

**THE FLOUTING AND VIOLATING OF MAXIMS IN THE
MAIN CHARACTERS'
UTTERANCES OF *WILD CHILD* MOVIE**

THESIS

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**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2014

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THESIS

Presented to
Universitas Brawijaya
In partial fulfillment of the requirements
For the Degree of Sarjana Sastra

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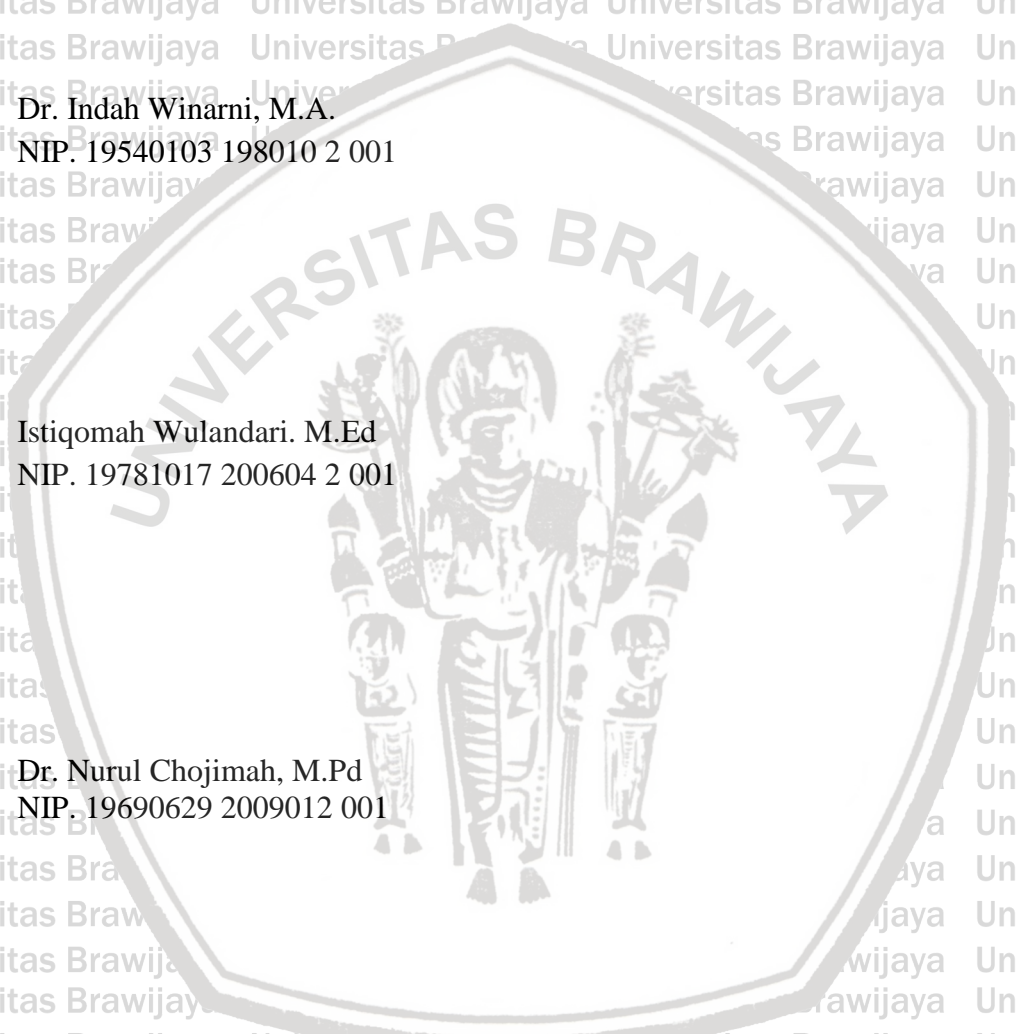
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ABSTRACT

Istiqomah, 2014. **Flouting of Maxim in the Main Characters' Utterances of *Wild Child* Movie**. Study Program of English, Universitas Brawijaya. Supervisor: Indah Winarni; Co-supervisor: Istiqomah Wulandari.

Keywords: Cooperative Principle, Flouting Maxims, Violating Maxims, Resolving Strategies, Intended Meanings, *Wild Child* Movie.

Language becomes an important thing for people as the part of the society because they need language in their communication. In making communication more effective and to make sentences more acceptable to the hearer, it can be measured by applying cooperative principle consisting of four maxims proposed by Grice (2004), but in the real communication, that principle is not always being obeyed by the speaker and this phenomenon is called flouting and violating maxim. The writer conducts a study on flouting maxims in "Wild Child" movie which shows the flouting and violating maxims phenomena occurring between the main characters. There are three problems of this study: (1) what maxims are flouted and violated in the main characters' utterances of *Wild Child* movie in the exposition and conflict plot? (2) How are the implied meanings resolved by the interlocutors from the utterances being flouted and violated in *Wild Child* movie? (3) What are the intended meanings of the utterances being flouted and violated in *Wild Child* movie? This study uses the qualitative approach because the analysis is in the form of description rather than numbers. Then, the writer analyzes the main characters' utterances. This study reveals that flouting and violating maxims are applied in the movie. There are 19 dialogues containing flouting and violating maxims, and the most flouted and violated is maxim of quantity. From the flouting and violating maxims uttered by the main characters, their interlocutors use three resolving strategies: negotiation, contextual knowledge exploitation, and combination strategies in resolving the intended meanings. Flouting and violating maxims lead to the implicature or implicit meanings of the utterances. There are some intended meanings found, such as giving more information, maintain good relationship, jokes, supporting hearer, agreeing statement, persuading and showing surprise. Then, most of intended meanings from the utterances being flouted and violated are Showing Surprise and persuading hearer strategies. The writer suggests that the next writers analyze the flouting maxims in different objects, such as interview's dialogue, because the analysis about resolving strategies will be more interesting, how the interviewee answering the question or give response to the interviewer.

ABSTRAK

Istiqomah, 2014. **Pengabaian Maksim pada Ujaran Para Tokoh Utama Film *Wild Child***. Program Studi Sastra Inggris, Universitas Brawijaya. Pembimbing: (1) Indah Winarni; Pembimbing: (2) Istiqomah Wulandari.

Kata Kunci: Prinsip Kerjasama, Pengabaian Maksim, Pelanggaran Maksim, Strategi Pemecahan, Makna tersembunyi, Film *Wild Child*.

Komunikasi menjadi bagian penting dari kehidupan seseorang sebagai bagian dari masyarakat karena mereka membutuhkan bahasa sebagai alat komunikasi. Untuk dapat mewujudkan komunikasi yang efektif dan membuat kalimat yang mudah difahami oleh pendengar, ini dapat diukur dengan mengaplikasikan prinsip kerjasama yang terdiri dari empat maksim yang dikemukakan oleh Grice, tetapi pada kenyataannya prinsip tersebut tidak selalu dapat dipenuhi oleh pembicara dan fenomena inilah yang disebut dengan pengabaian dan pelanggaran maksim. Penulis melakukan kajian tentang pengabaian dan pelanggaran maksim pada film "Wild Child" yang menunjukkan fenomena pengabaian dan pelanggaran maksim yang dilakukan oleh tokoh utama. Ada tiga rumusan masalah dalam penelitian ini, yaitu: (1) apa saja maksim yang diabaikan dan dilanggar pada ujaran para tokoh utama film "Wild Child" pada ekpositori dan konflik plot (2) bagaimana makna tersembunyi dari ujaran yang maksimnya diabaikan dan dilanggar dipecahkan oleh pendengar dari tokoh utama (3) apakah makna tersembunyi dari ujaran yang maksimnya diabaikan dan dilanggar oleh para tokoh utama film "Wild Child". Studi ini menggunakan pendekatan kualitatif karena untuk proses analisa akan menggunakan deskripsi dalam bentuk kalimat dan tidak menggunakan angka. Penulis menganalisa tentang ujaran para tokoh utama. Study ini mengungkap bahwa pengabaian dan pelanggaran maksim terjadi pada film tersebut.

Ada 19 dialog yang mengandung pengabaian dan pelanggaran maksim dan maksim yang paling banyak diabaikan adalah maksim kuantiti. Dari pengabaian dan pelanggaran maksim yang dilakukan oleh tokoh utama, pendengar mereka menggunakan tiga strategi pemecahan, yaitu negosiasi, eksploitasi pengetahuan konteks, dan gabungan. Pengabaian dan pelanggaran terhadap maksim akan menyebabkan suatu ujaran mempunyai makna tersembunyi. Penulis menemukan beberapa makna tersembunyi, seperti memberikan informasi lebih, memberikan kesan baik, membuat gurauan, mendukung pendengar, menyetujui, membujuk pendengar dan menunjukkan keterkejutan, dan makna tersembunyi yang paling banyak ditemukan adalah membujuk pendengar dan menunjukkan keterkejutan. Penulis menyarankan agar peneliti selanjutnya meneliti tentang pengabaian maksim pada objek lain, seperti dialog interview karena analisis tentang strategi pemecahan akan lebih menarik, bagaimana pelaku interview menjawab atau memberikan respon kepada pertanyaan penginterview.

ACKNOWLEDGMENTS

First of all, I would like to thank God who always protects me and has given me strength and guidance in conducting the research entitled “Flouting Maxim and Violating Maxim in the Main Characters’ Utterances of *Wild Child* Movie”.

