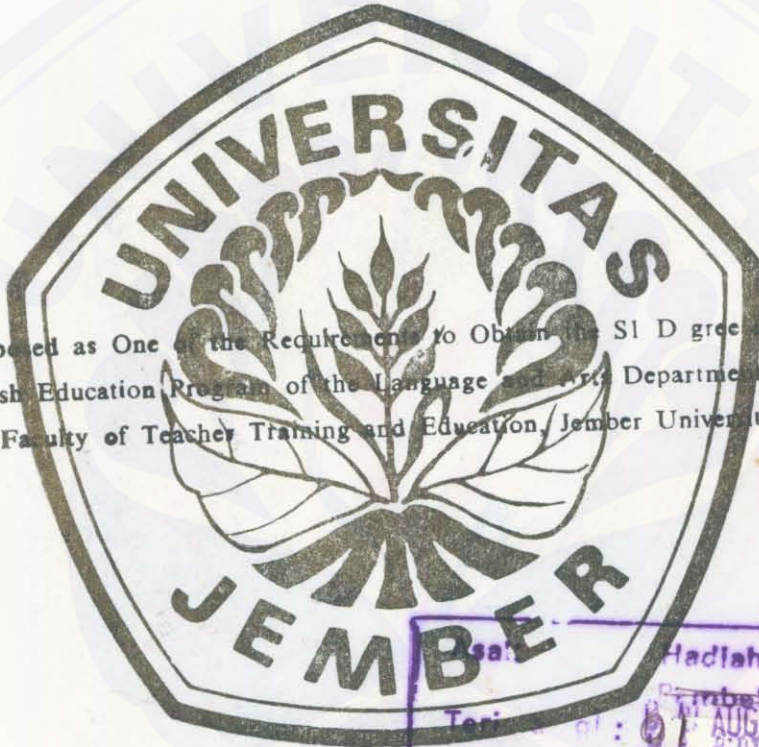




THE CONVERSATIONAL ANALYSIS OF DICKENS'
'HARDS TIMES' BY IMPLICATURE

THESIS



Proposed as One of the Requirements to Obtain the S1 Degree at the English Education Program of the Language and Arts Department of the Faculty of Teacher Training and Education, Jember University

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JEMBER UNIVERISTY

June, 2002

MOTTO

**The difficulties should not be made more difficult by having the
thinking that is full of fear (Norman, 1995:14)**



DEDICATION

- ✦ My dearly beloved father, **H. Mukarrom Ibrahim**, and mother **Hj. Husnah**, I am quite grateful for your advice, care, affection, support that you have given to me. I love you.
- ✦ My cute younger brother, **Amiqul Fahmi**, be optimistic in facing your life.
- ✦ My big family, **Cak Luth, Mbak Tin, Le' Azi, Le' Odin, Mbak Tini, Cak Aziz**, I will not forget your support and your advice.
- ✦ **Novalisa Indreswari**, thanks for your care, your help. You have made my life so beautiful.
- ✦ My dearest friends, **Lathifah, Florentina, Alfus, Yuana, Endah**, thanks for your unforgettable friendship.
- ✦ All my friends in ESA (**Mansyur, Hadi, Rudi, Ilzam**), DPM&MPM FKIP-UNEJ (**Fadhil, Deditiani**) PMII (**Shofi', Eny, Lail, Dewi E', Ning, Inay**).
- ✦ The big family of Ponpes Al-Jauhar, particularly the First room.
- ✦ The 1997 level, thanks for your worth memory.

APPROVAL OF CONSULTANTS' SHEET
THE CONVERSATIONAL ANALYSIS OF DICKENS'
"HARD TIMES" BY IMPLICATURE

Thesis

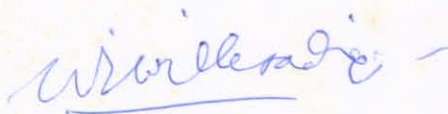
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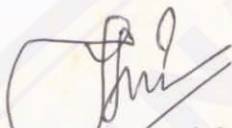
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Date : June 22th 2002

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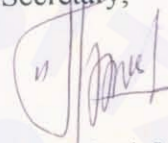
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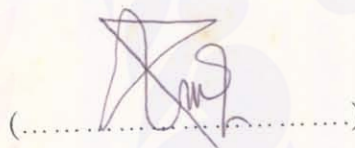
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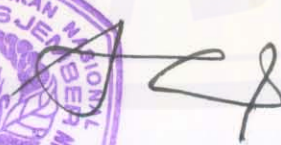
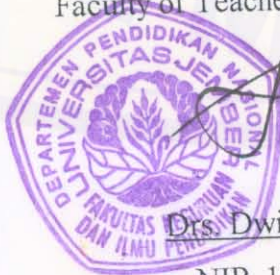
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ACKNOWLEDGEMENTS

First of all, I would like to thank Allah SWT, the Almighty, who always leads and provides blessing, mercy, and guidance to me, so I can accomplish this thesis smoothly. I convinced that without His mercies given, it will be very difficult for me to accomplish this thesis.

In relation to the writing and finishing of this thesis, I am willing to convey my sincere thanks to:

1. Drs. Dwi Suparno, M. Hum, the Dean of the Faculty of Teacher Training and Education, Jember University,
2. Dra. Wiwiek Istianah, MKes, MEd, as the first consultant and Dra. Musli Ariani, M.App.Ling, as the second consultant who have given me valuable guidance in the process of finishing this thesis,
3. Dra. Zakiyah Tasnim, MA, the academic supervisor who has provided guidance and motivation in the process of finishing my study.
4. The late Prof. KH. Shodiq Machmud, SH., KH. Drs. Sahilun A Nasir and the family, and the teachers of Ponpes. Al-Jauhar who have provided light of knowledge in facing this jungle of life.

Finally, I feel indebted to all of those who have offered positive comments and criticism for the improvement of this thesis.

Jember, June 2002

The Writer

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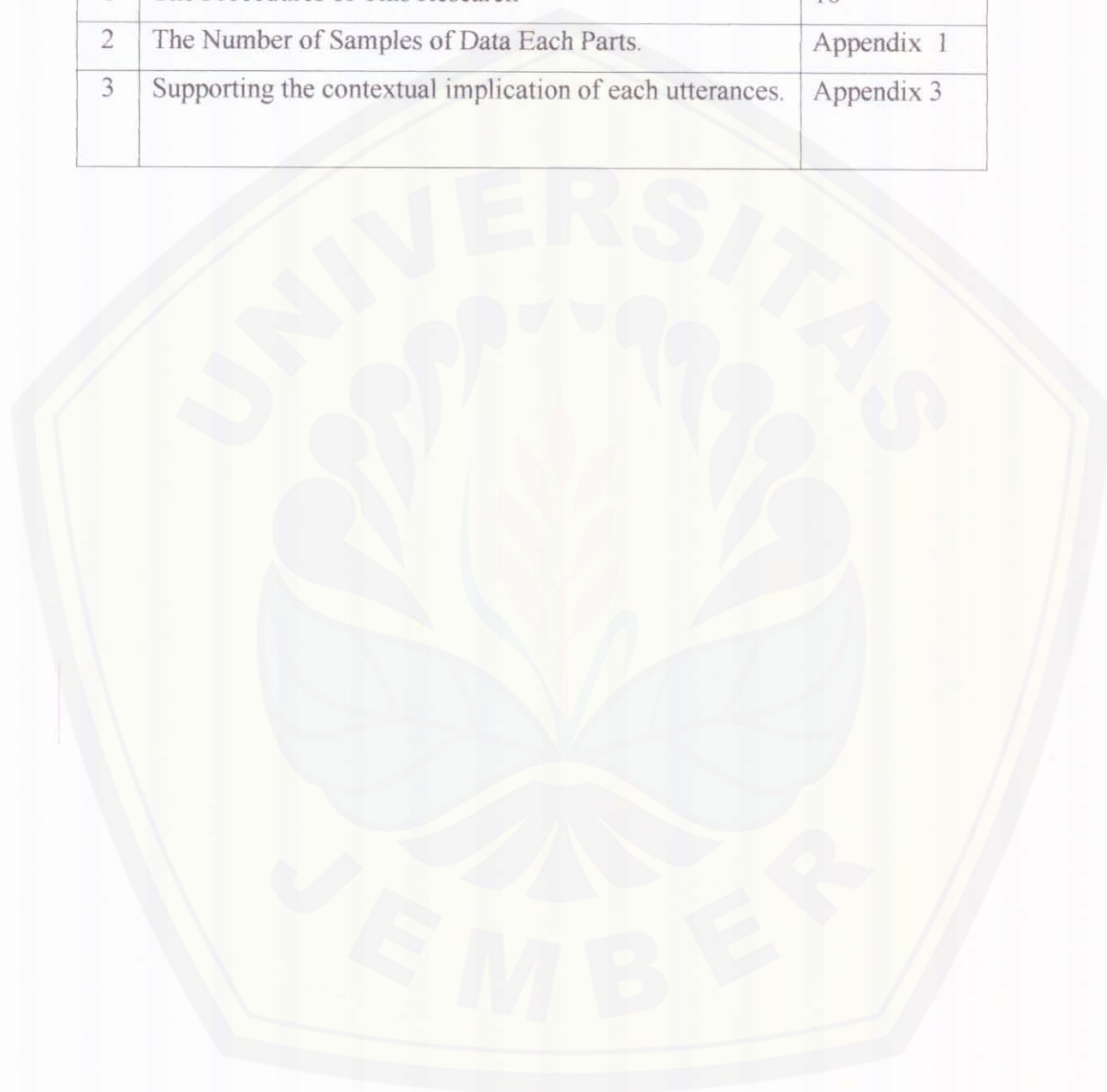
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ABSTRACT

Mohammad Faizal Mubarak. 2002. *The Conversational Analysis of Dickens' "Hard Times" by Implicature.*

Thesis, English Education Program, Language and Arts Department,
Faculty of Teacher Training and Education, Jember University.

Consultants: 1) Dra. Wiwiek Istianah, M Kes, M.Ed.
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Key Words: Implicature, Literal meaning, Contextual meaning
Dickens' "Hard Times"

This study was descriptive on the analysis of conversations of Dickens' "Hard Times" by implicature. It was intended to clarify how Grice's theory of implicature resolves the issue of the gaps between the literal meanings of the utterances and the contextual one in Dickens' "Hard Times" conversations. Grice's theory of implicature provided a guidance how hearers managed to work out the complete message when speakers mean more than they say. Meanwhile, Dickens' "Hard Times" represented some conversations that consist of non-literal meaning and figure of speech. The data analyses were selected by employing simple random sampling by lottery since the number of population were more than 100 utterances. In addition, the number of the data in this study were 25 utterances or 15% of the total population of 169 utterances. The data were collected by document analysis. They were taken proportionally in each part from the 3 parts in Dickens' "Hard Times" conversations. The data were analyzed qualitatively by employing Grice's theory of implicature. The data, furthermore, were analyzed deductively by the layer reader vs character. The result of data analysis exhibited that Grice's theory of implicature can resolve the gap between the literal meaning of the utterances and the contextual one in Dickens' "Hard Times" effectively by its two properties of implicature 'defeasible' and 'calculable'. Grice's theory of implicature by its property of implicature 'defeasible' could bridge the gaps of the 17 data or 68% out of the total data. In addition, by Grice's property of implicature 'calculable', there were 8 data or 32% of the total data disentangled from the gaps. As a result, Grice's theory of implicature could assist to understand utterances in novels or literature work, and more importantly it also could help teachers and students to make communication smoothly during the teaching learning process. By applying this theory, students of English as a foreign language should not miss the point and more focus on contextual meaning rather than literal meaning so they do not miss the point. In sum, this theory generally also could aid interlocutors to communicate smoothly in a communication.



This chapter presents four main parts. They are background of the study, problem of the study, objective of the study, and advantages of the study, which will be discussed in turn.

1.1 Background of the Study

It cannot be denied that language has an important role in communication. As a means of communication, language is used by a speaker to convey his/her idea or intent to a hearer. Language is also used to send information. The language used in information should be clear so that the content can be understood easily. However, much information that is conveyed from the speaker to the hearer in day-to-day conversation may be implied, rather than asserted. Hofmann (1993:273) claims that a speaker is more often than not hiding his ultimate intent behind the literal meaning of what is said whenever he/she uses language.

The issue that there are gaps between the literal meaning of an utterance and the contextual one may be common in everyday life including in teaching learning process. Information that is conveyed from a teacher to students in a conversation sometimes is implied. Whereas, we know that in non-literal uses of sentences, the information conveyed is not always the same as the meanings of words. Of course, it may not be clear whether the teacher intends the students to draw a particular inference or not, and this may open the way for misunderstanding and misrepresentation between the teacher and the students involved in the conversation. For instance: A teacher might say to a thirty-minute late student, (1). "*My, you are early today!*" (Hofmann: 1993:273). We may not know whether he/she exactly means that and what he/she means. Some of the issues may be discussed under the broad name of *Pragmatics*.

As a part of language code, pragmatics may study the use of language in communication. Pragmatics may also discuss how people create meaning and sense of what is said in specific circumstances. A pragmatic approach to the study of language in use may concern the relationship between a speaker and utterance on a particular occasion of use. It means that we should know, at least, who the

speakers and the hearers are, and the time and place of the production of discourse. Cook (1989:10) in his description of pragmatics defines that pragmatics is the study of the use of language in communication which discusses about the relationship between sentences and the contexts and situation that they are used. Pragmatics, however, should not only concern the relationships between the speaker and the utterance on the particular occasion of use, but it may also concern with what the speaker and the hearer are doing. As Brown and Yule (1983:26) claim “In discourse analysis, as in pragmatics, we are concerned with what people using language are doing, and accounting for the linguistic features in the discourse as the mean employed in what they are doing”. It means that pragmatics discusses what people are doing when they use language. Moreover, pragmatics explains the linguistic features as the mean employed when people are doing conversations in discourse.

