they are involved.

3. Mode

Mode describes the role of the language, what the participants expect the language to do for them in this situation: the symbolic organization of the text, the status it has and its function in the context.