In conducting this research, some people always gives support and helps me including my supervisors, examiner, family and friends so that I can finish my thesis smoothly. Therefore, I would like to thank my supervisor, Dr. Indah Winarni, M.A. and my co-supervisor Istiqomah Wulandari. M.Ed and my examiner Dr. Nurul Chojimah, M.Pd, who have given guidance, correction, and suggestion during my thesis writing process.

Then, I would like to dedicate this thesis for my family, my parents, my brothers and sister who always give support to finish this thesis. Besides, I also give a lot of thanks to all of my friends Hilda, Lyla, Siti, Yuni, Uud, Dewi, Elivi, Hatmam, Andriana, Nufus, Irna, Octavia, elivi, ecy, husnah’ers ect for giving support and friendship and special thanks to my beloved husband for his support and his love. A lot of thanks are also sent to all of the lecturers and administrative staff of Faculty of Culture Studies for the help and facilities during this thesis writing. Hopefully, this study gives valuable contribution to the readers, especially for students who conducting study about pragmatics.

The Writer

CONTENTS

TITLE PAGE	i
DECLARATION OF AUTHORSHIP	ii
SUPERVISORS' APPROVAL	iii
BOARD OF EXAMINERS CERTIFICATE APPROVAL	iv
<u>ABSTRACT</u>	v
ABSTRAK	vii
ACKNOWLEDGMENTS	ix
TABLE OF CONTENTS	x
LIST OF APPENDICES	xii
CHAPTER I <u>INTRODUCTION</u>	
1.1 Background of the Study	1
1.2 Problems of the Study	2
1.3 Objectives of the Study	3
1.4 Definition of the Key Terms	3
CHAPTER II <u>REVIEW OF RELATED LITERATURE</u>	
2.1 Theoretical Framework	6
2.2 Previous Studies	19
CHAPTER III <u>RESEARCH METHOD</u>	
3.1 Research Design	21
3.2. Data Source	22
3.3. Data Collection	23
3.4. Data Analysis	24
CHAPTER IV <u>FINDING AND DISCUSSION</u>	
4.1 Finding	26
4.2 Discussion	42
CHAPTER V <u>CONCLUSION AND SUGGESTION</u>	
5.1 Conclusion	46
5.2 Suggestion	46

REFERENCES	46
APPENDIX 1	50
APPENDIX 2	54
APPENDIX 3	64



LIST OF APPENDICES

Appendix 1. List of Flouting and Violating Maxim.....	50
Appendix 2. The Context of Flouting and Violating Maxim.....	54
Appendix 3. <i>Wild Child</i> Movie Script	64
Appendix 4. Berita Acara Bimbingan Skripsi	97



CHAPTER I

INTRODUCTION

This chapter is intended to present the background of the study, problem of the study, objective of the study, and definition of key term.

1.1 Background of the Study

“Language is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols” Nordquist (2013, p.

1). From the definition above, it can be said that language becomes an important thing for people as the part of the society because they need language in their communication.

“Language is the human capacity for acquiring and using complex systems of communication, and a language is any specific example of such a system”

Nordquist (2013, p. 1). From the definition above, it can be said as means of communication language is a very complex system which is composed of various functional components. One of its components is maxims.

Maxims are the rule of cooperative principle, one of the part of discourse analysis study which is distinguished into four categories; maxim of quantity,

maxim of quality, maxim of relevant, and maxim of manner Grice (2004). If these maxims are used in conversation, it can go on smoothly. Moreover, speakers do

not always abide the four maxims mentioned above, it can be said speakers violate or flout the maxims. “Flouting the maxims means that speakers violate the

conversational maxims; the speakers do not want to be committed to the substance of the utterance” Conrad (2009, p. 1). Considering the problem above, the researcher enthusiastically focuses the study on flouting maxims and violating maxims since they are important in making communication more effective both in spoken and written communication and to make sentences more acceptable to the hearer.

The researcher would like to analyze the *Wild Child* movie by exploring the flouting maxims and violating maxims which are focused on the conversation among the main character in the exposition and conflict plot of the movie. The researcher is interested using “*Wild Child*” movie as the object of analysis because linguistically, the uniqueness of the utterances of this movie that contains many violating maxims and flouting maxims. The researcher investigates flouting maxims and violating maxims in *Wild Child* movie that contains conversation, the data is taken from text script of the movie. Furthermore, based on the researcher’s experience, most people usually pay more attention to the sentence structure in speech or spoken language because it will give the direct response from the hearers. “In written language, however, the readers will respond the message if they understand the main idea of the written text” Nordquist (2013, p. 2). This study focused on the kinds of the flouting maxims and violating maxims used by main character of *Wild Child* movie especially in the exposition and conflict plot and researcher uses Grice’s theory to analyze the data.

1.2 Problems of the Study

Based on background of the study, the problem of the study is:

1. What maxims are flouted and violated in the main characters' utterances of *Wild Child* movie in the exposition and conflict plot?

2. How are the implied meanings resolved by the interlocutors from the utterances being flouted and violated in *Wild Child* movie?

3. What are the intended meanings of the utterances being flouted and violated in *Wild Child* movie?

1.3 Objectives of the Study

In line with the problems of study, this study is conducted to obtain the objectives as follows:

1. To identify the maxim being flouted and violated in the main characters' utterances of *Wild Child* movie in the exposition and conflict plot.
2. To identify the strategies to resolve intended meanings from the utterances being flouted and violated in *Wild Child* movie.
3. To convey the intended meanings of the utterances being flouted and violated in *Wild Child* movie.

1.4 Definition of the Key Terms

In order to avoid misunderstanding and misinterpretation about the basic concepts used in this study, the researcher gives some definitions of the key terms as follows.

1. **Pragmatics** : Pragmatics is concerned with the study of speaker meaning (Yule, 2006).
2. **Flouting Maxim** : Flouting maxim is a particularly salient way of getting an addressee to draw an inference

and hence recover an implicature (Grundy, 2000).

3. Violating Maxim : Takes place when speakers intentionally refrain to apply certain maxims in their conversation to cause misunderstanding on their participants' part or to achieve some other purposes (Grace).

4. Maxim of quantity : Maxim of Quantity the participant make as informative as is required for the current purpose of the exchange (Grice as quoted by Grundy (2000)).

5. Maxim of quality : Maxim of Quality indicates that participants do not say what they believe to be false and they may not say which they lack adequate evidence (Grice as quoted by Grundy (2000)).

6. Maxim of relevance : Maxim of Relevance is used when the participants just to convey in information relevant (Grice as quoted by Grundy (2000)).

7. Maxim of manner : Maxim of Manner means that the participants have to be perspicuous and also they have to avoid obscurity of expression and avoid

ambiguity (Grice as quoted by Grundy (2000)).

8. *Wild Child*

: *Wild Child* is a movie that tells about a rebellious Malibu princess is shipped off to a strict English boarding school by her father.

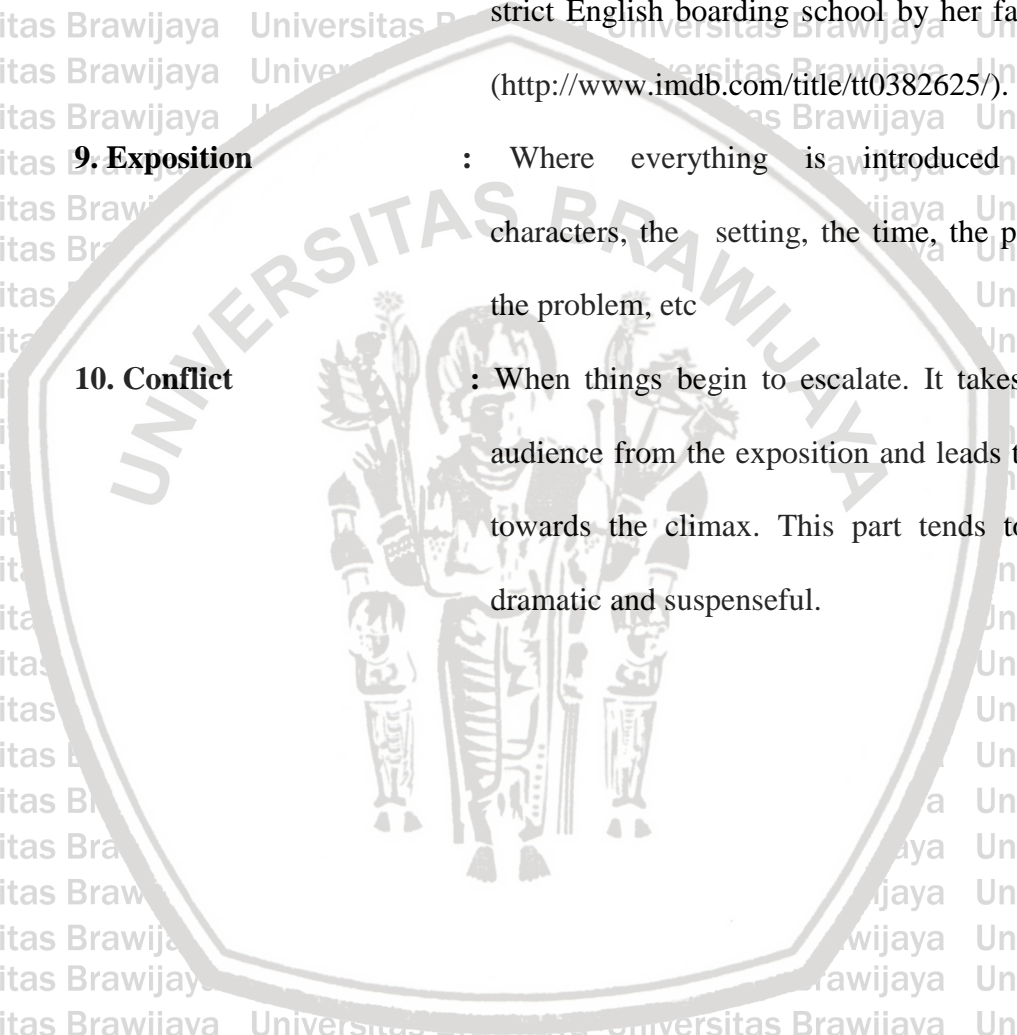
(<http://www.imdb.com/title/tt0382625/>).