Meanwhile, implicature as a part of pragmatics may provide some clues how non-literal sentences can be understood correctly, and how to create meaning of the speaker's utterance that is implied in conversation. Concerning with the clues provided by implicature, Levinson (1983:97) asserts that implicature imparts some explanation of how it is possible to mean speakers' utterances when speakers say more than what are actually said.

Levinson (1983:101), moreover, claims that Grice's second theory, which he proposed in his 1967/8 William James Lecture and developed from the concept of implicature, actually concerns with how people use language.

Considering the explanation above, it is clear that a pragmatic approach is necessary to comprehend a discourse. It is also important for the successful teaching and learning of a foreign language. It could help learners to orientate themselves within a discourse. As we know that most learners of a foreign language are more often focus on understanding every word, and literal meaning than understanding the contextual meaning of an utterance so that they somehow miss the point. Whereas, we know that there are gaps between the literal meaning of an utterance and the contextual one.

Concerning with the gaps of the meaning above, the roles of implicature may be essential to bridge part of the gaps between the literal meaning of an

utterance and the contextual one. Implicature may also explicate what the speaker implies in a conversation. Brown and Yule (1983:31) assert that Grice (1975) uses the term of implicature to explain what speaker can imply, suggest, or mean, as different from what the speaker literally says.

Based on the explanations above, it is clear that implicature, as part of pragmatics, is essential in communication activity. Implicature also helps learners to understand what the teacher's intention in teaching learning process. Because of the features of the roles of implicature, this thesis, moreover, deals with implicature based upon Grice's theory of implicature.

Grice in his 1967/8 William James Lecture then divides implicatures into two kinds, there are conventional implicature, and conversational implicature (Lyon, 1995:272). Based on the idea, this thesis is focused only on conversational implicature since Grice's theory of conversational implicature provides a guidance how hearers manage to work out the complete message when speakers mean more than they say.

This thesis is intended to analyze conversations through implicature in the novel written by Charles Dickens "*Hard Times*". It may not be Dickens' most important novel or his greatest achievement, but it may represent some conversations that consist of non-literal meaning and figure of speech. It may be difficult and need deep understanding to understand them, yet this may indeed be the interesting point for "*Hard Times*" to be analyzed.

1.2 Problem of the Study

Based on the background of the study above, the problem to be discussed is "*How does Grice's theory of implicature resolve the issue of the gaps between the literal meanings of the utterances and the contextual meanings of the utterances in Dickens' 'Hard Times' conversations?*"

1.3 Objective of the Study

Considering the problem of the study above, the objective of the study is "*To clarify how Grice's theory of implicature resolves the issue of the gaps*

between the literal meanings of the utterances and the contextual meanings of the utterances in Dickens' "Hard Times" conversations."

1.4 Advantages of the Study

This thesis may be expected to give contributions to English teachers, students, readers, curriculum developers, and other writers.

1. For English teachers

- a. It may be expected to provide English teachers guidelines to converse in a maximally efficient, rational, co-operative way while providing sufficient information.
- b. It may be expected to furnish them an input and consideration to avoid obscurity and ambiguity in teaching learning process.

2. For students

- a. It may be expected to help students understand the teacher's intention easily in the teaching learning process.
- b. It may be expected to provide students a moral and ethic education of how to communicate well in communication.

3. For the Readers

It may be expected to aid the readers to understand conversations or sentences in the books or novels easily whenever they read.

4. For the curriculum developers

It may be expected to provide an input to the curriculum developers about the importance of Grice's theory of implicature in a communication particularly in teaching learning process.

5. For other writers

It may provide different sight about the issue so that it is likely fostering to a further research on a similar topic with different focus.



II. RELATED LITERATURE REVIEW

This chapter presents a straightforward review of Grice's theory of implicature, exploiting or flouting of the maxims and the general opinion on Dickens' writing style.

2.1 Grice's Theory of Implicature

It is commonplace in a society that a speaker may often imply his intent to a hearer rather than assert it in day-to-day conversation. In some cases, it may not be obvious whether the speaker intends the hearer to draw a particular inference or not. This may open the way for misunderstanding and misinterpretation of the meanings of a dialogue or an utterance between the speaker and the hearer in communication.

According to Hoffman (1993:274-5), communication may run smoothly if a speaker and a hearer can co-operate each other; the speaker, here, should choose his/her words when he/she contributes an utterance so that the hearer can understand the intent; in contrast, the hearer himself must seek to construct a sequence of inference which makes it appropriate with the intent of the speaker or at least cooperative.

Dealing with the ideas, Grice in his 1967/8 William James Lecture at Harvard University introduces an approach which outlines how hearers manage to work out the complete message when speakers mean more than they say to what he terms *Conversational Implicature* (Department of Linguistics, The University of Western Australia, 1998:1). This approach may be necessary for participants in conducting conversations, since this approach may help hearers infer the speaker's intention when a speaker imply their intention in conversations.

Grice (in Brown and Yule, 1983:31), in addition, claims that this approach is derived from a general principle of conversation plus a number of maxims in which a speaker and a hearer in conversing should be expected to obey to what he calls *Cooperative Principle*. The *Cooperative Principle* is:

"Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged" (Grice, 1975:45).

The postulate of *Cooperative Principle* above means that an act in conversation according to the general principle that you are mutually engaged with your hearer in an communication activity which is of benefit to both of you. Both speakers and hearers understand the accepted purposes of the talk exchange the activity.

Grice, (1975:45-46) furthermore, goes to divide the concept of the Cooperative Principle into four categories which each of these may be described in the four maxims. The maxims, which support this principle, are listed here:

1. The maxim of Quantity
 - a. Make your contribution as informative as is required (for the current purposes of the exchange).
 - b. Do not make your contribution more informative than is required.
2. The maxim of Quality

"Try to make your contribution one that is true"

 - a. Do not say what you believe to be false
 - b. Do not say that for which you lack adequate evidence
3. The maxim of Relation

"Be Relevant".
4. The maxim of Manner

"Be Perspicuous"

 - a. Avoid obscurity of expression.
 - b. Avoid ambiguity.
 - c. Be brief (avoid unnecessary prolixity).
 - d. Be orderly (Grice, 1975:45-46)

Based on the maxims above, it may be said that all four Grice's maxims should be important in communication activity in order to make communication run smoothly among cooperative participants. As Levinson (1983:102) claims that the four basic maxims above explain that participants should speak sincerely, relevantly, and clearly, while providing sufficient information in order to converse in a maximally efficient, rational and cooperative way.

There, nevertheless, may be an objection to this view of the nature of communication. Participants may not able to speak according to the maxims during they speak. They may not observe the maxims on certain occasion, that is they, in a talk exchange, may fail to obey the maxims. Lyon (1995:277) points out that participants, in talk exchange, normally obey the prescriptive maxim formulated by Grice; yet, they may on occasion flout or violate the maxims.

Grice (1975:49) then identifies that these maxims can fail to be observed in several different ways: *First*, a maxim may be quietly violated, in which case hearer will be misled. *Second*, a speaker may opt out from the operation both of the maxim and of Cooperative Principle; he may indicate or allow it to become plain that he is not unwilling to cooperate in the way the maxim requires. *Third*, a speaker may be unable to conform to all the maxims at once, if two speakers are in conflict, she may have to sacrifice one to the other. *Fourth*, a speaker may blatantly fail to fulfill the maxims or he is flouting the maxims, for example, Irony can be seen as flouting of the maxim of Quality (see 2.2 Flouting the Maxims).

Based on the ideas above, Saeed (192-195) highlights that it is necessary to realize that Cooperative Principles and the four maxims are not rules like phonological or morphological rules, which people have to follow to speak a language. They are just a basic assumption in which a speaker can break them.

Grice (in Levinson, 1983:102), however, virtually realizes that people can break the maxims. They will follow the maxims to the letter. In most ordinary kinds of talk these principles are conformed to, such that when talk does not run according to the maxim, hearers assume that, contrary to appearances, the principles are nevertheless being obeyed to at some deeper level. An example should make this clear.

- (2). A. *Smith doesn't seem to have a girlfriend these days.*
B. *He has been paying a lot of visits to New York lately.* (Grice, 1975:51)

Grice (1975:51) expounds that B's contribution, taken literally, violates the maxim of Relation and the first maxim of Quantity; thus, it seems non-cooperative with A's assertion. However, it may be obvious that in spite of this apparent failure of cooperation, we try to interpret B's utterance as, nevertheless, co-operative at some deeper level. We do this by assuming that it is in fact co-operative. If we assume that B may intend A to infer that (B believes that) Smith has or may have, a girl friend in New York.

Dealing with the Grice's explanation of the example (2), this example (2) virtually exhibits that B adheres the maxim of Relation and the first maxim of Quality to at some deep level. The implicated proposition of B' assertion above may be one which B does not have adequate evidence for, or one which B has

adequate evidence for, but does not want to explain how he got it (sacrificing the first maxim of Quantity so that he can abide by the maxims of Quality). By implicating this utterance rather than asserting it, B observes the first maxim Quality and Relation, without violating the second maxim of Quality.

This kind of inference above, in which a maxim is being exploited, may generate implicature, or more properly Conversational Implicature (Grice, 1975:49).

Green (1989:91) adds that implicatures are likely to arise whenever a maxim is violated by a speaker conspicuously, whether the violation is real or only apparent, and whether the maxim is sacrificed for another maxim or not. The idea above means that implicature arises whenever a maxim is violated by speakers conspicuously, in which the speakers, here, may be liable to mislead. The violation of the maxims may be done by the speakers apparently; furthermore, sometimes they may violate a maxim to abide another maxims (hearers, in this case, should conclude that the violation is purposeful).

Based on the explanation above, it is obvious that Grice's point should not oblige us to obey these maxims on superficial level. Nevertheless, people, whenever possible, will interpret what we say as conforming to the maxims or at least some deeper level. Moreover, it can be asserted that conversational implicature is an inference, an additional message, that the hearer is able to work out from what is said by appealing to the rules governing successful conversational interaction (Department of Linguistics, The University of Western Australia, 1998:1).

The ideas above have shown how implicature comes about. Grice (1975: 49-50) then tries to characterize the notion of conversational implicature. The notion of conversational implicature might be given as follows: A man who, by, in, and when saying '*p*', a speaker implicates '*q*', may be said to have conversationally implicated that *q*, provided that (1) The speaker is presumed to be observing the maxims, or at least (in the case of flouting) the co-operative principle; (2) in order to make the speaker's uttering '*p*' consistent with (1), it is necessary to assume that the speaker believes that '*q*' (3) The speaker thinks that

it is within the competence of the hearer to work out, or grasp intuitively, that the supposition mentioned in (2) is required.

Furthermore, Grice (1975:50) points out that, for addressee to be able to calculate the implicature, the addressee must know, or believe that he knows, the fact in the following data: (1) the conventional meaning of the word used, together with the identity of any references that may be involved; (2) the Cooperative Principle and its maxims; (3) the context, linguistic or otherwise, of the utterance; (4) other items of background knowledge; and (5) the fact that all relevant items under the previous headings are mutual knowledge shared by speaker and addressee.

From all this a general pattern for the working out of a conversational implicature might be adduced: He has said that p ; there is no reason to suppose that he is not observing the maxims or at least the co-operative principle; he could not be doing this unless he thought that q ; he knows that it is mutual knowledge that q must be supposed if he is to be taken to be co-operating; he has done nothing to stop me thinking that q ; he intends me to think, or is at least willing to allow me to think, that q ; and so he has implicated that q (Grice, 1975:50).

Considering those notions, Grice (in Levinson, 1983:114) goes to suggest that the essential properties of implicatures are largely predictable. He (in Levinson, 1983: 114-117) then isolates four major characteristic properties of Grice's conversational implicature of which *the first*, and perhaps the most important, is that they are *cancellable*, or more exactly *defeasible*. Lyon (1995:286) claims that implicatures are '*defeasible*' that is, the speakers in particular contexts can go on to say something that cancels the apparent implicature without causing a contradiction or any other kind of anomaly. For example the conjunction of two clauses by means of *and*, as in

(3). "*John arrived late and missed the train*" (Lyon, 1995: 286).

The example (3) should be duly respectful of the sub-principles of manner (being orderly) and relation (being relevant), its utterance will conversationally implicate that John missed the train because he arrived late. The fact that this causal connection is merely implicated, and neither expressed in what is said nor entailed by what is said, is demonstrated by its defeasibility in appropriate

contexts of utterance. Meanwhile, other example may show that implicature can be readily cancelled, without contradiction, by explicitly denying that there is a causal connection between John's late and his missing the train.

- (4). "John arrived late and missed the train, but it was not because he arrived late that he missed the train [The train was delayed and did not leave until ten minutes after he got there. So, why did he miss the train? Maybe he did so deliberately]" (Lyon, 1995:287).

There may be nothing anomalous about (4) either with or in appropriate context without the overtly explanatory portion of text, which the additional is in square brackets. The example (4), moreover, exhibits that the uncertainty implied by (3), is cancelled by the conjunction *but* in (4) without anomaly. Thus, the use of *but*-conjunction, here, is to cancel the normal conversational implicature associated with *and*-conjunction.

The second important property of implicature (with the exception of these due to the maxim of manner) is that they are, as Grice puts in, *non-detachable*. Lyon (1995:289) defines that implicature, in which does not derive from its forms and attaches to the meaning of utterance, is *non-detachable*. This may be meant that implicatures are non-detachable, with the exception of those arising under the maxim of Manner that is specifically linked to the form of the utterance.

The third distinguishing feature of implicature is that Grice (1975:58) calls by term of *calculable*. Grice's aim of calculable in conversational implicature is to calculate the intended meaning of the utterance by assuming that speakers' utterance flouts the assumption that their remark conforms to the Grice's maxims (Grice, 1975:58).

The Fourth important property of implicature is *non-conventional*. Grice's aim of *non-conventional* is no part of the conventional meaning of linguistics expressions in the conversational implicature as in the property of implicature 'defeasible' (Levinson, 1983:117).

This section has presented a straightforward review of Grice's theory of implicature. It should be summed up that Grice's theory of conversational implicature should indeed be an important role in communication activity. Implicature should be constructed to bridge the gaps between literal meaning of an utterance and the contextual one in conversation. Conversational implicature,

in addition, should account for what a speaker can imply, suggest, or mean different from what the speaker literally says.

2.2 Flouting the Maxims

Grice (Department of Linguistics, The University of Western Australia, 1998:2), expounds that speakers are *flouting* conversational maxims if speakers are deliberately disobeyed a maxim, with the intentions that the hearers recognize that this is the case of disobeying a maxim.

In addition, the conversational maxims are flouted in at least two ways in deriving implicature in conversation.

- a. When the hearer assumes that the speaker is obeying the maxims.
- b. When the speaker violates some maxims so flagrantly that the hearer must conclude that the violation was purposely violated (Department of Linguistics, The University of Western Australia, 1998:2).

Considering the explanation above, it might be obvious that probably some maxims should be exploited. The instances are as follows.

- (5). A. *Where have you been?*
B. *Out.* (Green, 1989:99)

Green (1989:99) expounds that the speaker B is unwilling to say more. B, here, may implicate his response 'out' (showing that B is unwilling to say more) to be inferred further by A that the contribution he sought is none of your business. Therefore, B, in this case, flouts the first maxim of quantity.

Green's explanation of the example (5) can be meant that B's response to A's remark appears on the surface to violate the first maxim of Quantity. Nevertheless, if we assume in some deeper level, implicatures virtually are being exploited by B or (B is flouting the first maxim of Quantity). B, in this case, may expect A to infer further that B's response may implicate that B actually does not want his answer to be known by public, or whenever he goes it is not of your business.

The following examples may show that the maxim of Quality and Relation may be flouted.

- (6). A. *You know, I can crush rocks with my bare hands.*
B. *Yeah, and I'm Marie of Rumania.*

(or; *Yeah, and the sun rises in the west*). (Green, 1989:98)

Green (1989:98) claims that B, in (6), utters a conspicuously false statement which has no appearance to A's remark. Nevertheless, if A assumes that B means to be conveying something not false that is relevant, B may be successful in implicating that A's assertion is equally false.

The example (6) actually displays that B's utterance, on the surface, is blatantly false and violates the maxim of Relation and Quality. However, if we assume in some deeper level, B's response is cooperative and relevant. B, here, expects A to assume B's response is different from what B has actually said. B virtually implicates his response that he is not Marie of Rumania. The implication may show to A that A's assertion is actually false (A actually cannot crush rocks with his bare hands). B, therefore, is flouting the maxims of Relation and Quality.

Based on the explanation of (6) above, Grice (in Levinson, 1983:109), then, claims "Ironies arise and are successfully decoded. If there was no underlying assumption of co-operation, recipients of ironies ought simply to be nonplussed; no inferences could be drawn". It means that ironies arise whenever there was uncooperative assumption. Moreover, the statement of ironies usually makes the addressee wonder, or nonplussed, for instance: if you say to a friend who has done something terrible to you: (7). *You are a fine friend* (Saaed, 192-195).

Other Quality flouting includes the examples of metaphor. This may characteristically involve a categorical falsity. For instance: (8). *John is a tiger* (Lyon, 1995:280). The straightforward interpretation is that John in fact lacked the definitional properties of animal. He may merely have some of the incidental properties like aggressive, ferocious, or wild. He actually is not a tiger.

Besides, it may be assumed that hyperbole and sarcasm are also being cases where Quality is being flouted. For example: (9). "*Every nice girl loves a sailor*" (Grice, 1975:53). Though neither is literally true, you will perceive such remarks as figure of speech, hyperbole, a way of making the point more forcefully, rather than as lies. The utterance may flout the quality maxim, since from that definition of hyperbole it may be said that in fact not every nice girl is beautiful. It merely make forcefully to the utterance.

The same hold for sarcasm, (10). "*That was Smart!*" implicates "*That was stupid!*" (Green, 1989:98). The hearer, in this case, may be expected to realize that the speaker believes that the literally expressed proposition is relevant, but does not believe it is true.

Now, the second maxim of Quality, here, is flouted. This example is taken from Grice (1975:53), (11). "*A says of X's wife, she is probably deceiving him this evening*". Grice (1975:53) explicates that in suitable context, or with a suitable gesture or tone of voice, it may be clear that A has no adequate reason for supposing his utterance to be the case. It may be said, however, that the conversational game is still being played, if we assume that A is getting at some related proposition for the acceptance of which A has reasonable basis. The related proposition might be well that she is given to deceiving her husband, or possibly that she is the sort of person who would not stop short of such conduct.

Grice's explanation of the example (11) may display that A's remark apparently violates the second maxim of Quality, since, A may not have underlying reasons to say that X's wife is deceiving X. However, the example (11) may not violate the second maxim of Quality, or A, here, may flout the second maxim of Quality, if we assume that A has underlying reason in uttering such utterance.

The example below may show that the maxim of Relation is being flouted. A and B, in (12), are at a genteel tea party.

- (12). A. *Mrs. X is an old bag*
B. *The weather has been quite delightful this summer, hasn't it?*
(Grice, 1975:54).

Grice (1975:54) claims that B has blatantly refused to make what he says relevant to A's preceding remark. He thereby implicates that A's remark should not be discussed and, perhaps more specifically, that A has committed a social gaffe for A has uttered an impolite utterance to the audiences at a genteel tea party.

Grice's interpretation of the example (12) may explicate that B's response to A's remark appears on the surface to seem irrelevant. Nevertheless, if we assume B's response on some deeper level, B virtually adheres the maxim of Relation. Moreover, B, here, is probably flouting the maxim of Relation by

implicating his assertion that he (B) actually wants A's remark not to be discussed, since A's remark is impolite.

Meanwhile, the example of the exploitation of the maxim of Manner may suffice here. Suppose we find in a review of a musical performance something like (A) where we might have expected (B).

- (13). A. *Miss X sang 'Home sweet home'*
B. *Miss X produced a series of sounds that corresponded closely with the score of 'Home sweet home'* (Grice. 1975:55).

Grice (1975:55) asserts that by avoiding the simple (A) in favor of the prolix (B), so it apparently violates the sub-maxim of Manner *be brief*. Nevertheless, the reviewer may have a certain intent in avoiding the simple (A) in favor of the prolix (B). The reviewer, in this case, may implicate that there was in fact some considerable difference between Miss X's performance and those to which the term 'singing' is usually applied. Therefore, the reviewer, here, is flouting the sub-maxim of Manner *be brief*.

Grice's assertion of the example (13) may show that the reviewer avoids the simple (A) in favor of the prolix (B) is to implicate that between Miss X's performance and Miss X's singing is different. The reviewer, here, should explain the differences between Miss X's performance and Miss X's singing by choosing the prolix (B) rather than (A).

2.3 General Opinion on Dickens' Writing Style

Charles John Huffam Dickens (1812-1870), one of the most popular novelists in the history of literature, is famous for the breadth of his appeal and the fertility of his invention. His unique combination of humor, pathos, and humanitarian purpose has also made him the most popular writer in his day - a national figure read and esteemed by people in all walks of life (Encyclopedia Americana, 1998:75, Vol. 9).

Most of his writings may derive from the experience of his life. He may do details of his own life appear under fictional guise of his novel and stories. The energy and exuberance that characterized him as a human being may be reflected in the extraordinary vividness of all he wrote, and especially in his comic figure. Bahr and Johnston (1994:187, Vol. 8) claim that Dickens had an extravagant

sense of the comic, and vivid powers of characterization in his novels. For example: his first novel "*Pickwick Papers*".

Dealing with his writing style, he exposes or draws overstatement, imagery and metaphorical expressions in his novels, although he sometimes may balance metaphorically by literally in his novel. Due to his writing style, it may distinguish him as an author. As it is stated in *Encyclopedia Americana* (1998:77, Vol. 9) that Dickens' control of the reader's emotion may distinguish him as an author. Just as he was both literally and metaphorically a great stage manager in life, so, he, with a theatrical flair in his novels, can manipulate the reader's sympathies. He, with a vision of his own to communicate, can place him as a social critic, an entertainer, or a poet. Moreover, the impression of his works in which show his product of a very strong personality may also distinguish him as an author.

His social life background, moreover, that was spent under the shadow of economic insecurity, made him to be sensitive to the condition of social life. It influenced his writing. He often wrote some criticism in his novel especially social criticism. Bahr and Johnston (1994:187, vol. 8) assert that "*Hard Times*" is one of Dickens' novels in which contains social criticism, and satire were at first separate though slashing onslaughts upon isolated absurdities or evils.

"*Hard Times*" within a framework of industrial problems, capital versus Labor, is one of the Dickens' real concern. His real concern is with imagination versus fact. He protests against the suppression of the human spirit by the forces of utilitarianism. This novel might be seen as a paradigm of his own art, in which imagination consistently particularly the London scene, as well as past history (*Encyclopedia Americana* 1998:79, Vol. 9).

Above all it should be summed up that Dickens was a great writer. He was a novelist, which has vivid powers of characterizations, besides social criticism in his novel. His style in his novels should be blatantly theatricality-overstatements, chanted repetitions, reiterated catchphrases and imagery, dramatically unexpected metaphors.



III. RESEARCH METHODS

This chapter presents research methods employed in this study. They cover the research design, the data resource, type of data, data collection method, and data analysis, which will be presented respectively.

3.1 Research Design

This research was conducted using the qualitative research method. McMillan (1992:9) expounds that the qualitative research focus on understanding and meaning through narrative description and observation rather than through number. This qualitative research, furthermore, stresses a phenomenological model in which reality derives from the utterances in the conversations of Dickens' *"Hard Times"*.

Dealing with the idea above, this research analyzed the utterances in the conversations of Dickens' *"Hard Times"* using implicature to clarify how Grice's theory of implicature resolves the issue of the gaps between the literal meanings of the utterances and the contextual meanings of the utterances in the conversations of Dickens' *"Hard Times"*. As a result, the design used was descriptive qualitative.

Table 1. The Procedures of This Research.

NO	ACTIVITIES
1.	Finding the problem and stating the research objective.
2.	Collecting conversations in Dickens' <i>"Hard Times"</i> dealing with the theory of implicature.
3.	Analyzing the conversations based on the theory of implicature qualitatively.
4.	Summarizing the analysis of the conversations.
5.	Discussing the analysis of the conversations.
6.	Drawing a conclusion (concluding the research results).

3.2 Data Resource

The data resource of this research was a novel written by Charles John Huffam Dickens, 1854, *"Hard Times"*, London and Glasgow: Collins Clear Type

Press. This novel was reprinted in 1954 and 1959. This research, moreover, used the 1959 edition.

"Hard Times", furthermore, has 3 parts of the book, 37 chapters, and 281 pages including the introduction written by Frederick Brereton. The first part of the book is entitled *"SOWING"*. This part has 16 chapters starting from Chapter 1 up to Chapter 16. The second part of the book is entitled *"REAPING"*. This part consists of 12 chapters starting from Chapter 17 up to chapter 28. The third part of the book is entitled *"GARNERING"*. This chapter has 9 chapters starting from Chapter 29 up to Chapter 37.

"Hard Times" is a Dickens' most single-minded attack on a contemporary problem-industrialism. The setting is Coketown, a grim northern English town, and the plot is organized to display and disprove the ideas that maintain the Coketown of the world. The parts specifically about industry are sentimentalized, concentrating on the impossibly good workman, Stephen Blackpool, who refuses to join the trade union and so become a martyr. Nevertheless, the real focus is on two main character of Coketown. One, Josiah Bounderby, an aggressive and allegedly self-made capitalist, is a braggart and a liar. The other, Thomas Gradgrind, is a promulgator that presents utilitarian system of education that suppresses imagination in favor of fact. His children, products of this system, are ruined as they are exposed to real life.

There are some considerations in choosing *"Hard Times"* as the data resource; *First*, *"Hard Times"* discusses about social problems which always happen in society specially a contemporary problem-industrialism. *Second*, the conversations of *"Hard Times"* relatively easy to be understood by English Foreign Language students in the advanced level since the sentences were arranged using simple sentences. *Third*, *"Hard Times"* represents some conversations that consist of non-literal meanings and figure of speech. For instance: when Tom is speaking with Louisa (14). Tom said, *"What are you about, Loo?"* her brother sulkily remonstrated. *"You'll rub a hole in your face"*, then Louisa replied, *"You may cut the piece out with your penknife if you like, Tom. I wouldn't cry!"* (Dickens, 1854:33). *Fourth*, the characters in *"Hard Times"* conversations often imply their intent rather than assert. For example:

When Tom is talking to Mr. James Harthouse, (15) "*My sister Loo?*" said Tom. "*She never cared for old Bounderby.*" Mr. James Harthouse: "*That's the past tense Tom,*" returned Mr. James Harthouse, striking the ash from his cigar with his little finger. "*We are in the present tense, now*" (Dickens, 1854:136-137). Based on the reasons above, "*Hard Times*" was chosen as the data resource.