9. Exposition

: Where everything is introduced, the characters, the setting, the time, the place, the problem, etc

10. Conflict

: When things begin to escalate. It takes the audience from the exposition and leads them towards the climax. This part tends to be dramatic and suspenseful.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of the related literature. It consists of theoretical framework and previous studies. These all sections will be elaborated as follows:

2.1 Theoretical Framework

2.1.1 Pragmatics

Yule (2006, p. 112) defines “pragmatics as the study of what speakers mean or speaker meaning”. It has, consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves.

The study of pragmatics cannot be separated from context that determines the meaning of the utterances. Yule states that this type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. It requires a consideration of how speakers organize what they want to say in accordance with whom they’re talking to, where, when, and under what circumstances (Yule, 2006).

Levinson (1983, p. 9) states that “pragmatics is the study of those relations between language and context that are grammaticalized, or encoded in the structure of a language”. Then, Mey (2004, p. 42) also supports that “context

takes a part in the language use as he defines pragmatics as the study of the conditions of human language uses as these are determined by the context of society”.

From the definitions proposed by the linguists above, the writer can conclude that actually pragmatics is the study about intended meaning of the utterances because each utterance has its own context. Sometimes, the utterances said by the speakers have different meaning from the original utterances that must be understood by the listeners.

2.1.2 Grice's Cooperative Principle

Conversation in communication is a social activity, which always involves two or more participants. Conversation cannot emerge if one is talking to oneself.

And once the conversation has emerged, it needs some efforts from the participants to make it good and smooth. Mey (2004, p 8.) says that “communication requires people to cooperate; the “bare facts” of conversation come alive only in a mutually accepted, pragmatically determined context”. In

linguistics, cooperation in communication itself has been elevated to the status of an independent principle by British American philosopher H. Paul Grice called Cooperative Principle that consists of four principles.

Grice makes a notion called the cooperative principle that in order to communicate well the speakers have to apply this principle. In communication, Grice suggests that the message being sent by the speakers should consider some principles, such as clarity, conciseness, and directness (Rahardi, 2005). Grice as quoted by Grundy (2000) displays those principles in four maxims as follows:

2.1.2.1 Maxim of Quantity

Maxim of Quantity means that the participant make as informative as is required for the current purpose of the exchange. They should not make their contribution more or less informative, because the communication between the addressee and the addressor will be misunderstanding. Example:

A: Where Joe went yesterday?

B: Grandmother's house.

2.1.2.2 Maxims of Quality

Maxim of Quality indicates that participants do not say what they believe to be false and they may not say which they lack adequate evidence. Example:

A: "What's the weather like today?"

B: "It's snowing"

2.1.2.3 Maxim of Relevance

Maxim of Relevance is used when the participants just to convey in information relevant. Example:

A: "Do you want to see a movie tonight?"

B: "I have to study for an exam"

2.1.2.4 Maxim of Manner

Maxim of Manner means that the participants have to be perspicuous and also they have to avoid obscurity of expression and avoid ambiguity.

Example:

Obeying: Friend: Where was Jean yesterday?

Mother: Jean went to the market and bought some foods.

2.1.3 Violating of Maxims

The use of terms *principle* and *maxim* does not mean that the cooperative principle and its maxims will be followed by everybody all the time. People do violate them and tell lies. Grice first distinguishes telling lies from other types of violation. In his view, conversational implicatures can only be worked out on the basis of the cooperative principle. If somebody deliberately conceals fact from his hearers, the basis for accurate interpretation is lost, though a liar succeeds only when his hearers assume that he is observing the cooperative principle. In other words, lies are not implicatures proper. So the cases Grice discusses are all blatant, apparent violations. The speaker has shown it clearly that some maxims are violated, yet at a deeper level the cooperative principle can still be thought to be upheld.

Cutting (2002:40) said in his journal if the speaker violates the maxims to make the hearer hard to understanding what the speaker's means, it means the speaker violate the maxims. Speaker did not said the message directly or they hide the information. The speaker usually did not want to make the hearer understand about their information. It means the speaker deliberately says the information unclear to make the hearer did not understand.

2.1.3.1 Violating the Maxim of Quantity

The speaker violate the maxims of quantity if the speaker did not give enough information to the hearer. For example :

A: Does your dog bite?

B: No.

A: (Bends down to stroke it and gets bitten) Ow! You said your dog doesn't bite!

B: That isn't my dog.

2.1.3.2 Violating the Maxim of Quality

If the speaker give incorrect information or says the opposite of the information, it means the speaker violated the maxim of quality. For example :

A: How much did that new dress cost, darling?

B: Thirty-five pounds

B can be lies about the cost of the dress.

2.1.3.3 Violating the Maxim of Relation

The speaker violated the maxim of relation if they said different topic when the speaker and hearer make conversation. For example :

A: How much did that new dress cost, darling?

B: I know, let's go out tonight. Now, where would you like to go?

2.1.3.4 Violating the Maxim of Manner

The speaker violated the maxim of manner means the speaker says something to hide the information to the hearer. For example:

A: What would the other people say?

B: Ah well I don't know. I wouldn't like to repeat it because I don't really believe half of what they are saying. They just get a fixed thing into their mind.

2.1.4 Flouting Maxims

Grundy (2000) there is a trade-off between abiding by maxims (the prototypical way of conducting a conversation) and flouting maxims (the most silent way of conveying implicit meaning). If one tells a lie in English, one breaks one of Grice's maxims (the maxim of quality); but this does not mean that one fails to speak the English language. The flouting of the conversational maxims can happen in some situations or occasions for some purpose. There are some occasions, which do not represent obeying the maxims:

2.1.4.1 The flouting maxims of quantity

The flouting maxim of quantity is usually uninformative contribution. Here the addressor gives less information or too much information. Finally, the addressor usually flouts this maxim because he/she give incomplete words when he/she is speaking. For examples:

A: Who's that person with Dido?

B: A girl

C: That's Joe born in Banyuwangi, on July 01, 1991 and she is Mr. Taufiq daughter.

A cooperative reply would be "that's his new girlfriend, Joe". An uncooperative reply would be an over brief one (B), or an over long one such as (C).

2.1.4.2 The flouting maxim of quality

Firstly, the flouting will be done by addressor lies or says and denies something that is believed to be false in order not to get some punishment from someone. Secondly, addressor uses irony statement when he/she flouts. Finally, addressor distorts information. It means that he/she misrepresent his/her information in order to make addressee understand. The example:

A: "What's the weather like today?"

B: I don't think so, it will be rain maybe.

2.1.4.3 The flouting maxim of relevance

The participants flout the maxim of relevance because they make the conversation unmatched. Usually, the participants do the wrong causality.

Besides, they do not want to speak the same topic; they will change the topic or avoid talking about something. This flouting is usually used to hide something. It means the participants keep secrete or something in order that nobody knows about it. For example:

A: I don't think Mr Agus is an old Windbag, don't you?

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

2.1.4.4 The flouting maxim of manner

An addressor flouts the maxim of manner when he/she uses ambiguous language. Addressor uses another language such as foreign language which makes the addressee does not understand. Sometimes, this flouting is used by addressor to exaggerate things. It means that addressor represent as greater things.

Moreover, addressor uses slang in front of people who do not understand. In the last, if the addressor's voice is not loud enough, he/she will flout the maxim of manner. For examples:

A: where's my box of chocolates?

B: The children were in your room this morning.

2.1.5 Resolving Strategies

Related to the understanding the context to reveal the intended meaning, the hearers have strategies being used, those are:

2.1.5.1 Contextual Knowledge Exploitation

Each utterance that is produced by the speaker is not stable and certain utterance has its own meaning. So, the hearers should know about the context when the speaker utters it. Horn and Ward (1998) state in the journal that the meaning of a sentence can be regarded as a function from a context, including time, place, and possible world into a proposition, where a proposition is a function from a possible world into a truth value. It can be inferred that knowing

the context is very important. Collier and Talmon (2005, p.7) state in the journal that “Whatever the context that is relevant to an utterance, it is necessary to identify it”. It means if the hearer does not identify the context, the real meaning of the utterances will be lost.

In the process of understanding text, context takes a part in it. Sperber and Wilson (1998) explain about the definition of context as a psychological construct, a subset of the hearer’s assumption about the world. It is these assumptions of course, rather than the actual state of the world, that affect the interpretation of an utterance. A context in this sense is not limited to information about the immediately physical environment or the immediately preceding utterances expectations about the future, scientific hypothesis or religious beliefs, anecdotal memories, general cultural assumptions, beliefs about the mental state of the speaker, may all play a role in interpretation.