3.3 Type of Data

The data analyzed in this thesis were in the form of utterances in the conversations of Dickens' "*Hard Times*", not in the form of the paragraphs of the novel. The data analysis may deal with meanings not numbers. Dey (1993:10) claims that the data which deal with the meanings belong to qualitative data. Based upon the idea above, the type of data in this research were qualitative data in the form of the utterances in the conversations of "*Hard Times*".

3.4 Data Collection Method

This research used document analysis in collecting the data, since the data to be collected were utterances in the conversations of Dickens' "*Hard Times*". Based upon the preliminary study, there were found 169 utterances of 37 chapters in "*Hard Times*" which were consistent with Grice's theory of implicature. The details of the utterances were as follows; part I 60 utterances, part II 62 utterances, and part III 47 utterances.

In line with the purpose of this research, all chapters of the novel were not taken as the data in this research although all of the chapters actually could be employed as the data analysis. This research merely took some chapters in each part of the novel as the data to make them representative.

To make the data representative, and since the population were more than 100 utterances, therefore, proportional random sampling by lottery was employed in this research. By taking the data in the way of lottery, every population, which was identified accordance to Grice's theory of implicature, was assigned a different number. They, then, were drawn lots in each part of the novel as the data. Arikunto (1996: 107) highlights that one can take 10%-15% or 20%-25% or more of the population as the samples if the number of population is more than 100.

Based on the idea, 15% of the population was taken as the data by lottery.

3.5 Data Analysis Method

The most appropriate data were collected in accordance with the theory of implicature. The collected primary data in the form of utterances in the conversations of Dickens' "*Hard Times*" were analyzed qualitatively. The utterances then were analyzed deductively by employing Grice's theory of implicature. In addition, the writer, by the layer character vs. reader, analyzed the utterances based on his opinion as a reader instead of the opinion of character involved in the conversations. The following conversation is the example of the analysis:

(16). A. *Where's Bill?*

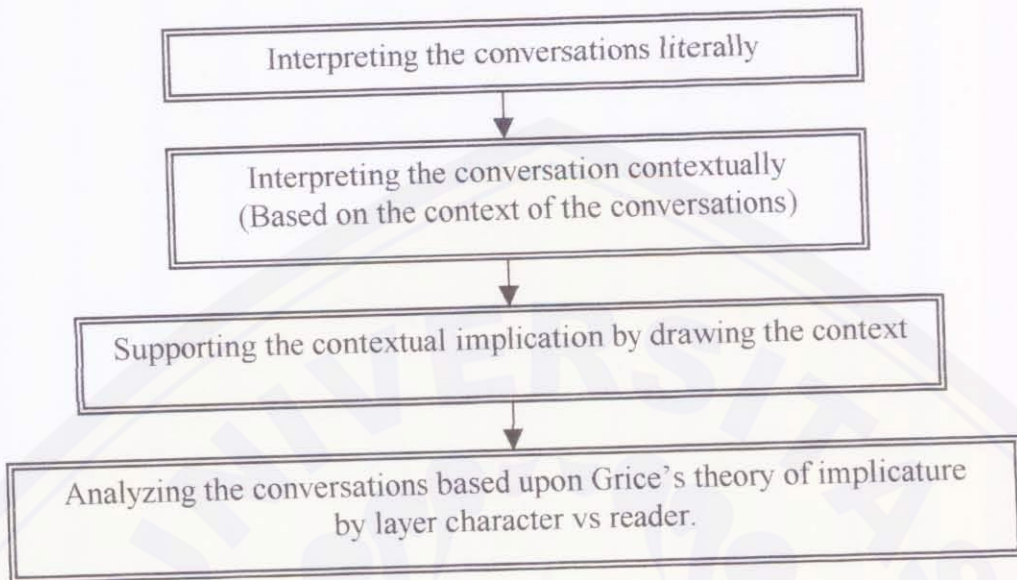
B. *There's yellow VW outside Sue's house* (Levinson. 1983:102).

Levinson (1983:102) here expounds that B's contribution, taken literally, fails to answer A's question. B's response may apparently non-cooperative, a brushing aside of A's concerns with a change topic. B did not inform the existence of Bill. B only informed about the existence of yellow VW. However, in context, B's response might be meant that B implied he/she actually informed the existence of Bill if Bill has yellow VW.

To overcome the gap in that conversation, Grice (1975:58) by his property of *calculable* suggests that one should enable to calculate the intended meaning of the utterance. One should assume that B's response exploits the assumption that his remark conforms to the relevant maxim. One does this by assuming that B's response is relevant at some deeper levels. One should ask his/herself what possible connection there could be between the location of Bill and the location of a yellow VW, and this arrive at the suggestion (which B effectively conveys) that, if Bill has a yellow VW, he may be at Sue's house.

3.5.1 The Process of Analyzing the Data

The process of analyzing the data deductively was as follows:



IV. ANALYSIS, SUMMARY AND DISCUSSION

This pragmatic research, conducted on the conversations of Dickens' "Hard Time", revealed some findings dealing with the conversational analysis based on the Grice's theory of implicature. There were 169 utterances taken from Dickens' "Hard Times" conversations concerning with Grice's theory of implicature. They, then, were taken from parts of the book to make them representative by employing Proportional Random Sampling by lottery.

Referring to the statement above, this study took 15% of the total population of 169 utterances (Part I 60 utterances, Part II 62 utterances and Part III 47 utterances) as data of this study. The details of the data were taken as follows; Part I 9 data of the utterances, Part II 9 data of the utterances, Part III 7 data of the utterances (see Appendix 1).

This chapter, discusses the analysis of the data of the conversations through implicature, summary analysis and discussion analysis by referring back to the review of related literature in Chapter II.

4.1. Data Analysis

The main source of the data is Dickens "Hard Times" conversations. The collected primary data in the form of the utterances in the conversations of Dickens' "Hard Times" were analyzed qualitatively. The utterances then were analyzed deductively by employing Grice's theory of implicature. In addition, the writer, by the layer character vs. reader, analyzed the utterances based on his opinion as a reader instead of the opinion of the character involved in the conversations. Concerning with those statements, therefore, this section displays how Grice's theory of implicature resolves the gap between the literal meanings of the utterances and the contextual one in Dickens' "Hard Times" conversations. The analyses of the conversations are as follows:

Conversation 1

"You! Thomas and you, to whom the circle of the sciences is open; Thomas and you, who may be said to be replete with facts; Thomas and you



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who have been trained to mathematical exactness; Thomas and you, here!" cried Mr. Gradgrind. "In this degraded position! I am amazed."

"I was tired, father. I have been tired a long time," said Louisa (Chapter 3, p. 26). NP: 3.1

In the conversation 1, Louisa literally complained to her father about her condition. She became weary, she has become weary a long time. To understand her utterances, one should know that Louisa's utterance '*I was tired, father*' expressed the idea that she had been in bad condition '*tired*' before her father grumbled. She, then, uttered '*I have been tired a long time*', expressed that she was in that condition before the conversation occurred until the moment of speaking. Furthermore, by adding the adverbial time '*a long time*' in her utterance, she emphasized that she was really tired far before Mr. Gradgrind grumbled.

In context, Louisa implied that she actually did not only complain about her condition. She in fact did not want to go on speaking with her father about her degraded position (failure in her education). Due to the response, Mr. Gradgrind continued angrily. He grumbled before he left Louisa (Chapter 3. p. 26, see Appendix 2). Concerning with Louisa's contextual implication, here Louisa was flouting the Quantity maxim.

Speaking about the gaps between the literal meaning of the utterance and the contextual one in conversation 1, it will be interesting to discuss it further based on Grice's theory of implicature. Concerning with the case of the conversation above, to bridge the gap, Grice (Lyon, 1995:286) suggests in his first property of implicature "*defeasible*" that a speaker can go on to say something that cancels the apparent implication. Based upon the idea, to bridge the gap in conversation 1, a speaker (Louisa) could cancel the apparent implicature (her utterance) by adding, for instance; "*Stop talking about this!*"

Conversation 2

"It's all right now, Louisa; it's all right, young Thomas," said Mr. Bounderby; "you won't do so any more. I'll answer for it's being all over with father. Well, Louisa, that's worth a kiss, isn't it?" (Chapter 4. p.33). NP: 4.5

Mr. Bounderby, in the isolated conversation above, intended to calm down Louisa and Thomas. Mr. Bounderby guaranteed to help them to overcome their problem with their father. He then encouraged Louisa by saying "*Well, Louisa, that's worth a kiss, isn't it?*".

Conversely, Mr. Bounderby contextually implied that he has not only calmed down Louisa and Thomas but he in fact also has made a quite certain intention. By helping Louisa and Thomas, he virtually wished Louisa would give more attention to him because he in fact was interested in Louisa. In addition, by kissing her, he in fact did not mean to encourage Louisa as him like a father to his daughter. Mr. Bounderby, nevertheless, kissed Louisa since he was interested in Louisa like a man to a woman. Mr. Bounderby kissed Louisa with sense of love. That is why Louisa did not like to be kissed by Mr. Bounderby.

To back up the contextual implication of Mr. Bounderby's utterance, it is necessary to show the context of the utterance. In this way, Mr. Bounderby was actually Mr. Gradgrind's (Louisa's and Thomas' father) bosom friend. He was a rich man; banker, manufacturer, merchant. In addition, Mr. Bounderby was characterized as a person who could never sufficiently boast himself a self-made man. He was the bully of humility. Mr. Bounderby, furthermore, was interested in Louisa who was Mr. Gradgrind's daughter. She was fifteen. She was having a problem with her father since she has failed in her study, like her younger brother, Tom did. Because Louisa was in problem with her father, Mr. Bounderby, then, thought that it was time to get near to Louisa (Chapter 3, 4, 15, & 16)

To solve the gap in conversation 2, Grice (1975:58) by his property of '*calculable*' suggests that one should enable to calculate the intended meaning of the utterance. One should assume that Mr. Bounderby's utterance exploits the assumption that his remark conforms to the relevant maxim. One does this by assuming that Mr. Bounderby's utterance is relevant at some deeper level. One, furthermore, should ask his/herself what possible connection there could be between Mr. Bounderby's guarantee to Louisa in his first utterance and his encouragement to Louisa in his last utterance, and thus arrive at the inference (which Mr. Bounderby effectively conveys) that, if Mr. Bounderby guarantees and

seems to encourage Louisa, he may have a quite certain intention to Louisa.

Conversation 3

“What are you about, Loo?” her brother sulkily remonstrated. “You’ll rub a hole in your face.”

“You may cut the piece out with penknife if you like, Tom. I wouldn’t cry!” (As stated by Louisa in Chapter 4, p.33). NP: 4.7

Tom, in the conversation 3, reminded Louisa to stop doing that. Meanwhile, Louisa allowed Tom to do it too if he liked. He would be glad if Tom helped her to do it. In the context, Louisa, nevertheless, meant to imply that she would exhibit to Tom that she in fact did not like to be kissed by Mr. Bounderby.

To support the contextual implication, it is necessary to draw the context of the utterance. Louisa reacted coldly when Mr. Bounderby would kiss her. She ungraciously raised her cheek toward him, with her face turned away. Moreover, Louisa then rubbed the cheek Mr. Bounderby has kissed, with her handkerchief, until it was burning red. She was still doing this five minutes afterwards. As a result, Tom as her younger brother instructed Louisa to stop doing that. Nevertheless, Louisa ignored Tom’s instruction. She indeed allowed Tom to do as she did toward her face kissed by Mr. Bounderby (Chapter 4).

Resolving the gaps in the conversation 3, it might have similarity with the case of the conversation 2. Louisa’s utterance seems to be irrelevant. Hence, a reader, in this case, should calculate the intended meaning of the utterance of its literal meaning and of the context in which it is uttered. The reader should assume that Louisa’s remark flouts the assumption that her remark conforms to the maxim of Relevant. The reader does this by assuming that Louisa’s remark is relevant at some deeper level. The reader, then, should ask to his/herself what possible connection there could be between Tom’s warning and Louisa’s response, and thus arrive in an inference (which Louisa effectively conveys) that, if Louisa ignores Tom’s warning to stop rubbing her face, Louisa may not like to be kissed by Mr. Bounderby.

Conversation 4

“It would be a fine thing to be you, Miss Louisa!” she said, one night, when Louisa had endeavored to make her perplexities for next day something clearer to her. (As stated by Sissy) (Chapter 9, p.66). NP: 9.1

Literally, Sissy (in her first utterance) apparently meant to compliment Louisa that she was diligent. Sissy saw Louisa prepared her study to make everything clearer to her for the next day. Sissy contextually implied that she was unable to do like what Louisa did. Sissy, hence, flouted the maxim of Quantity. To provide the contextual implication of Sissy’s utterance, one should know the context of the utterance. Sissy had very dense head for figure. Sissy became low-spirited when she had to prepare her study. In addition, Sissy did not in common have preparation to make her difficulties in her study understood easily to her for the next day. Sissy supposed that without making preparation in her study she would understand it easily later (Chapter 9).

Talking about the case of the conversation 4, it might be interesting to discuss it further according to Grice’s theory of implicature. The case of this conversation might have similar solution with the case of conversation 1 that is a speaker can go on to say something that cancels the apparent implicature to disentangle from the gap in this conversation. Hence, Sissy can cancel her utterance in conversation 4 by adding, for instance; *“I cannot do as what you do”*.

Conversation 5

“National Prosperity. And he said, ‘Now, this school-room is a nation. And in this nation, there are fifty millions of money. Isn’t this a prosperous nation? Girl number twenty, isn’t this a prosperous nation, and ain’t you in thriving state?’” (As stated by Sissy)

“What did you say?” asked Louisa.

“Miss Louisa, I said I didn’t know. I thought I couldn’t know whether it was a prosperous nation or not, and whether I was in a thriving state or not, unless I knew who had got the money, and whether any of it was mine. But that had nothing to do with it. I was not in the figures at all,” said Sissy, wiping her eyes. (Chapter 9, p.66-67). NP: 9.3

Sissy, in the conversation 5, seemed to make mistakes when one was asking her about National Prosperity. Sissy could not answer the question

correctly. In context, Sissy's second utterance implied that she in fact did not only intend to tell her mistakes to Louisa, but also to assure Louisa that Sissy was unintelligent. Sissy, therefore, was flouting the maxim of Quantity.

To sustain the contextual implication of Sissy's utterance, it is necessary to draw the context clearly. Louisa praised Sissy that Sissy was more useful to Louisa's mother. However, Sissy pleaded that she was so stupid. Sissy confessed that she commonly made mistakes in her class. Louisa, nevertheless, did not believe what Sissy had said and asked Sissy to tell the evidence. Therefore, Sissy intended to tell her mistakes and assure Louisa that Sissy was not like what Louisa thinks. Sissy was actually stupid (Chapter 9).

Discussing the case of the conversation 5, we will find that it seems to have similar solution with the case of the conversation 4. To resolve the gap in Sissy's utterance, a speaker can go on to say something that cancels the apparent implicature. Sissy (as the speaker) consequently, may cancel her utterance in conversation 5 by adding, for instance; *"That is one of my mistakes. Now, you know, I'm so stupid"*.

Conversation 6

"Then Mr. M'Choakumchild said he would try me once more. And said, 'Here are the stutterings _____' " (As stated by Sissy).

"Statistics," said Louisa

"Yes, Miss Louisa-they always remind me of stutterings, and that's another of my mistakes -of accidents upon the sea. And I find (Mr. M'Choakumchild said) that in a given time a hundred thousand persons went to sea on long voyages, and only five hundred of them drowned and burned to death. What is the percentage?" And I said, miss"-here Sissy fairly sobbed as confessing with extreme contrition to her greatest error-"I said it was nothing." (Chapter 9, p.67) NP. 9.4.

In this conversation, Sissy, literally, mispronounced the term *'Statistics'* in to *'Stutterings'*. Sissy, moreover, told Louisa that she (Sissy) made mistakes when Mr. M'Choakumchild asked her statistics subject. In contrast, Sissy, contextually, implied that she did not only mean to tell about her mistakes to Louisa, but also to assure Louisa that Sissy was unintelligent. As a result, Sissy was flouting the maxim of Manner.

To reach such an understanding of Sissy's utterance, it is necessary to exhibit the context of the utterance vividly. Sissy had a very figure of dense head for figures. Sissy herself confessed that she was so stupid, conversely, Louisa did not believe what Sissy had said. Louisa asked Sissy to tell the evidence which showed that Sissy was stupid. Therefore, Sissy intended to tell her mistakes. Sissy exemplified that she had had mistakes in a subject of Statistics. By exhibiting Sissy's mistake, Sissy, moreover, wanted to assure Louisa that Sissy was not like what Louisa thinks. Sissy was actually stupid (Chapter 9).

This case may consistent with Grice's theory of implicature that one should know the context of certain utterances to know what one means by Sissy's utterance. In addition, one might consider that to solve the case of this conversation it might have similarity with the case of the conversation 5. Sissy as a speaker can cancel the apparent implicature in her utterance, by adding, for instance; *"Now, you believe that I am so stupid, don't you?"*

Conversation 7

"Now, a' God's name," said Stephen Blackpool, "show me the law to help me!"

"Hem! There's a sanctity in this relation of life," said Mr. Bounderby, "and---and---it must be kept up." (Chapter 11, p. 82) NP.11.3

Mr. Bounderby, in the conversation 7, seemed to secret the law from Stephen, or to be reluctant to show the law to Stephen. Mr. Bounderby only expounded that there was holiness in the law. A holiness of the law has relation of life so that one should honor the holiness. Conversely, Mr. Bounderby contextually implied that he in fact would like to display the law to Stephen. Mr. Bounderby gave a hope to Stephen that he could exhibit the law. Mr. Bounderby might know the law that might be able to aid Stephen.

To sustain the contextual implication of Mr. Bounderby's utterance, one should know the context of the utterance. Stephen asked advice to Mr. Bounderby about his marriage. Stephen had problem with his marriage. Stephen felt that he was an unkind husband for her wife. Stephen, hence, wanted to flee from her. However, he was afraid that if he fled from her, there was a law to punish him. As a result, Stephen demanded Mr. Bounderby to exhibit the law that could aid him

from his problem. Due to Stephen's request, Mr. Bounderby, then, would like to show the law to Stephen. Mr. Bounderby further exhibited the law to Stephen yet it needed money. It was about a thousand to fifteen hundred pound (Chapter 11).

Resolving the case of conversation 7 might have similarity with the case of the conversation 3 that is one should calculate the intended meaning of the utterance of its literal meaning and of the context in which it is uttered. One then should assume that Mr. Bounderby's remark flouts the assumption that her remark conforms to the maxim of Relevant. One does this by assuming that Mr. Bounderby's utterance is relevant at some deeper level. One, furthermore, should ask his/herself what possible connection there could be between Stephen's request and Mr. Bounderby's remark about a sanctity in that relation of life, and thus arrive at the inference (which Mr. Bounderby effectively conveys) that, if Mr. Bounderby said that there was a holiness of law in relation of life, Mr. Bounderby may give a hope to help Stephen to show the law.

Conversation 8

"Thou art an angel. Bless thee, bless thee!" (As by stated Stephen)
(Chapter 13, p. 95) NP. 13.6

This isolated conversation literally exhibits that Stephen was meeting with an angel (a messenger from God usually shown in pictures as a human being in white wings). Stephen contextually implied that he actually did not meet real angel. Stephen met Rachael who has a character like an angel.

Further analysis reveals that Stephen told Rachael that he saw Rachael in his trouble sleep. Stephen supposed that Rachael helped him to change him from bad to good. Rachael has saved his soul alive. That is why, Stephen cited Rachael that she was an angel. Stephen then blessed her as his gratitude manner (Chapter 13).

Discussing about the case on conversation 8 based on the Grice's theory of implicature, it seems to be interesting. Stephen's utterance might be identified as metaphor, or according to Grice (Levinson, 1983: 110) it includes the category of falsehood. To overcome the case of the conversation 8, one should calculate the intended meaning of the utterance. One should know that Stephen's utterance

could not have literal interpretation. One should assume that Stephen's utterance exploits the assumption that his utterance conforms to the Quality maxim. One does this by assuming that Stephen's utterance is false. One, then, should ask what possible interpretation of Stephen's utterance if it is false, thus arrive suggestion (Stephen effectively conveys) that, 'you' is a man or woman who clearly has some characteristic of an angel such as; he/she is a helper, or he/she usually gives guidance to one to change from bad to good.

Conversation 9

She passed it away with a slight motion of her hand, and concentrating her attention upon him again, said, "Father, I have often thought that life is very short."-This was so distinctly one of his subjects that he interposed- (As stated by Louisa)

"It is short, no doubt, my dear. Still, the average duration of human life is proved to have increased of late. The calculations of various life assurance and annuity offices, among other figures which cannot go wrong, have established the fact." (As stated by Mr. Gradgrind) (Chapter 15, p. 105). NP: 15.7

Louisa, in conversation 9, complained to her father that this life seemed to be so short. In another, Mr. Gradgrind tried to calm Louisa down not to mind the duration of human life. In context, she implied that she virtually did not complain about the duration of human life to her father. She, nonetheless, really thought about her life. She has often thought that her life is very short. Louisa, in this case, flouted the maxim of Manner.

To provide for Louisa's contextual implication in the conversation 9, it is necessary to draw the context of the utterance. Louisa was talking with her father about the proposal of marriage from Mr. Bounderby. She was confused to decide whether she should accept it or not. She herself in fact did not want to marry Mr. Bounderby. Since if she married him, she would be Mrs. Bounderby. She might feel that she looked older than a girl of same age with her. As a result, she felt that her life was short. Feeling her life was short, Louisa, furthermore, would wish to do the little she could and the little she was fit for. Louisa lastly received the proposal of marriage from Mr. Bounderby although she was not sure that she

made the right decision since her sense of love to Mr. Bounderby was still in question (Chapter 15).

Talking about Mr. Gradgrind's misunderstanding to Louisa's remark in the exchange, it seems to be interesting to discuss it further based on the Grice's theory of implicature. Louisa's word 'life' could be identified as ambiguous word. To disentangle from the gap appears in conversation 9, Grice's theory offers his first properties of implicature 'defeasibility' to resolve the gap (Levinson 1983:138) that is a speaker can cancel the apparent implicature by adding other sentences. Concerning with the solution, Louisa (as speaker) can cancel the apparent implication (her utterance) by adding, for instance; *"My life is felt very short, father, because I should've accepted Mr. Bounderby's proposal without love"*.

Conversation 10

"Please to be seated, Sir," said Mrs. Sparsit.

"Thank you. Allow me." He placed a chair for her, but remained himself carelessly lounging against the table." I left my servant in the railway looking after the baggage--very heavy train and vast quantity of it in the van--and strolled on, looking about me. Exceedingly odd place. Will you allow me to ask you if it's *always* as black as this?" (As stated by the stranger)

"In general much blacker," returned Mrs. Sparsit, in he uncompromising way (Chapter 17, p.123). NP.17.9

This conversation seems to display that the stranger complained to Mrs. Sparsit about the condition he had (the stranger) faced. The stranger then requested Mrs. Sparsit whether he was allowed to ask Mrs. Sparsit or not when he was in bad condition (he had left his servant in the railway looking after the baggage-very heavy train and vast quantity of it in the van-and strolled on, looking about him). However, Mrs. Sparsit just replied that the condition complained by the stranger is generally common. There was more difficult situation than what he faced.

Mrs. Sparsit contextually implied that she in fact allowed him to ask some questions to her. She in fact did not care about his condition since she herself had ever undergone such kind of condition.

To sustain the contextual meaning of the utterance, one should know the context of the utterance. The stranger was a good figure. The stranger wanted to see Mrs. Sparsit, and ask Mrs. Sparsit questions. On the other hand, Mrs. Sparsit was a widowed. Before being widow, she ever underwent the condition more than the stranger faced for her husband was a Powler (Powlers were a man who was not surprising if they sometimes lost themselves-which he/she had blind-hokey, as respected horseflesh, and Insolvent debtors Court). She, moreover, ever moved in a very different place. Referring to her condition, she did not suppose the Stranger's condition was bad condition. She, hence, in fact allows him to ask her any questions which would not offend her feelings at all (Chapter 7 & 17).

Overcoming the gap appears in conversation the 10, Grice (1975:58) expounds that one should calculate the intended meaning of speaker's utterance of its literal meaning and of the context in which it is uttered. Applying the idea to resolve the gap, one should assume that Mrs. Sparsit's utterance exploits the assumption that her utterance conforms to the Relevant maxim. One does this by assuming that Mrs. Sparsit's utterance is relevant at some deeper level. One, furthermore, should ask his/herself what possible connection there could be between the stranger's request and Mrs. Sparsit's remark and thus arrive at the inference (which Mrs. Sparsit effectively conveys) that, if Mrs. Sparsit's remark means that the condition complained by the stranger is generally common according to Mrs. Sparsit, Mrs. Sparsit in fact allow the stranger to ask her any question without offending her feelings.

Conversation 11

“What a comical brother-in-law you are!”

“What comical brother-in-law old Bounderby is, I think you mean,”
said Tom.

“You are a piece of caustic, Tom,” retorted Mr. James Harthouse
(Chapter 19, p.136) NP. 19.2

In the conversation 11, Tom considered that old Bounderby was ludicrous. In another, Mr. James Harthouse reminded Tom that Tom's statement was not decent. It was too rude and impolite. In context, Tom implied that Tom intended to mock Mr. Bounderby. Further analysis reveals that Tom told Mr. Harthouse

that he has always called old Bounderby by the same name when Tom has talked about him. Tom further has always thought of him in the same way irrespective. Tom thought that it would be rather late to begin to be polite now. In addition, when Mr. Harthouse reminded Tom if Louisa unintentionally listened to Tom's statement, Tom indeed laughed. Tom supposed that Louisa never cared for old Bounderby. Based on Tom's attitude to Mr. Bounderby above, it will be clear that Tom intend to despise Mr. Bounderby (Chapter 19)

Concerning with the gap appears in this conversation, Grice (Lyon, 1995: 286) proposes his first property of implicature '*defeasible*' that is a speaker can cancel the apparent implicature by adding other sentences. Therefore, Tom as a speaker, in this case, can cancel his utterance to overcome the gap by adding, for example, "*don't be shocked with my statement, I usually do in the same way to old Bounderby*".