So, context is a set of accessible information stored in temporary and encyclopaedic memories. It proposes that any assumptions and information we have will be the context which influences our background knowledge. That is why the context gives many influences in communication. However, if the hearer or reader (in case of written text) lacks adequate sources of context, the implicatures of utterance will be failed to be understood. Here, the relevance theory has function to recover that understanding failure. According to Grundy (2000), the theory is able to identify and explain the fact that not all of utterances and sentences can be understood successfully, those utterances and sentences might be

understood in different ways and levels of different hearers or readers. In his journal, Kuthy (2002) distinguishes three main of contexts, those are:

1. Physical context, this encompasses what is physically present around the speakers/hearers at the time of communication. What objects are visible, where the communication is taking place, what is going on around, etc. these are the examples of the physical context:

- a. I want that book. (Accompanied by pointing)
- b. Be here at 9:00 tonight. (Place/time reference)

2. Linguistic context, this includes what has been said before the conversation.

- a. I can't believe you said that!
- b. If my mom heard you talk like that, she'd wash all your mouths out with soap!

3. Social context, the social relationship of the people involved in communication.

These are the examples of the social context:

- a. Mr. President, stop bugging me and go home. (This sentence is only shocking because we know you can't talk like this to the President)
- b. I do hereby humbly request that you might endeavour to telephone me with news of your arrival occurs. (bizarre if said to a friend instead of call me when you get home).

Hymes as quoted by Wardhaugh (1986) explains about the aspects of non-linguistics context in the ethnography of speaking. Ethnography is the various factors that are relevant in understanding how certain communicative event attains its purposes. Hymes as quoted by Wardhaugh (1986) organizes the factors in the

form of acronym SPEAKING, S for Setting and Scene, P for Participants, E for Ends, A for Act sequence, K for Key, I for Instrumentalities, N for Norms of Interactions and interpretation, and G for Genre. Since there are many aspects of context in this theory including physical and psychological context, so, the writer thinks that this theory is the most suitable theory being used in this research.

Those aspects will help the writer to identify the intended meaning of the utterances being flouted. These are the explanation of each feature:

1. The Setting and Scene

Setting refers to the concrete physical circumstances like the time and place in which certain conversation happens. Scene refers to the abstract psychological setting or the cultural definition of the occasion. A speaker may changes one scene to another scene in one setting.

2. The Participants

The participants include various grouping whether it is speakers and listeners, addresser and addressee, or sender and receiver.

3. Ends

Ends mean the expected outcomes and personal aims in the conversation.

4. Act Sequence

Act sequence is the form and content of conversation including the precise words used how the words are used, and the relationship what is said to the topic of conversation.

5. Key

Key is the tone, manner, or spirit in certain message which is conveyed including light hearted, serious, precise, pedantic, mocking, sarcastic, pompous and soon.

6. Instrumentalities

Instrumentalities put on the choice of channel such as oral, written, or telegraphic. Instrumentalities also include the form of the speech employed such as the dialect, code, or register chosen in the conversation.

7. Form of Interaction and Interpretation

Norms of interaction and interpretation are the specific behaviours and properties that connect them to speaking and to how they may be viewed by someone who is not associated with the main characters. For example: Loudness, silence, gaze return.

8. Genre

Genre is the utterance. The types include poems, proverbs, riddles, sermons, prayers, lectures, and editorials. From the explanation about context above, the writer can conclude that actually each utterance is not stable and it will have different meaning in the different situations. Those situations are called contexts. In the communication process, in understanding certain utterance of the speaker, the hearer should understand the context, including the time, place, or social context. It also can be inferred that contexts take a part in understanding utterances and they have big influences there. Then, understanding the context is

very important for the hearers because the failure of understanding the context drives to the failure of getting the meaning of the speaker's utterances.

2.1.5.2 Negotiation Strategy

In the communication, the hearers do not always understand about the context of conversation. It means that the hearers do not have mutual knowledge with the speakers. Sell as quoted by Leonardi (2000, p. 7) "a historical yet non-historicist pragmatics...will view human beings as profoundly affected by their different situationalities, yet as having the psychological endowments necessary to negotiate such differences through communication". It means in communicating, human beings are profoundly affected by their different situationalities, communication through the speaker tried to negotiate with the psychological endowments.

Sperber and Wilson also state that although two communicants can share a similar system of beliefs, their respective contexts may not be totally shared. Then, they state that "Conceiving of context as the hearer's psychological construct activated at the very moment of utterance interpretation may explain why there can be as many reactions to the same utterance as the numbers of hearers who hear it". This is also why, Sell as quoted by Leonardi (2000, p. 22) claims, "Communication can be seen as a process by which ... contextual disparities are negotiated" from the explanation above, it can be concluded that if the hearers do not understand about the context of conversation, they may give response by negotiating the context based on their own knowledge.

2.2 Previous Studies

The first previous study that is used by the writer is “Flouting and Hedging Maxims Found Ratatouille movie” by Taufiqillah (2003) from English Letters and Language Department, Faculty of Humanity and Culture, The State Islamic University of Maulana Malik Ibrahim Malang. In his study, he analyzes the flouting and hedging maxim in the Ratatouille movie. Taufiqillah states his interest of that study because the phenomena that flouting and hedging maxim concept are exist in the main character’s communication in his study, he tries to find the flouting and hedging maxim in the Ratatouille movie. In analyzing the data, he uses the theory proposed by Grice about cooperative principle. Then, the approach being used is descriptive approach since the data are in the written form.

After analyzing the data, he finds 23 data which are appropriated with the characteristics of flouting, most maxims being flouted is maxim of quality followed by maxim of quantity, maxim of relation (relevance) and maxim of manner. Then, about the hedging maxim, the researcher found seven data which are appropriated with the characteristics of hedging maxim. They consist of hedging maxims of quality and of hedging maxims of relevance.

Then, the second previous study is “Flouting Maxims in the main characters utterances of the Da vinci code movie” by Hidayati (2012). She found out the four maxims had flouted by the main characters utterances of Da vinci code movie, maxim of quantity, maxim of quality, maxim of relevant, and maxim of manner. Hidayati finds 63 data containing flouting maxims, and the most maxims being flouted by main characters is maxim of relevance. Then, this

analysis also gave proof that actually the cooperative principle that had four maxims were not always being obeyed by the speakers in the real communication, because in gaining communicative conversation, sometimes the speakers should flout the maxim of their utterances to make the hearers understand about the message they sent. Then, about the strategies, she finds three strategies, such as negotiation, contextual knowledge exploitation, and combination strategies to resolve the implied meanings of the utterances.

From the two previous studies above, the writer tries to improve the research about flouting maxim and violating maxim of main characters' utterances in movie, in this case the writer uses *Wild Child* movie as the subject of the analysis. The writer uses different subject of analysis, in this study, the writer wants to describe about the flouting maxim, violating maxim, their implicit meanings, and tries to describe about the resolving strategies used by the interlocutors. Those two previous studies give much input in conducting the research because they give some ideas so that the writer can improve about the research for flouting maxim and violating maxim, especially in the movie.

CHAPTER III

RESEARCH METHOD

This chapter explains about the methodology used in this study including the research design, data source, data collection, and data analysis.

3.1 Research Design

This study was conducted by using qualitative approach since the writer analyzed the utterances of the main characters of *Wild Child* movie in the exposition and conflict plot. Then the result of the analysis would be in the form of description rather than in the form of number. Ary *et al.* (2002) stated that the qualitative research dealt with the data that was the description of the words rather than numbers or statistics; furthermore it tried to arrive at a rich description of the reports, objects events, and processes.

Since this study was using qualitative approach, the writer was the key instrument in collecting and analyzing the data. Then, since the data were in the written form, this research used content analysis. According to Ary *et al.* (2002, p. 442), "Content or document analysis is a research method applied to written or visual materials for purpose of analyzing specified characteristics of the materials. The materials analyzed can be handbook, newspaper, speeches, etc?". Since the researcher had intention to analyze the movie which referred to the script, the type of the research being conducted was document analysis.

Neuman (2003) defined content analysis as a technique for gathering and analyzing the content of the text which could be anything written, visual, or spoken that served as a medium for communication. The content referred to words, meanings, pictures, symbols, ideas, themes, or any messages that could be communicated to the reader or viewer. It included books, newspaper or magazine articles, advertisements, speeches, official documents, films or videotapes, musical lyrics, photographs, articles of clothing, or works of art. In this research, the writer analyzed written form of movie script. Therefore the writer chose document analysis as the type of the research.

In this study, the writer explained about the flouting maxim and violating maxim uttered by the main characters of the *Wild Child* movie in the exposition and conflict plot. The writer also analyzed about the intended meanings and the resolving strategies of the interlocutors. So, the qualitative approach was suitable for this research.

3.2. Data Source

The data of this research were the main characters' utterances which were flouted and violated. In this case, the writer took the utterances from main characters of the movie in the exposition and conflict plot. Then, the data source of this research was the movie script of *Wild Child* movie. The script was taken from the website www.IMDb.com, because this website was the popular script provider in Internet. On the other hand, this website was the branches of Internet movie database which win several awards. One of the awards was best entertainment sources from universal blockbuster award. Thus, the writer chose

this website to get the script of *Wild Child* movie. This movie talks about an American teenager, Poppy Moore. She is sent to Boarding School at England Abbey Mount by her father, because her bad attitude. The main characters of the movie are:

Poppy : 16 years old American teenager, she was sent to Boarding School at England by her father.

Harriet : Poppy's enemies, she is head Girl at Abbey Mount who loved Freddie so much, but Freddie does not have same feeling. He loved Poppy.

Freddie : Poppy's boy friend at Abbey Mount and he is headmistress's son

3.3. Data Collection

There were three steps in collecting the data; they are:

1. Watching the movie

The writer watched the movie to comprehend the story and to listen directly to the language spoken by the main characters.

2. Highlighting the utterances

The writer highlighted the utterances which contained flouting maxims and violating maxims.

3. Identifying the selected utterances

The writers identify the utterances of main character that contained flouting maxims and violating maxims.

3.4. Data Analysis

After the data were collected, the writer started to analyze the data for this research. Ary *et al.* (2002) defined data analysis as a process whereby researchers systematically searched and arranged the data in order to increase their understanding of the data and to enable them to present what they learned to others. Data analysis involved reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what was important. These processes were summarized into three steps below:

1. Categorizing

According to Ary *et al.* (2002), the first thing to do in organizing was to reduce the data which was done through the process called *coding*. Wiersma as quoted by Ary *et al.* (2002) suggested that organizing through coding was analogous to getting ready for a rummage sale: you sort of the stuff for sale into categories. Similarly, in the research, the data were categorized to the classification that has similar ideas, concepts, activities, themes, setting and soon represent category. In this research, the writer categorized utterances which were flouted by the main characters of *Wild Child* movie into four kinds of maxim being flouted and violated, those were maxim of quality, maxim of quantity, maxim of relevance and maxim of manner.

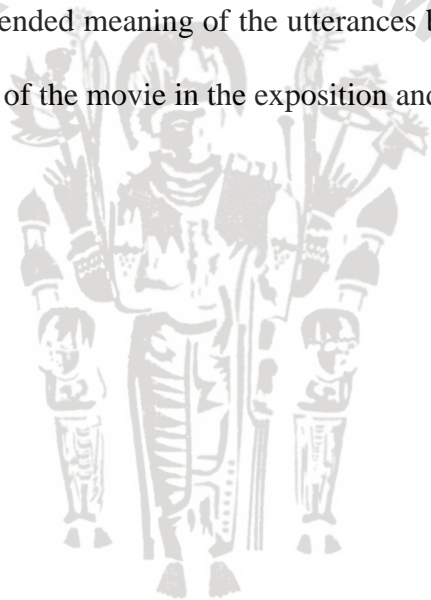
2. Summarizing

Ary *et al.* (2002) stated that in summarizing step, the writer began to see what was in the data and examined all entries with the same code, and then emerged these categories into patterns by finding links and connections among

categories. In this process, the writer could further integrate the data and began to make statements about the relationship and themes in data. In this research, the writer identified the resolving strategies performed by the interlocutors of the main characters that lead to the connection of the flouting and violating maxim and resolving strategies.

3. Interpreting

Ary *et al.* (2002) stated that in this step the writer went beyond the descriptive data extract the meaning and insight from the data. In this step, the writer analyzed the intended meaning of the utterances being flouted and violated by the main characters of the movie in the exposition and conflict plot.



CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer discusses the finding and the discussion based on the research problems.

4.1 Finding

After collecting the data from the movie script, the writer found 19 dialogues containing flouting maxim and violating maxim from the three main characters' utterances. The data were categorized based on the theory of flouting maxim proposed by Grice. There were four kinds of maxims which were flouted and violated in this movie; those were maxim of quantity, maxim of quality, maxim of relevance, and maxim of manner.

In this movie, the writer found 8 dialogues contained flouting maxim and violating maxim of quantity, 3 dialogues contained flouting maxim and violating maxim of quality, 5 dialogues contained flouting maxim and violating maxim of relevance and 3 dialogues contained violating maxim of manner.

4.1.1 The Analysis of Violating Maxim of quantity

Violating maxim happened when the speakers did not obey the cooperative principles in their communication. In this analysis, there would be explanation about how the utterances being violated, the resolving strategies used

by the interlocutors in conveying the intended meanings, and the intended meanings of the utterances being violated.

Dialogue 1

Line Name Utterance

- 1 Poppy : Shit.Shit. Molly? Molly. Molly!
- 2 Molly : Hey, I was listening to that.
- 3 Poppy : Earth calling sisterling. Have you forgotten today's the
- 4 day Rosemary moves in?
- 5 Molly : Like you'd let me forget? Please tell me you're not going
- 6 to do anything crazy?
- 7 **Poppy : Look, you know I love you, Mollster, but there are some**
- 8 **things you're just way too young to understand. I know**
- 9 **what I'm doing, though, okay? Trust me.**
- 10 Molly : Poppy!

Related to the violating maxim applied in the conversation above, context was very important part in revealing the message in the conversation. The context of the conversation above was the morning when Poppy woke up and trying to look for her sister in the kitchen. In the conversation above, the maxim being violated was maxim of quantity because Poppy gave too much information than required. It could be seen that Molly only asks what is Poppy going to do? Poppy could answer by using "I know what I'm doing", but, she added some additional explanations by saying "Look, you know I love you, Mollster, but there are some things you're just way too young to understand". In this case, Poppy violated maxim of quantity since she gave too much information.

Giving response to Poppy's utterances containing violating maxim (line 7-line 9), Molly as her interlocutor doesn't give a response about Poppy statement she only scream and mention Poppy's name. In this matter, she used Showing Surprise strategy in responding what was said by Poppy.

Dialogue 2

Line	Name	Utterance
1	Gerry	: Out, out, out. Let's go. Come on. Out, out.
2		That is the final straw, Poppy. You are going to England.
3	Poppy	: Let's go. – Yawn. The boarding school threat again.
4	Gerry	: I don't even recognise you any more. All this is going to stop right now!
5		
6	Poppy	: So what? Big deal! You can just replace me with a newer, trashier version, like you did with Mom!
7		
8	Gerry	: You are going to boarding school in England, and that's final.

In the dialogue above, Poppy tried to give an explanation to her father, Gerry that she disagree about Gerry's boarding school threat. She added some additional explanations about her objection by saying "You can just replace me with a newer, trashier version, like you did with Mom!" In this case, Poppy violated the maxim of quantity.

Giving response to Poppy's utterances containing violating maxim above (line 6 – line 7), Gerry as Poppy's interlocutor gave response by using persuading's strategy. It was indicated by his utterance "You are going to boarding school in England, and that's final", it could be inferred that actually Gerry tried to persuade Poppy to goes to boarding school in England.

Dialogue 3

Line	Name	Utterance
1	Drippy	: She's definitely done the missionary and almost certainly the
2		Lebanese fulcrum. I can tell.
3	Kate	: How?
4	Drippy	: From the angle of her hips.
5	Poppy	: Can I help you? Is there a problem?
6	Drippy	: How many boys have you shagged?
7	Poppy	: Well, there was Brandon, eight-pack. Chase, jock. Tyler.
8		Bajillionaire. Derek. He was Kelly Slater's cousin. And, oh,
9		Jack. He was all-around sick. Christ. I mean sick body, sick
10		mind.
11	Drippy	: Shit! Kate!
12	Kate	: Sorry, Drip. It looked lighter on the box.

In this conversation, Poppy gave too much information than required.

Actually, when Drippy asked Poppy about how many boys that she has shagged?,

Poppy could answer by using the number of the boys or mention their name but,

she added some additional explanations about their characteristic. In this case,

Poppy violated the maxim of quantity.

Giving response to Poppy's utterances containing violating maxim (line 7- line 10), Drippy as her interlocutor doesn't give a response about Poppy statement, in this matter, she used Showing Surprise strategy in responding what was said by Poppy.

Dialogue 4

Line	Name	Utterance
1	Freddie	: Hey, who's there?
2	Poppy	: Poppy.
3	Freddie	: Last name?
4	Poppy	: Moore. Poppy moore, sir.
5	Freddie	: Well, Moore, poppy moore, this is a fire practise.
6	Poppy	: Sorry, i'm new here.
7	Freddie	: Yes, that's obvious. But weren't you listening in physics
8		class? Fire tends to be hot, and the point is to avoid it.
9	Poppy	: Okay. Where do I go?
10	Freddie	: Out the door, turn left, and down the stairs.

In the dialogue above, Freddie tried to give an explanation to Poppy about Poppy's mistake. Actually, when Poppy said "Sorry, i'm new here" Freddie could answer by using "yes" or "no" answer, but, he added some additional explanations about what Poppy should did by saying "weren't you listening in physics class?

Firetends to be hot, and the point is to avoid it". In this case, Freddie violated the maxim of quantity since he gave too much information than required.

Giving response to Freddie's utterances containing violating maxim (line 7- line 8), Poppy as her interlocutor said "Okay, where do I go?". In this matter,

she used negotiation strategy in responding what was said by Freddie. She gave a question as a response to make negotiation with Freddie.

Dialogue 5

Line	Name	Utterance
1	Kate	: You're freezing. You need a jumper.
2	Poppy	: Whatever that is, I don't think I have one.
3	Kate	: I don't think I have anything thicker than prosciutto.
4	Poppy	: Thanks. I didn't really come prepared. Didn't figure I'd be here this long.
5		
6	Kate	: Nothing worse than the only message you get all day being
7		from the phone company.
8	Poppy	: But Matron took all the phones.