Conversation 12

"My sister Loo?" said Tom. "She never cared for old Bounderby."
"That's the past tense Tom," returned Mr. James Harthouse, striking the ash from his cigar with his little finger. "We are in the present tense, now." (Chapter 19, p. 136-137). NP: 19.3

In the conversation 12, Mr. James Harthouse literally recollected Tom that Tom's sentence was false. Mr. James Harthouse reminded that they (Tom and Mr. James Harthouse) were in present tense so it was better for Tom to change his sentence into present tense (She never cares for old Bounderby). Conversely, Mr. James Harthouse contextually implied that he disputed Tom's statement. Mr. James Harthouse recollected Tom that time has changed. In the past, Louisa never cared for old Bounderby, but she cares for old Bounderby now. Concerning with Mr. James Harthouse's contextual meaning, Mr. James Harthouse was flouting Quantity maxim.

To provide Mr. James Harthouse's utterance for, one should know the context of the utterance. Tom mocked Mr. Bounderby that Mr. Bounderby was comical, in terms that he was ludicrous. When Mr. Harthouse reminded Tom to take care to Louisa, Tom indeed laughed. Tom ensured Mr. Harthouse that Louisa

never cared for old Bounderby although Louisa was Mr. Bounderby's wife. Because of Tom's opinion, Mr. James Harthouse, hence, argued against Tom's opinion. Mr. James Harthouse thought that Louisa cares for old Bounderby now (Chapter 19).

Speaking about Mr. James Harthouse's utterance in the discourse, it might be interesting to discuss it further according to Grice's theory of implicature. To overcome the gap emerges in the conversation 12, Grice (Levinson 1983:138) offers the first properties of implicature '*defeasibility*' that is a speaker can cancel the apparent implicature by adding other sentences. Concerning with the idea, Mr. Harthouse, as a speaker, can cancel his apparent implication to overcome the gap in the conversation 12, by adding, for instance; "*she cares for old Bounderby now*".

Conversation 13

"My sister Loo?" said Tom. **"*She never cared for old Bounderby.*"**

"That's the past tense Tom," returned Mr. James Harthouse, striking the ash from his cigar with his little finger. **"We are in the present tense, now."**

"Verb neuter, not to care. Indicative mood, present tense. First person singular, I do not care; second person singular, thou dost not care; third person singular, she does not care," returned Tom. (Chapter 19, p. 136-137). NP: 19.4

Both Mr. Harthouse and Tom were talking about the usage of Simple Past Tense and Present Tense. Mr. James Harthouse recollected Tom that Tom's utterance was Past tense, while they (Tom and Mr. James Harthouse) were in Present tense. Consequently, Tom's utterance should convert from Simple Past Tense into Simple Present tense "*She never cares for old Bounderby*". In addition, Tom added by explaining the usage of verb in present tense.

In context, Tom virtually implied that he would like to emphasize his previous statement that Louisa remained not to care for old Bounderby. Tom, thus, flouted Quantity maxim. To sustain the contextual implication of Tom's utterance, it is necessary to draw the context of the utterance. Tom told Mr. James Harthouse that Louisa never cared for old Bounderby. In contrast, Mr. James Harthouse disputed Tom's statement. Mr. James Harthouse supposed that Louisa

cares for old Bounderby now. Because of Mr. James Harthouse's opinion, Tom then confirmed once again that Louisa remained not to care for old Bounderby. Tom then explained that Louisa in fact did not have the feeling of love for Bounderby (Chapter 19).

Talking about Tom's utterance in the discourse, it will be interesting to discuss it further according to Grice's theory of implicature. To overcome the gap emerges in the conversation 13, Grice (Levinson 1983:138) offers his first property of implicature '*defeasibility*' that is a speaker can cancel the apparent implicature by adding other sentences. Concerning with the idea, Tom, as a speaker, can cancel his apparent implication to overcome the gap in the conversation 13, by adding, for instance; "*I confirm once again to you, she never cares for old Bounderby, now, not even then!*".

Conversation 14

"Suppose she be? She must be. She's your master's wife," returned the old woman.

Stephen nodded assent. "Though as to master," said he, glancing again at Rachael, "not master onny more. That's aw enden 'twixt him and me." (Chapter 22, p 155) NP. 22.1

In the conversation 14, Stephen highlighted that Louisa's husband was not his master anymore. Stephen, by uttering, "*That's aw enden 'twixt him and me*", displayed that he might not have relationship with Louisa's husband anymore. Conversely, Stephen contextually implied that he has left his work in Louisa's husband place to seek a fortune by beginning fresh and avoiding troubles. In addition, Stephen, concerning with his contextual implication, flouted the maxim of Quantity.

To reach such an understanding of Stephen's utterance, the context should be drawn clearly. Stephen was fired from his work by Mr. Bounderby (Louisa's husband). Stephen, furthermore, automatically did not have any relationship with Mr. Bounderby anymore. As a result, when the old woman assured that a woman being seen was Stephen's master's wife, Stephen replied that Louisa's husband was not his master anymore. Stephen has left his work from Mr. Bounderby's

place. Stephen felt that he would have brought trouble if he had stayed there. Stephen then decided to go from there (Chapter 21 & 22).

To overcome the case in the conversation 14, Grice (Lyon, 1995: 286) proposes his first property of implicature '*defeasible*' that is a speaker can cancel the apparent implicature by adding other sentences. Concerning with the idea, Stephen (as a speaker), thus, can cancel his utterance by adding, for example, "*Mr. Bounderby was not my master any longer.*"

Conversation 15

"I am afraid you are mercenary, Tom." (As stated by Mr. James Harthouse).

"Mercenary," repeated Tom. "Who is not mercenary? Ask my sister." (Chapter 23, p. 173). NP: 23.6

Tom, in the conversation 15, demanded Mr. James Harthouse to ask his sister, Louisa, if Mr. James Harthouse did not believe in his opinion that most of people were mercenary not only him (Tom). In context, Tom implied that he suspected his sister (Louisa) being mercenary too despite Tom lastly revise his opinion about her sister. Tom, in this case, flouted the maxim of Manner.

To support the contextual implication of Tom's utterance, it is necessary to draw the context of the utterance. Further analysis reveals that since Tom suspected Louisa being mercenary, Louisa asked Tom to prove that she was mercenary. Tom, nevertheless, replied by letting Louisa inferred whether Louisa was mercenary or not. Because of unclear replying by Tom, Mr. James Harthouse, thus, claimed to Louisa not to believe in Tom's statement. Mr. James Harthouse guaranteed that he would disclose some of Tom's opinions of Louisa, particularly expressed to him personally unless he relented. In another, Tom even denied that he has suspected her sister being mercenary (Chapter 23).

To bridge the gap in the conversation 15, Grice (Lyon, 1995: 286) proposes his first property of implicature '*defeasible*' that is a speaker can cancel the apparent implicature by adding other sentences. That is why, Tom, as a speaker, can cancel his utterance to bridge the gap by adding, for example, "*she was mercenary too*".

Conversation 16

“Have you so proved it to be a failing of mine, Tom?” said Louisa, showing no other sense of his discontent and ill-nature.

“You know whether the cap fits you, Loo,” returned her brother sulkily. “If it does you can wear it.”(Chapter 23, p.173). NP: 23.7

In the conversation above, Tom gave Louisa suggestion about the cap. If the cap fitted her she could wear it. On the other hand, Tom, contextually, implied that he let Louisa inferred whether it (mercenary) was Louisa's a failing or not. He let Louisa think by herself and made judgment of her characteristics.

To support the contextual implication of Tom's utterance, one should know the context. Mr. James Harthouse suspected Tom as a mercenary person. Tom claimed that most of people are mercenary including his sister, Louisa. Louisa, due to Tom's opinion, demanded Tom to prove whether mercenary to be her failing or not. Dealing with Louisa's request, Tom, thus, replied Louisa's request by letting Louisa inferred by herself whether a mercenary being her failing or not (Chapter 23).

Discussing about the case on the conversation 16 based on the Grice's theory of implicature, it seems to be interesting. Tom's response might be identified as metaphor, or according to Grice (Levinson, 1983: 110) it includes the category of falsehood. To conquer the case in this conversation, one should calculate the intended meaning of the utterance. One should know that Tom's response could not have literal interpretation. One should assume that Tom's response exploits the assumption that his utterance conforms to the Quality maxim. One does this by assuming that Tom's response is false. One, then, should ask what possible interpretation of Tom's response if it is false and does not have literal meaning, thus arrive suggestion (Tom effectively conveys) that, *'the cap'* is a metaphor of mercenary. Here Tom in fact did not suggest Loo to wear a cap.

Conversation 17

“Tom, have you anything to tell me? If ever you loved me in your life, and have anything concealed from every one besides, tell it to me.”

“I don't know what you mean, Loo. You have been dreaming.” (As stated by Tom) (Chapter 24, p. 187). NP: 24.8

In the conversation above, Loo had the intention to know what Tom had concealed from her. She expected Tom to tell her anything about his feelings on her, whether he really cared about her by telling the truth. In context, Loo implied that she did not only want to know what Tom had concealed, but it is more than that. Loo in fact investigated Tom about his involvement in Mr. Bounderby's bank. Louisa supposed that Tom knew more about the robbery, deducing from the fact that the similar sum of money stolen was gone in Tom's safe. Based upon the contextual meaning of Louisa's question, Louisa was flouting the maxim of Manner.

To back the contextual implication of the utterance up, it is essential to show the context of the utterance. The bank of Mr. Bounderby was being robbed one night with a false key. There was a hundred and fifty odd pound put away as usual in young Tom's closet. Young Tom locked in his safe. However, when Bitzer began to open and prepare the office for business the next day after the robbery, he looked at Tom's door safe which was ajar. Bitzer found the lock forced opened and the stolen money gone. Consequently, since the money saved in Tom's safe, Louisa investigated Tom. Louisa supposed Tom knew more the robbery (Chapter 24).

Talking about Louisa's utterance in the discourse, it will be interesting to discuss it further according to Grice's theory of implicature. To disentangle from the gap emerges in the conversation 17, Grice (Levinson 1983:138) offers his first property of implicature '*defeasibility*' that is a speaker can cancel the apparent implicature by adding other sentences. Consequently, Loo (as a speaker) can cancel his utterance to bridge the gap by adding, for instance; "*I suspected, you know more about the robbery of the bank*"

Conversation 18

"Am I to say again, that I must be left to myself here?" (As stated by Louisa)

"But we must meet, my dear, Louisa. Where shall we meet?" (As by stated Mr. Harthouse) (Chapter 27, p.206) NP. 27.8

In the conversation 18, Mr. Harthouse invited Louisa to meet him again. He further asked Louisa to decide the place. In contrast, Mr. Harthouse's utterance contextually implied that Louisa was not necessary to say again that she must be left herself there. He only hoped Louisa to understand his will (to meet Tom). Mr. Harthouse persuaded Louisa to change her decision (she must be left to herself there), and accompany him to meet Tom.

To provide the contextual implication of Mr. Harthouse's utterance for, one should know the context of the utterance. Mr. James Harthouse has got appointment with Tom to meet in the evening at the station, where Tom and Mr. James Harthouse then are going to dine afterwards (Chapter 27).

Overcoming the gap appears in the conversation 18, Grice (1975:58) expounds that one should calculate the intended meaning of speaker's utterance of its literal meaning and of the context in which it is uttered. Applying the idea to resolve the gap, one should assume that Mr. Harthouse's utterance exploits the assumption that her utterance conforms to the Relevant maxim. One does this by assuming that Mr. Harthouse's utterance is relevant at some deeper level. One, furthermore, should ask his/herself what possible connection there could be between the Louisa's question and Mr. Harthouse's remark and thus arrive at the inference (which Mr. Harthouse effectively conveys) that, if Mr. Harthouse hopes Louisa to accompany him to meet Tom and he understands Louisa's question, Louisa may not necessary to say again that he must be left herself there.

Conversation 19

"Have I always hated you so much?" (As stated by Louisa)

"I hope not, for I have always loved you, and have always wished that you should know it. But you changed to me a little, shortly before you left home. Not that I wondered at it. You knew so much, and I knew so little, and it was so natural in many ways, going as you were among other friends, that I had nothing to complain of, and was not at all hurt." (As stated by Sissy) (Chapter 29, p. 219-220) NP: 29.7

Taken literally, Louisa, in the conversation 19, wanted Sissy's opinion about her (Louisa) whether Louisa hated Sissy or not. In another, Sissy replied that she (Sissy) did not expect Louisa hated Sissy. On the contrary, Louisa

contextually implied that she (Louisa) in fact would like to assure Sissy that Sissy really was sent by Louisa's father to ask Louisa's consent for Sissy to stay with her. Dealing with Louisa's contextual implication, Louisa, thus, flouted the Quantity maxim.

To understand such understanding of Louisa's utterance, it is necessary to sustain the contextual implication by drawing the context vividly. Sissy wanted to ask Louisa if Louisa would let Sissy stay with her (Louisa). Louisa, furthermore, informed to Sissy that Louisa's father sent Sissy to ask Louisa. Sissy, nonetheless, denied since when Sissy got in to room, Louisa's father sent her away. Consequently, to sure that Sissy was sent by Louisa's father to ask Louisa about the offer to stay there, Louisa asked Sissy such question. In addition, Sissy had ensured Louisa by his utterance, that it was her willingness to accompany Louisa (Chapter 29, p. 219).

Talking about Louisa's utterance in the discourse, it will be interesting to discuss it further according to Grice's theory of implicature. To overcome the gap emerges in the conversation 19, Grice (Levinson 1983:138) offers his first property of implicature '*defeasibility*' that is a speaker can cancel the apparent implicature by adding other sentences. Concerning with the idea, Louisa, as a speaker, can cancel the apparent implication to overcome the gap in conversation 19, by adding, for instance; "*Didn't you believe what I have said?*".