In this conversation, Poppy gave too much information than required.

Actually, when Kate said "I don't think I have anything thicker than prosciutto"

Poppy could answer by using "Thanks", but, she added some additional explanations about her condition. In this case, Poppy violated the maxim of quantity.

Giving response to Poppy's utterances containing violating maxim above (line 4 – line 5), Kate as Poppy's interlocutor gave response by using Maintaining Good Relationship strategy. It was indicated by her utterance "You're freezing, you need a jumper, I don't think I have anything thicker than prosciutto", it could be inferred that actually Kate tried to maintain good relationship with Poppy.

Dialogue 6

Line	Name	Utterance
1	Kate	: Is it your mum? She going to come out and visit?
2	Poppy	: She died in a car accident when I was 11.
3	Kate	: Oh, Poppy, I'm so sorry. I know you're not some Malibu
4		therapist, but...
5	Kate	: Listen. Are you serious about getting out of here?
6	Poppy	: Yeah.
7	Kate	: Then, you're going to have to get yourself expelled.
8	Poppy	: Okay.
9	Kate	: "Anybody disporting themselves in an improper manner will
10		be proposed. for expulsion before the Honour Court."

11 Poppy : Wait. Honour Court?

In the dialogue above, Poppy tried to give an explanation to Kate about her mom. When Kate said “is it your mum?, she going to come out and visit?” Poppy could answer by using “yes” or “no” answer, but she added some additional explanations about her mom by saying “She died in a car accident when I was 11”

In this case, Poppy violated the maxim of quantity since she gave too much information than required.

Giving response to Poppy’s utterances containing violating maxim above (line 2), Kate as Poppy’s interlocutor gave response by using Maintain Good Relationship strategy. It was indicated by her utterance “Oh, Poppy, I’m so sorry. I know you’re not some Malibu therapist but...”, it could be inferred that actually Kate tried to maintain good relationship to Poppy.

Dialogue 7

Line	Name	Utterance
1	Jane	: I think people are starting to like her.
2	Harriet	: People? People can learn to get used to rotting pig's vomit if they live with it for long enough. –
3		
4	Charlotte	: Maybe she's trying to leave.
5	Harriet	: It'd be a nightmare if she stayed. She makes a mockery of the system. She's not staying. Take it from me. Five generations of myfamily have made this school great. The school motto is scholarship, fellowship, loyalty. Not be a slutty, whore-y shit-brain.
6		
7		
8		
9		
10	Charlotte	: So brilliante, Harriet.

In the dialogue above, Harriet tried to give an explanation to Charlotte about Poppy. Actually, when Charlotte said “Maybe she's trying to leave” Harriet could answer by using “It'd be a nightmare if she stayed,” but she added some additional explanations by saying “She makes a mockery of the system. She's not staying. Take it from me. Five generations of myfamily have made this school

great. The school motto is scholarship, fellowship, loyalty. Not be a slutty, whore-y
shit-brain". In this case, Harriet violated the maxim of quantity since she gave too
much information than required.

Giving response to Harriet's utterances containing violating maxim (line
5- line 9), Charlotte as her interlocutor said "So brilliante, Harriet?" In this matter,
she used Agreeing strategy in responding what was said by Harriet.

4.1.2 The Analysis of Violating Maxim of Quality

In the analysis of violating maxim of quality, the writer analyzed
character's utterance when they lie or say and deny something by use irony
statement.

Dialogue 1

Line	Name	Utterance
1	Poppy	: So bloody English.
2	Harriet	: Really. And you could do better?
3	Poppy	: Laugh it up, but I could whip all of your asses blindfolded.
4	Harriet	: This I'd love to see.
5	Poppy	: Oh, it's on like Donkey Kong. Do your worst, horse face.

In the dialogue above, it could be seen that Poppy and Harriet were
arguing about stick ball. In conversation above, Harriet is curious about Poppy
ability to play the Game by saying "Really. And you could do better?" in this
conversation Poppy should give answer using "yes" or "no" answer, but she
added some information about her ability. In this case, Poppy violated maxim of
quality.

Giving response to Poppy's utterances containing violating maxim above
(line 3), Harriet as Poppy's interlocutor gave response by using the Supporting

Hearer Strategy. It was indicated by her utterance “This I'd love to see”, it could be inferred that Harriet tried to see Poppy's ability.

Dialogue 2

Line	Name	Utterance
1	Poppy	: Like I give a shit.i'll be gone by then.
2	Matron	: Language! Two Sundays detention. For the whole dorm.
3	Poppy	: I'll deal with this. Look, hey. Hey. Here's a Ben Franklin.
4		Why don't you go out and buy yourself... Well, anything.
5		Whatever you get will be a serious improvement.
6	Matron	: Three Sundays. For everyone.

In the dialogue above, it could be seen that Poppy and Matron were arguing about rules of Abbey Mount School. Poppy as new student in Abbey Mount School did not know who is Matron. When Matron gave punishment to Poppy, Poppy gave a response Matron's utterance by saying irony statement. In this case Poppy violated maxim of quality.

Giving response to Poppy's utterances containing violating maxim above (line 3- line 5).Matron as Poppy's interlocutor gave a response to Poppy's statement by saying “Three Sundays, for everyone.” It was indicated Matron used the Making Sure strategy to response Poppy's utterance. In this utterance, Matron was angry about Poppy statement, so Matron makes sure that the Punishment should be done by Poppy and everyone in the room.

4.1.3 The Analysis of Violating Maxim of Relevance

In the analysis of violating maxim of relevance, the writer analyzed how the main character using unmatched statement or using difference topic to answer the speaker utterance.

Dialogue 1

Line	Name	Utterance
1	Matron	: I am Scottish, not remedial.

- 2 Poppy : Good, then you understand. Line dry, press, no starch, and no creases.
 3 Matron : How dare you? No mufti for a week.
 4 **Poppy** : **Fine. Mufti may be your thing, lady, but it sure ain't**
 5 **mine**
 6 Josie : She means no home clothes for a week.
 7 Poppy : Like I give a shit. I'll be gone by then.
 8 Matron : Language! Two Sundays detention. For the whole dorm.

In the conversation above, Poppy was arguing with Matron about the rule of Abbey Mount School. When Matron gave punishment to Poppy by saying “No mufti for a week”, Poppy gave unmatched response for Matron’s utterance.

Actually mufti means home clothes, but Poppy doesn’t know the meaning of mufti, so she gave different topic as answered for Matron’s utterance. It meant Poppy violated the maxim of relevance.

Giving response to Poppy’s utterances containing violating maxim (line 4- line 5), Matron as her interlocutor did not give response for Poppy’s utterance, It meant Matron using Contextual Knowledge strategy, although it seemed that Matron did not accept what was being said by Poppy, at last she accepted it. She did not accept Poppy’s utterances directly.

Dialogue 2

Line	Name	Utterance
1	Harriet	: Get out of the way! –
2	Poppy	: Hey, watch the shmere, girlfriend. Two hundred goats died
3	Harriet	: We meet again. How sublime. Learn the rules. When it
4		comes to right of way, there is a hierarchy. Teachers,
5		prefects, scholars, dogs, vermin, Americans. Kate? See to
6		it she falls in line.
7	Poppy	: What is this place? Hogwarts?

The context of the conversation above was that Poppy and Harriet were arguing about the rules of Abbey Mount School. Harriet as a prefects gave explanation to Poppy by saying “We meet again. How sublime. Learn the rules. When it comes to right of way, there is a hierarchy. Teachers, prefects,

scholars, dogs, vermin, Americans. Kate? See to it she falls in line". In this case, Harriet answered Poppy's statement with different topic. She added some information to emphasize the rule and try to mock Poppy. In this case, Harriet's answer violated maxim of relevance.

Giving response to Harriet's utterance containing violating maxim (line 3-line 6), Poppy as her interlocutor gave a response by using question statement; it meant Poppy was surprised for Harriet utterance. Poppy said "What is this place? Hogwarts?", From her utterance, Poppy was surprised about Harriet statement, that's why she used question statement to emphasize her surprised. It could be said that Poppy using the Showing Surprise strategy.

Dialogue 3

Line	Name	Utterance
1	Mrs.Kings	: Go out and close the door.
2	Poppy	: But you asked to see me.
3	Mrs Kings	: Yes, well, you have to knock before you enter.
4	Poppy	: I can't believe it. This is all horse face's fault!
5	Mrs Kings	: Who is it?
6	Poppy	: Jesus Christ!
7	Mrs.King	: Oh, dear. We were led to believe you had a beard and
8		sandals. Now, we'll have to change that stained-glass window
9		in the school chapel.

In the dialogue above, Mrs. King and Poppy were discussing about what happened in the field this morning when Harriet and Poppy fought. Poppy opened the door before get permission from Mrs. Kings, so why Mrs. Kings asked her to out and knock the door before she enter the room. Poppy answers Mrs. King's utterance, by using different topic as her angry expression. In this case, Poppy violated maxim of relevance because she answer by saying unmatched topic.

Giving response to Poppy's utterance containing violating maxim (line 4), Mrs. Kings as her interlocutor gave a response by using the Jokes Strategy, she

added some information about Jesus Christ. Actually Poppy said “Jesus Christ” to expressed her angry, but Mrs. Kings answer Poppy’s utterance by added some information about Jesus Christ.