Conversation 20

"Where were you last night, Tom?" (As stated by Mr. Harthouse)

"Where was I last night!" said Tom **"Come! I like that. I was waiting for you Mr. Harthouse, till it came down as I never saw it come down before. Where was I, too! Where were you, you mean."** (Chapter 30, p.222) NP.30.1

Taken literally, Tom, in the conversation 20, informed Mr. Harthouse that he was waiting for him last night. Meanwhile, Tom, in context, implied that he virtually was disappointed with Mr. Harthouse since he broke the appointment. Tom was waiting for Mr. Harthouse in the Coketown for a long time yet Mr. Harthouse did not come. Concerning with Tom's contextual implication, Tom was flouting maxim of Quantity.

Further analysis reveals that Tom, by saying “*Where were you, you mean*”, actually displayed that he was very angry. Tom did not like the situation while he was waiting for Mr. Harthouse in vain. Mr. Harthouse broke the appointment intentionally. In another, Mr. Harthouse amplified that he (Mr. Harthouse) was detained to come. Conversely, Tom replied that he was detained too. Tom was detained looking for Mr. Harthouse until Tom lost every train. Because of losing the train, Tom, thus, has to walk home on such a night (Chapter 30).

Analyzing this case according to the Grice’s theory of implicature, it will be holding attention. To solve the gap in conversation 20, Grice ((Lyon, 1995:284) puts forward his first property of implicature ‘*defeasible*’ that is a speaker can cancel the apparent implicature by adding other sentences. Tom, as a speaker, thus could cancel the apparent implicature to bridge the gap in conversation 20 by adding for instance; “*I was disappointed with you*”.

Conversation 21

“I was prevented from coming--detained.” (As stated by Mr. James Harthouse).

“Detained!” murmured Tom. **“Two of us were detained. I was detained looking for you, till I lost every train but mail. It would have been a pleasant job to go down by that on such a night, and have to walk home through a pond. I was obliged to sleep in town after all.”** (Chapter 30, p.222). NP. 31.2

Tom, in the conversation 21, told Mr. Harthouse that Tom in fact was detained too. Tom was detained looking for him. In context, Tom, on the other hand, implied that he in fact was disappointed with Mr. Harthouse. Tom, hence, flouted the Quantity maxim. To derive such an understanding of Tom’s contextual implication, one needs to know the context of the utterance. Mr. Harthouse went to Mr. Bounderby’s house and Bank to look for Mr. Bounderby, Mrs. Bounderby and Mrs. Sparsit yet they were not there. Mr. Harthouse then asked to Tom where Tom was the day before. Tom replied that he (Tom) had been waiting for Mr. Harthouse, but Mr. Harthouse did not come, neither were any news about his whereabouts. As a result, Tom was disappointed to Mr. Harthouse since Mr. Harthouse broke their appointment (Chapter 30).

To overcome the gap in this conversation, Grice (in Lyon, 1995:287) puts forward the first property of implicature '*defeasible*'. Applying the Grice's solution by his first property of implicature '*defeasible*', it may have similarity with the previous cases that is a speaker can cancel the apparent implicature by adding other sentences. Concerning with the case of this conversation, Tom (as a speaker) can cancel his utterance by adding, for instance; "*You're disappointing*".

Conversation 22

"You're not so hurried now, Rachael, and your hand is cooler." (As stated by Sissy)

"I get better, dear, if I can only walk, and breathe a little fresh. Times when I can't, I turn weak and confused." (Chapter 33, p.249) NP.33.4

Taken literally, Sissy, in the conversation 22, looked Rachael was calmed, and not so hurried. Furthermore, Sissy supposed that Rachael was not in good condition; Rachael's hand was felt cooler. In another, Rachael thought that she got better when she could only walk and breathe a little. Nevertheless, when Rachael could walk and breath, she felt weak and confused. In context, Rachael, conversely, was despairing. Rachael became low spirit since Stephen did not come home yet for days Stephen disappeared. Based on Rachael's contextual meaning, Rachael was flouting the maxim of Quantity.

To reach such an understanding of Rachael's utterance, the context of the utterance should be drawn. Stephen went out from his house. He promised that he would return to his house in two days. Nevertheless, two, three days and nights ran out, Stephen did not come back and remained unheard of. In addition, Stephen was suspected of robbing the bank. He now was noted as a thief. Rachael was worried that Stephen was murdered. Rachael looked so hurried not calm in facing this situation. Since Rachael thought that Stephen might be murdered and Stephen did not come home after some days passed, Rachael, thus, felt hopeless. Rachael became low spirited (Chapter 32, 33).

Analyzing this case according to the Grice's Theory of implicature, it will be holding attention. To solve the gap in the conversation 22, Grice ((Lyon, 1995:284) puts forward his first property of implicature '*defeasible*' that is a speaker can cancel the apparent implicature by adding other sentences. Rachael,

as a speaker, thus could cancel the apparent implicature to bridge the gap in the conversation 22 by adding for instance; *"I cannot bear it anymore. I lost hope that Stephen might still alive now!"*

Conversation 23

"But you must not begin to fail, Rachael, for you may be wanted at any time to stand by Stephen. To-morrow is Saturday. If no news comes to-morrow, let us walk in the country on Sunday morning, and strengthen you for another week. Will you go?" (As stated by Sissy)

"Yes, dear." (As stated Rachael) (Chapter 33, p.249) NP.33.5

In the conversation 23, Sissy engaged Rachael to walk to the country on Sunday morning instead of waiting for Stephen. Whereas, Sissy, contextually, implied that Sissy wanted to give Rachael motivation and encouragement not to be in despair. Sissy would accompany Rachael to find Stephen if there was no news about Stephen. Sissy was so hopeful and optimistic, as well as, caring for Rachael condition. Concerning with Sissy's contextual meaning above, Sissy was flouting the maxim of Quantity.

To understand Sissy's contextual implication, it would have been problematic if the context of the utterance were not clearly drawn. Rachael felt hopeless and became low spirited after her husband's disappearance. Stephen had promised that he would come back in two days from his journey, yet Stephen did not come home until then. Rachael thought that Stephen might be murdered by one, since he was noted a thief now. Knowing that Rachael became in despair, Sissy motivated Rachael to be strong and hopeful that her husband would be found somewhere (Chapter 32, 33).

Resolving the gap in this conversation based upon Grice's theory of implicature, it will be interesting. To overcome the gap, Grice (in Lyon, 1995:287) puts forward the first property of implicature *'defeasible'*. Applying the Grice's solution by his first property of implicature *'defeasible'*, it may have similarity with the previous case that is a speaker can cancel the apparent implicature by adding other sentences. Concerning with the case of this conversation, Sissy (as a speaker) can cancel the utterance by adding, for instance; *"Of course, I'll go with you. I believe that there would be news about Stephen by next week"*.

Conversation 24

“How was this done?” asked the father (Mr. Gradgrind)

“How was what done?” moodily answered the son. (Tom)

“This robbery,” said the father, raising his voice upon the word
(Chapter 35, p. 272). NP. 35.4

Mr. Gradgrind, in the conversation 24, asked about the accident of the bank robbery. Meanwhile, Mr. Gradgrind, contextually, implied that Mr. Gradgrind did not only ask for information, but more than that, Mr. Gradgrind in fact investigated Tom. Mr. Gradgrind believed now that Tom had robbed the bank of Mr. Bounderby. Dealing with Mr. Gradgrind’s contextual implication, Mr. Gradgrind flouted the Quantity Maxim.

To sustain the contextual implication of Mr. Gradgrind’s utterance, it is necessary to display the context of the utterance clearly. The bank of Mr. Bounderby was being robbed. There were two persons being suspected Stephen and Tom. Stephen had clarified that he did not know about this robbery. Stephen wanted Mr. Gradgrind to ask Tom. Conversely, Louisa told Mr. Gradgrind when Mr. Gradgrind asked her whether Tom had planned this robbery or not that Tom had wanted money very much, and had spent a great deal of it. As a result, when Mr. Gradgrind met Tom, Mr. Gradgrind investigated him thoroughly in order to make sure that Tom had really involved in the mishap (Chapter 34 & 35)

Analyzing this case according to the Grice’s Theory of implicature, it will be holding attention. To solve the gap in the conversation 24, Grice ((Lyon, 1995:284) puts forward his first property of implicature ‘*defeasible*’ that is a speaker can cancel the apparent implicature by adding other sentences. Mr. Gradgrind, as a speaker, thus, could cancel the apparent implicature to bridge the gap in the conversation 24 by adding for instance; *“I suspect, you know more about this robbery”*

Conversation 25

“I forced the safe myself overnight, and shut it up ajar before I went away. I had had the key that was found made long before. I dropped it that morning, that it might be supposed to have been used. I didn’t take the money all at once. I pretended to put my balance away every night, but I didn’t. Now you know all about it.” (As stated by Tom).

“If a thunder bolt had fallen on me,” said the father, “it would have shocked me less than this!” (father is Mr. Gradgrind) (Chapter 35, p. 272) NP.35.5

In conversation 25, the father felt that he would not shock although a thunder bolt did fall on him. Whereas, Mr. Gradgrind (the father) contextually implied that Mr. Gradgrind was shocked against Tom’s clarification more than a thunder bolt fallen on him. Mr. Gradgrind deduced Tom’s clarification that Tom robbed Mr. Bounderby’s bank.

Further analysis reveals that Mr. Gradgrind instructed Tom to atone by repentance and better conduct for shocking action Tom has committed. Mr. Gradgrind prayed Tom in order God forgiven Tom’s action. Referring to Mr. Gradgrind’s instruction, it is vivid that Mr. Gradgrind instructed Tom to atone since Tom has done shocking action. In addition, Bitzer found that Mr. Gradgrind wanted Bitzer to compound a felony of Tom’s case. Mr. Gradgrind, furthermore, persuaded Bitzer not to disclose Tom’s case by recollecting him that Bitzer were many years in Mr. Gradgrind’s school. Based upon the evidence, it can be deduced that Tom in fact did this robbery (Chapter 35 and 36).

To overcome the case of this conversation, Grice (Lyon. 1995:283) by his property of *‘calculable’* highlights that one should calculate the intended meaning of the utterance as a function of its literal meaning and the context in which it is uttered. One then should assume that Mr. Gradgrind’s utterance exploits the assumption that her utterance conforms to the Relevant maxim. One does this by assuming that Mr. Harthouse’s utterance is relevant at some deeper level. One, furthermore, should ask his/herself what possible connection there could be between the Tom’s clarification and Mr. Gradgrind’s remark and thus arrive at the inference (which Mr. Gradgrind effectively conveys) that, if Mr. Gradgrind was shocked to Tom’s clarification, Mr. Gradgrind, may deduce Tom’s clarification that Tom does this robbery.

4.2 Summary Analysis

Based on the data analysis, it was found that 17 samples or 68% out of the 25 total samples taken in this study were resolved by Grice’s property of

implicature '*defeasible*'. By this property of implicature, speakers can solve the gap between the literal meanings of the utterances and the contextual one in Dickens' "*Hard Times*" conversation by going on to say something that cancels the apparent implication without causing a contradiction as in the conversations 1, 4, 5, 6, 9, 11, 12, 13, 14, 15, 17, 19, 20, 21, 22, 23, and 24.

Distinction with the case of the conversations above, in the conversations 2, 3, 7, 8, 10, 16, 18, 25, Grice's theory of implicature puts forwards the property of implicature "*calculable*" to resolve the gap. One, to shed light the gap in those conversations, should calculate the intended meaning of the utterance of its literal and of the context in which it is uttered. One should assume that speakers' utterances exploit the assumption that their remarks conform to the Grice's maxims.

Concerning with the data analysis, it has been identified that the case in conversations 2, 3, 7, 10, 18, and 25 is not the same as the case in conversations 8 and 16. Reverting to the data analysis, speakers' utterances in conversations 2, 3, 7, 10, 18 and 25 seem to be irrelevant. That is why, one, to overcome the gap in conversations 2, 3, 7, 10, 18, and 25 one should calculate the intended meaning of the utterance by assuming that speakers' remarks flout the assumption that their remarks conform to the Relevant maxim. One, then, should ask his/herself what possible connection there could be between speakers' utterance and hearers' utterance and thus arrive at the inference.

Meanwhile, in the case of the conversations 8 and 16, one might have considered that they included a categorical falsehood or metaphor. Consequently, to resolve the gap in conversations 8 and 16, one should calculate the intended meaning of the utterance by assuming that speaker's remark exploits the assumption that his/her remark conforms to the Quality maxim. One should assume that speaker's utterance could not have the literal meaning. One then should ask what possible interpretation of speakers' utterance if it is false.

Finally, concerning with those statements above, I can note that Grice's property of implicature seems to be able to resolve the gaps between the literal meaning of the utterance and the contextual one of the 25 samples taken from Dickens' "*Hard Times*" conversations in the data analysis by its property of

'*defeasible*' and '*calculable*'. In addition, Grice's property of implicature '*defeasible*' is more dominant rather than the others in resolving the gap. Grice's property of '*defeasible*' could resolve the gap of the 17 conversations or 68% while Grice's property of '*calculable*' can resolve the gap of the 8 conversations or 32% out of the total samples. However, what appears important for addressees is how Grice's manners resolve the gaps by his theory of implicature.