Dialogue 4

Line Name Utterance

- | | | |
|---|--------------|---|
| 1 | Mrs.Kings | : What do you like to read, Poppy? |
| 2 | Poppy | : OK Magazine, People, Us Weekly. |
| 3 | Mrs.Kings | : Well, might you be able to tackle such a thing as a book? |
| 4 | Poppy | : I prefer movies. – |
| 5 | Mrs.Kings | : Well, my personal library. Seems to be missing the book |
| 6 | | version of Freaky Friday. So, perhaps you might try this. |
| 7 | Poppy | : Oh, my uncle's producing the film version. |
| 8 | Mrs.Kings | : Alice in Wonderland was originally a book. You might |
| 9 | | surprise yourself and actually enjoy it. |

In the dialogue above, Mrs. Kings and Poppy were discussing about book that Poppy like to read. When Mrs. Kings asked Poppy what the book that Poppy likes to read, Poppy answered directly by mention the book one by one, but when Mrs. Kings asked Poppy to read Alice in Wonderland, Poppy answer different topic by saying “Oh, my uncle's producing the film version”. In this case, Poppy violated maxim of relevance.

Giving response to Poppy’s utterances containing violating maxim (line 7), Mrs. Kings as her interlocutor gave a response by using the Giving More Information strategy, she added some information about Alice in Wonderland book.

4.1.4 The Analysis of Violating Maxim of Manner

In the analysis of violating maxim of manner, the writer analyzed how the main characters use ambiguous language.

Dialogue 1

Line	Name	Utterance
1	Gerry	: I don't even recognise you any more. All this is going to stop right now!
3	Poppy	: So what? Big deal! You can just replace me with a newer, trashier version, like you did with Mom!
5	Gerry	: You are going to boarding school in England, and that's final.
6	Poppy	: What? You think just because Mom went to boarding school in England, it's going to magically straighten me out? Do you even remember Mom?

In the conversation above, Poppy and Gerry were arguing about Poppy's attitude, Gerry being angry about what Poppy has done, so he would like to send Poppy to go to boarding school in England. Poppy was angry about Gerry's idea, she showed an exaggerated expression by saying "So what? Big deal! You can just replace me with a newer, trashier version, like you did with Mom!". In this case, Poppy violated the maxim of manner.

Giving a response to Poppy's utterance containing a violating maxim (line 2-line 3), Gerry as her interlocutor gave a response by using Persuading the Hearer strategy, it means Gerry tried to persuade Poppy to go to boarding school in England by using an emphasized statement.

Dialogue 2

Line	Name	Utterance
1	Josie	: What the bleep is that? –
2	Poppy	: None of your bleeping business.
3	Kiki	: It's an iPhone. Good luck getting a signal. We only have two hot spots that work round here.
5	Poppy	: Maybe you should try entering the 21st century, Buck Rogers. This place is medieval. It's imperative that I make my phonecalls.

In the dialogue above, Poppy, Kiki and Josie were arguing about Poppy's iPhone, when Kiki explained that in the Abbey Mount only have two hot spots that work, Poppy answered by saying an exaggerated utterance. In this case, Poppy violated the maxim of manner.

Giving response to Poppy's utterances containing violating maxim (line 5- line 6), Kiki and Josie as her interlocutor did not gave response for Poppy's utterance, It meant Kiki and Josie using Contextual Knowledge strategy, although it seemed that Kiki and Josie did not accept what was being said by Poppy, at last they accepted it. They did not accept Poppy's utterances directly.

Dialogue 3

Line	Name	Utterance
1	Drippy	: Hey, Poppy! What about this for Ascot? –
2	POPPY	: Magnificent. is this too workaday?
3	Josie	: Come on now, girls. This is a serious mission. Get a move on.
4		Now, Poppy, how about something like this? Fifty pence.
5	Poppy	: It looks like someone died in it. I'd rather stay the
6		Yorkshire Terrier freak.
7	Kate	: You're a Buddhist, right? Think of it as clothing reincarnation.
8	Poppy	: Honey, even Buddha wouldn't be caught dead in half this
9		stuff.Still, I guess anything's possible. Come on. Let's do this.

In the dialogue above, Poppy, Josie, Kate and Drippy were discussing about dress that they want to wear in the Party. When Drippy and Josie ask Poppy's suggestion, Poppy answers by saying exaggerates utterance “It looks like someone died in it. I'd rather stay the Yorkshire Terrier freak” in this sentence Poppy make exaggerate statement to make Josie, Drippy and Kate sure about Poppy argument. In this case, Poppy violated maxim of Manner.

Giving response to Poppy's utterances containing violating maxim (line 5- line 6), Drippy, Josie and Kate as her interlocutor gave a response by using question statement, it means they use negotiation strategy in responding Poppy's utterance.

4.1.5 The Analysis of Flouting Maxim of quantity

In the analysis of flouting maxim of quantity, the writer analyzed character's utterance when they give more or less information that it required.

Dialogue 1

Line	Name	Utterance
1	Mrs.Kings	: Poppy, this is Kate. She'll be your big sister at Abbey Mount.
2		You'll soon settle in.
3	Kate	: Hi, how do you do?
4	Poppy	: I already have a sister.
5	Kate	: It's just school lingo. I'll be your friend, a helping hand, that's all.
6		
7	Poppy	: Okay, but I choose my friends, and FYI, you don't make the cut.
8		
9	Kate	: I'm sure that comment would sting a lot more if I knew what FYI meant. But, for the moment, let's just pretend it's had the desired effect, shall we?
10		
11		

In the conversation above, Poppy tried to give an explanation to Kate that she disagrees about Kate's idea to make relationship as friend. She added some additional explanations about her objection by saying "FYI, you don't make the cut" In this case, Poppy flouted the maxim of quantity since she gave more information than was required.

Giving response to Poppy's utterances containing flouting maxim (line 7- line 8), Kate as her interlocutor said "I'm sure that comment would sting a lot more if I knew what FYI meant". In this matter, she used negotiation strategy in responding what was said by Poppy. It was indicated by her utterance "let's just pretend it's had the desired effect, shall we?". She gave a question as a response.

4.1.6 The Analysis of Flouting Maxim of Quality

In the analysis of flouting maxim of quality, the writer analyzed character's utterance when they lie or say and deny something by use irony statement.

Dialogue 1

Line	Name	Utterance
1	Poppy	: Lips, hips, hips, and butt.
2	Harriet	: What are you doing? This is a themed costume party, Not a dwarf prostitutes' convention.
3		
4	Poppy	: I'm so sorry. I must say that you look incredible. You make an excellent Shrek. This is my favourite song.
5		
6		Comeon

In the dialogue above, it could be seen that Poppy and Harriet were arguing about costume party. Harriet was angry about Poppy's costume by saying "What are you doing? This is a themed costume party, Not a dwarf prostitutes' convention" answering Harriet statement Poppy compared Harriet with Shrek. It means Poppy flouted maxim of quality, she used metaphor since she made certain comparison between Harriet and Shrek.

Giving response to Poppy's utterances containing flouting maxim above (line 4- line 6). Harriet as Poppy's interlocutor did not give a response to Poppy's statement. It was indicated that Harriet using Contextual Knowledge strategy, although it seemed that Harriet did not accept what was being said by Poppy, at last she accepted it. She did not accept Poppy's utterances directly.

4.1.7 The Analysis of Flouting Maxim of Relevance

In the analysis of flouting maxim of relevance, the writer analyzed how the main character using unmatched statement or using difference topic to answer the speaker utterance.

Dialogue 1

Line	Name	Utterance
1	Kate	: Hi, how do you do?
2	Poppy	: I already have a sister.
3	Kate	: It's just school lingo. I'll be your friend, a helping hand,
4		that's all.
5	Poppy	: Okay, but I choose my friends, and FYI, you don't make the cut.

6 Kate : I'm sure that comment would sting a lot more if I knew what
 7 FYI meant.

In the conversation above, Kate was welcoming to Poppy as new student at Abbey Mount School, but Poppy give a negative response by saying opposite statement. In this case, Poppy flouted the maxim of relevance, she give unmatched response to Kate statement.

Giving response to Poppy's utterances containing flouting maxim (line 2), Kate as her interlocutor gave response by saying "It's just school lingo. I'll be your friend, a helping hand, that's all ". It meant Kate gave explanation to Poppy what the meaning of her utterance. It could be said that Kate used the Giving More Information strategy in responding Poppy's utterances.

From the analysis of the dialogues containing flouting maxims and violating maxims, the writer summarized the intended meanings of the utterances being flouted and violated by the three main characters of *Wild Child* and resolving strategies of the interlocutors in responding the main characters' utterances being flouted and violated in table.

Table 4.1 The Intended Meanings and Resolving Strategies

Violating	Intended Meaning											Resolving Strategies	
	GGI	MGR	GP/MS	PH	GMI	PS	SH	J	A	SS	N	CKE	C
Maxim													
Quantity	-	+	-	+	-	-	-	-	+	+	+	-	-
Quality	-	-	+	-	-	+	-	-	-	-	-	-	-
Relevance	-	-	-	-	+	-	-	+	-	+	-	+	-
Manner	-	-	-	+	-	-	-	-	-	-	+	+	-

Flouting Maxim	Intended Meaning											Resolving Strategies	
	GGI	MGR	GP/MS	PH	GMI	PS	SH	J	A	SS	N	CKE	C
Quantity	-	-	-	-	-	-	-	-	-	-	-	-	-
Quality	-	-	-	-	-	-	-	-	-	-	-	+	-
Relevance	-	-	-	-	+	-	-	-	-	-	-	-	-
Manner	-	-	-	-	-	-	-	-	-	-	-	-	-

- GGI : Giving Good Impression
- MGR : Maintain Good Relationship
- GP/MS: Giving Proof/ Making Sure
- PH : Persuading the Hearer
- GMI : Giving More Information
- PS : Politeness Strategy
- SH : Supporting Hearer
- J : Jokes
- A : Agreeing
- SS : Showing Surprise
- N : Negotiation
- CKE : Contextual Knowledge Exploitation
- C : Combination

4.2 Discussion

Grice (1989) said in order to communicate well the speaker had to apply the cooperative principle consisting of 4 maxims. In the communication, Grice suggest that the speaker who sent the message should consider some principle, such as clarity, conciseness and directness (Rahardi, 2005). From the analysis above, it was clear that in communication the speaker did not always obeyed that principle. When the 4 maxims of cooperative principle were not obeyed by the speaker performed the flouting maxim because the speaker tried to say the message indirectly.

In the script of *Wild Child* movie, there were 19 dialogues containing flouting maxims and violating maxims. It indicated that flouting maxims and violating maxims were existing in the communication because movie was one of literary works that represented the real life communication. In understanding the implicit meaning from the flouting maxims and violating maxims uttered by the main characters of the movie, context was the important tool in conveying the meaning, because if the hearers or the interlocutors failed in identifying the context, the meaning would be difficult to be understood. Collier and Talmon (2005, p.7) stated in the journal that “Whatever the context that is relevant to an utterance, it is necessary to identify it. The failure to identify the relevant context will lead to significant facts not being taken into account or, less dramatically; time being wasted upon insignificant facts”. It means identifying the context is significant to understand the context.

In defining the context of the utterances being flouted and violated, the writer used some features of context proposed by Hymes as quoted by Wardhaugh (1986, p. 239). Those features were combined in the form of acronym SPEAKING, S for Setting and Scene, P for Participants, E for Ends, A for Act sequence, K for Key, I for Instrumentalities, N for Norms of Interactions and interpretation, and G for Genre. From the context of the utterances being flouted by the three main characters, the interlocutors of those main characters had some strategies to resolve the intended meaning of the flouted utterances. Those strategies used were negotiation strategy, contextual knowledge exploitation strategy and combination strategy.

In the script of Wild Child movie, there were 19 dialogues containing flouting maxims and violating maxims that occurred in exposition and conflict plot. In the flouting maxim of quantity, the interlocutors only used negotiation strategy. It indicated that the movie was the story about Poppy who transferred from America to England, events they speak English but in some vocabulary they have different meaning. In this case, the speaker tried to find the definition by asking question that indicated negotiation strategy. Then for the flouting maxims of quality the writer found that the interlocutors used contextual knowledge exploitation strategy. It indicated that the interlocutors understood about the hidden meanings behind the utterance being flouted. For violating maxim of relevance, the writer found that the interlocutors used contextual knowledge exploitation strategy. For violating maxim of manner, the writer found that the interlocutors were using both negotiation and contextual knowledge exploitation strategies were used in the same portion. It indicated that some of the speakers' utterances were not clear and still ambiguous, and some of the utterances were clear and being understood by the interlocutors.

From analysis of 19 dialogues containing flouting maxims and violating maxims, the writer found some intended meanings behind the utterances. For the flouting and violating maxim of quantity, the writer found that the speakers flouted or violated the maxims of quantity for showing surprise, persuading the hearer, maintain good relationship and agreeing to speakers' utterance. Then for the flouting maxims and violating maxims of quality the speakers used rhetorical ways, such as metaphor and overstatement. From three dialogues containing

flouting maxim and violating maxims of quality, the intended meanings of the utterances were for supporting the hearers or the interlocutors. For the flouting maxim and violating maxim of relevance, the intended meanings that could be inferred were the speakers used for giving more information, means the speaker give more information than required. The other intended meanings found were showing surprise and making jokes. Then, for the intended meaning of violating maxim of manner, the speakers violated the maxim of their utterances to persuading the hearer or interlocutors.

From the table 4.1 above, it could be seen that although each utterance containing flouting maxims and violating maxims had different intended meanings, the interlocutors had certain strategies. It could be seen that in flouting maxim of quantity, the utterances being flouted had various meanings and the interlocutors used negotiation strategy. Then, for flouting maxim of quality, it has one kind of meanings and the interlocutors only used contextual knowledge exploitation strategy. Violating maxim of relevance also had various meanings, but the interlocutors used only contextual knowledge exploitation strategy. Then, in this research, for the violating maxim of manner, it only had one kind of intended meaning while the interlocutors used negotiation strategy and contextual knowledge exploitation strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the results of the study and the suggestion for the next researchers.

5.1 Conclusion

From the result of analysis, the three main characters of *Wild Child* movie, Poppy, Harriet and Freddie were performing the flouting and violating maxim in their utterances. They performed flouting and violating maxim of quantity, quality, relevance, and manner in their conversation. In this analysis writer found that actually the cooperative principle that had four maxims were not always being obeyed by the speakers in the real communication, because in gaining communicative conversation, sometimes the speakers should flout or violate the maxim of their utterances to make the hearers understand about the message they sent.

When the speakers flouted and violated the maxim of their utterances, the hearers or the interlocutors had three strategies, such as negotiation, contextual knowledge exploitation, and combination strategies to resolve the implied meanings of the utterances. It indicated that actually, each person had their own ways in resolving the meaning, because in understanding the meaning of the utterances being flouted and violated became the important thing.

In this analysis, the writer could prove that actually when the speakers flouted and violated the maxims, the speakers had different intention; the writer found implied meanings behind the utterances, such as giving more information, maintain good relationship, jokes, supporting hearer, agreeing statement, persuading and showing surprise. In short, it could be summarized that the conclusion of this study was that the most maxim being flouted and violated was the maxim of quantity while the most resolving strategies used were both negotiation strategy and contextual knowledge exploitation strategy in same portion.

5.2 Suggestion

According to the finding of this study, the writer suggests that the next researchers will analyze about the flouting maxim or violating maxim in different objects, such as interview's dialogue, because the analysis about resolving strategies will be more interesting, how the interviewee answering the question or give response to the interviewer.

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1.	09 September 2013	Pengajuan Judul	Pembimbing I	
2.	09 September 2013	Pengumpulan Bab I, II, dan III	Pembimbing I	
3.	12 September 2013	Konsultasi I	Pembimbing I	
4.	16 September 2013	Revisi I	Pembimbing I	
5.	30 September 2013	Konsultasi II	Pembimbing I	
6.	08 Oktober 2013	Revisi II	Pembimbing I	
7.	20 Oktober 2013	Revisi III	Pembimbing I	
8.	30 Oktober 2013	Konsultasi I	Pembimbing II	
9.	1 November 2014	Revisi I	Pembimbing II	
10.	6 November 2014	Revisi II	Pembimbing II	
11.	7 November 2014	Konsultasi II	Pembimbing I	

12.	13 November 2014	ACC Seminar Proposal	Pembimbing I	
13.	13 November 2014	ACC Seminar Proposal	Pembimbing II	
14.	21 November 2014	Seminar Proposal	Pembimbing I	
15.	21 November 2014	Seminar Proposal	Pembimbing II	
14.	19 Desember 2013	Pengumpulan Bab IV dan V	Pembimbing I	
15.	16 Desember 2013	Revisi Bab IV dan V	Pembimbing I	
16.	02 Januari 2014	Konsultasi Bab IV dan V	Pembimbing I	
17.	09 Januari 2014	Revisi Bab IV dan V	Pembimbing I	
18.	13 Januari 2014	Revisi Bab IV dan V	Pembimbing I	
19.	16 Januari 2014	Revisi Bab IV dan V	Pembimbing I	
20.	20 Januari 2014	Konsultasi Bab IV dan V	Pembimbing II	
21.	27 Januari 2014	Revisi Bab IV dan V	Pembimbing II	
22.	29 Januari 2014	Konsultasi Bab IV dan V	Pembimbing II	
23.	3 Februari 2014	Revisi Bab IV dan V	Pembimbing II	
24.	5 Februari 2014	ACC Skripsi Seminar Hasil	Pembimbing I	
25.	5 Februari 2014	ACC Skripsi Seminar Hasil	Pembimbing II	
26.	11 Februari 2014	Seminar Hasil	Pembimbing I	
27.	11 Februari 2014	Seminar Hasil	Pembimbing II	
28.	01 Mei 2014	Revisi Seminar Hasil	Pembimbing I	
29.	08 Mei 2014	Revisi Seminar Hasil	Pembimbing I	
30.	15 Mei 2014	ACC Ujian Skripsi	Pembimbing I	
31.	28 Mei 2014	Revisi Seminar Hasil	Pembimbing II	

32	31 Mei 2014	ACC Ujian Skripsi	Pembimbing II
33	16 Juni 2014	Ujian Skripsi	Pembimbing I
35	16 Juni 2014	Ujian Skripsi	Pembimbing II
36	24 Juni 2014	Revisi Jilid Skripsi	Pembimbing I
37	25 Juni 2014	Revisi Jilid Skripsi	Pembimbing II
38	10 Juli 2014	ACC Jilid Skripsi	Pembimbing I
39	22 Juli 2014	ACC Jilid Skripsi	Pembimbing II

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