4.3 Discussion Analysis

It has been shown in the previous section how Grice's theory of implicature has tried to resolve the gap between the literal meaning and the contextual meaning of the utterances of the 25 samples taken from Dickens' "*Hard Times*" conversations in the data analysis. Grice's theory of implicature has put forward the manners to solve the gaps of the 25 samples by its properties of implicature '*defeasible*', and '*calculable*'. These properties of implicature, in addition, seem to be able to resolve the gap. However, one should have considered whether the ways offered by the two Grice's properties of implicature to solve the gap are quite effective and systematic.

It is found that Grice's property of implicature '*defeasible*' has tried to overcome the gap of the 17 samples. By this property, Grice (Lyon, 1995:286) offers a simple manner to solve the gap that a speaker in particular can go on to say something that cancels the apparent implicature without causing contradiction. Dealing with the Grice's solution of '*defeasible*', it has been considered that speakers have a significant role than hearers in resolving the gap. To exemplify that Grice's property of implicature '*defeasible*' puts forward a simple solution to overcome the gap, conversation 9 is taken as an instance.

Louisa's word '*life*', in the conversation 9, is vague. Her word '*life*', furthermore, is in fact ambiguous between a 'neither about the duration of human life, or the duration of her life particularly'. In other words, Louisa's utterance, in conversation 9, seems to engender a gap between the literal meaning and the contextual one. As stated in the data analysis, Louisa's utterance, literally, refers to the duration of human life, while contextually refers to the duration of her life.

Dealing with the case in conversation 9, one might have known that Louisa's utterance, in conversation 9, would literally implicate that she speaks about the duration of human life in general. Nevertheless, according to the Grice's property of implicature '*defeasible*', one, to bridge the gap, should understand that the apparent implicature is readily cancelled, in an appropriate context, by adding, for example; "*My life is felt very short, father, because I should've accepted Mr. Bounderby's proposal without love*".

In contrast with Grice's property of implicature '*defeasible*', Grice's property of implicature '*calculable*' puts forward a different way to overcome the gap in conversations 2, 3, 7, 8, 10, 16, 18, and 25. Grice (1975:58) expounds that one, to shed light on the gap of the conversations, should enable to calculate the intended meaning of the utterance of its literal meaning and of the context in which it is uttered. Based upon Grice's solution of '*calculable*', it is vivid that the addressees in this case have a significant role in resolving the gaps. This property seems to be more difficult than Grice's property of '*defeasible*' since one should calculate the intended meaning of the utterance. As an instance, the conversations 2, and 8 were picked up, in which they might have distinction cases.

First, referring back to the case of conversation 2 in the data analysis, Mr. Bounderby's utterance taken literally means that he wanted to help Louisa without any other intention. Meanwhile, Mr. Bounderby contextually implied that he has a certain intention to help Louisa. Mr. Bounderby was interested in Louisa as a man to a woman. Therefore, it is clear that there is a gap in conversation 2. To overcome that gap in conversation 2 based upon the Grice's property of implicature '*calculable*', therefore, one should enable to calculate the intended meaning of Mr. Bounderby's utterance. One then should assume that Mr. Bounderby's utterance exploits the assumption that his remark conforms to the Relevant maxim. One does this by assuming that Mr. Bounderby's utterance is relevant at some deeper level. One, furthermore, should ask his/herself what possible connection there could be between Mr. Bounderby's guarantee to Louisa in his first utterance and his encouragement to Louisa in his last utterance, and thus arrive at the inference (which Mr. Bounderby effectively conveys) that, if Mr. Bounderby guarantees and seems to encourage Louisa, he may have a quite

certain intention to Louisa.

Second, concerning with the case of metaphor as in conversation 8, Grice (Levinson, 1983:157) claims that metaphors are a categorical of falsehood and they are exploitation or flouting the maxim of Quality. That is why, to overcome the case of conversation 8, one should calculate the intended meaning of the utterance. One should know that Stephen's utterance could not have literal interpretation. One should assume that Stephen's utterance exploits the assumption that his utterance conforms to the Quality maxim. One does this by assuming that Stephen's utterance is false. One, then, should ask what possible interpretation of Stephen's utterance if it is false, thus arrive suggestion (Stephen effectively conveys) that, 'you' is a man or woman who merely has some characteristic of an angel such as; he/she is a helper, or he/she usually gives guidance to one.

Based on those explanations above, one should have acknowledged that Grice's theory of implicature, by his property of implicature '*defeasible*', and '*calculable*' can resolve the gap between the literal meaning of the utterance and the contextual one in Dickens' "*Hard Times*" conversation. Grice's theory of implicature can resolve the gaps on 25 samples effectively. Grice's property of implicature '*defeasible*', speaker can resolve the gap by going on to say something that cancels apparent implicature as in the conversations 1, 4, 5, 6, 9, 11, 12, 13, 14, 15, 17, 19, 20, 21, 22, 23, and 24. Whereas, one, by Grice's property of implicature '*calculable*' can resolve the gap by calculating the intended meaning of the utterances. One does this by assuming that speaker's utterances flout the assumption that their remarks conform to the Grice's maxims.

As a result, according to the finding of this analysis, this theory at least can help smoothens a communication. By applying this theory, speakers and hearers are expected to be able to communicate smoothly without any misunderstanding among them. Teachers and students, by applying this theory, could make communication during teaching learning process runs well.

4.4 The Implication of Grice's Theory of Implicature in the English Foreign Language Teaching Learning Process.

We have found in discussion analysis that Grice's property of implicature '*defeasible*' and '*calculable*' can resolve the gap between the literal meanings of the utterances and the contextual one in Dicken's "*Hard Times*" conversations. Grice's theory of implicature is expected to be able to aid smoothens of communication between speakers and hearers.

Concerning with the idea, by applying Grice's theory of implicature, either teachers or students as interlocutors could minimize the gap in a communication. Students of foreign language at advance level, particularly, focus their on understanding the contextual meaning than literal meaning so that they would not likely to miss the point of the utterance anymore. This will also lead to a better understanding in not only conversations in a novel or a book, but also in everyday conversation where students of English Foreign Language classes involved in this activity.

V. CONCLUSION AND SUGGESTIONS

This final chapter highlights the conclusion drawn from the discussion analysis and suggestions proposed to the persons involved in teaching learning process of the English as a foreign language (EFL) class.

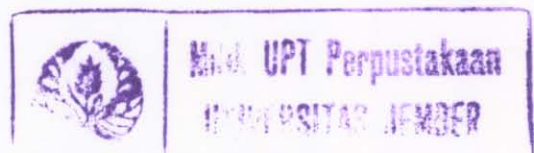
5.1. Conclusion

Based on the results of the analysis in Chapter IV, it is revealed that Grice's theory of implicature, by its property of implicature '*defeasible*', and '*calculable*' can resolve the issue of the gap between the literal meaning of the utterance and the contextual one in Dickens' "*Hard Times*" conversations.

Speakers, by Grice's property of implicature '*defeasible*', can resolve the gap between the literal meanings of the utterances and the contextual one in Dickens' "*Hard Times*" by going on to say something that cancels the apparent implicature as in the conversations 1, 4, 5, 6, 9, 11, 12, 13, 14, 15, 17, 19, 20, 21, 22, 23, and 24.

Meanwhile, by Grice's property of implicature '*calculable*', one can resolve the gap as in the conversation 2, 3, 7, 8, 10, 16, 18, and 25, by calculating the intended meaning of the utterances. One does this by assuming that speaker's utterances flout the assumption that their remarks conform to the Grice's maxims.

However, there were different way to resolve among the conversations 2, 3, 7, 10, 18, 25 and the conversations 8 and 16. Reverting to the data analysis, to overcome the gap of the conversations 2, 3, 7, 10, 18 and 25 one should calculate the intended meaning of the utterance by assuming that speakers' remarks flout the assumption that their remarks conform to the Relevant maxim. One, then, should ask his/herself what possible connection there could be between speakers' utterance and hearers' utterance and thus arrive at the inference. Conversely, to resolve the gap in conversations 8 and 16, one should calculate the intended meaning of the utterance by assuming that speaker's remark exploits the assumption that his/her remark conforms to the Quality maxim since they were identified as metaphor. One should assume that



speaker's utterance could not have the literal meaning. One then should ask what possible interpretation of speakers' utterance if it is false.

As a result, according to those statements above, Grice's theory of implicature has significant functions in a communication. Grice's theory of implicature, of course, can aid either speakers or hearers to resolve the gap between the literal meaning of the utterance and the contextual one in a communication. This theory, furthermore, clearly can assist teachers and students to make communication smoothly in the language teaching learning process. By knowing this theory, both teachers and students are expected not to have the gap in the English teaching learning process anymore. The students can comprehend teachers' intention whenever teachers hide their ultimate intent behind the literal meaning of what is being said, conversely, the teachers can understand what is meant by the students' utterance implication.

5.2 Suggestions

Some suggestions considerable to be proposed to some parties by which Grice's theory of implicature clearly has crucial function in order to make communication run smoothly. They are:

1. For English Teachers

It is necessary for English teachers to apply Grice's theory of implicature in teaching learning process in order to minimize the gap between the literal meanings of utterances and the contextual one whenever they teach their students.

2. For the Students

- a. Students need to be more focus on understanding contextual meaning of the utterance by applying Grice's theory of implicature rather than the literal meaning of the utterance so that they does not miss the intended point.
- b. Students need to apply Grice's theory of implicature to understand the teachers' intention easily in the teaching learning process.

3. For the Readers

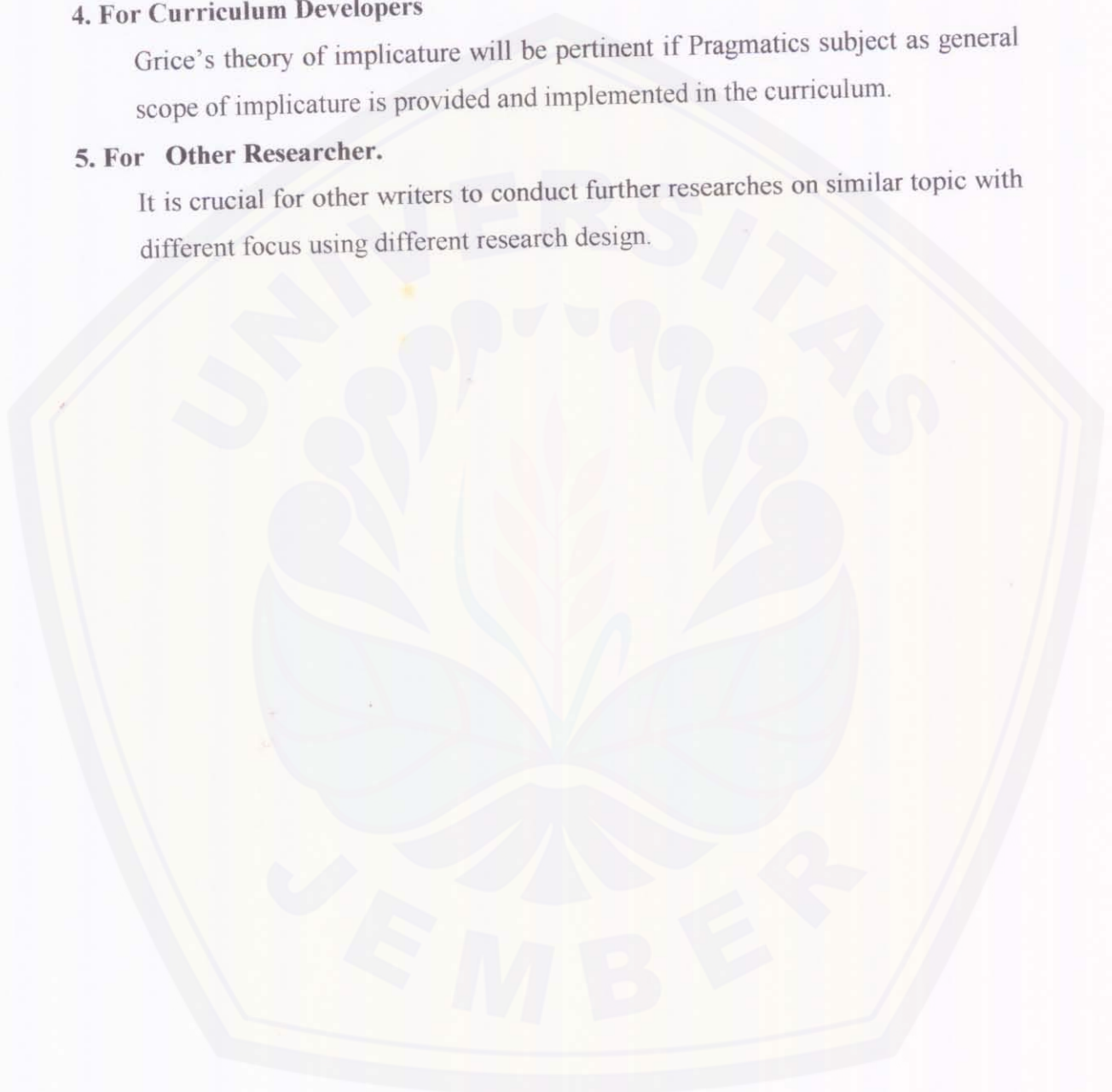
To make the readers easily understand the conversations or utterance in the books or the novels, they need to apply Grice's Theory of implicature whenever they read.

4. For Curriculum Developers

Grice's theory of implicature will be pertinent if Pragmatics subject as general scope of implicature is provided and implemented in the curriculum.

5. For Other Researcher.

It is crucial for other writers to conduct further researches on similar topic with different focus using different research design.



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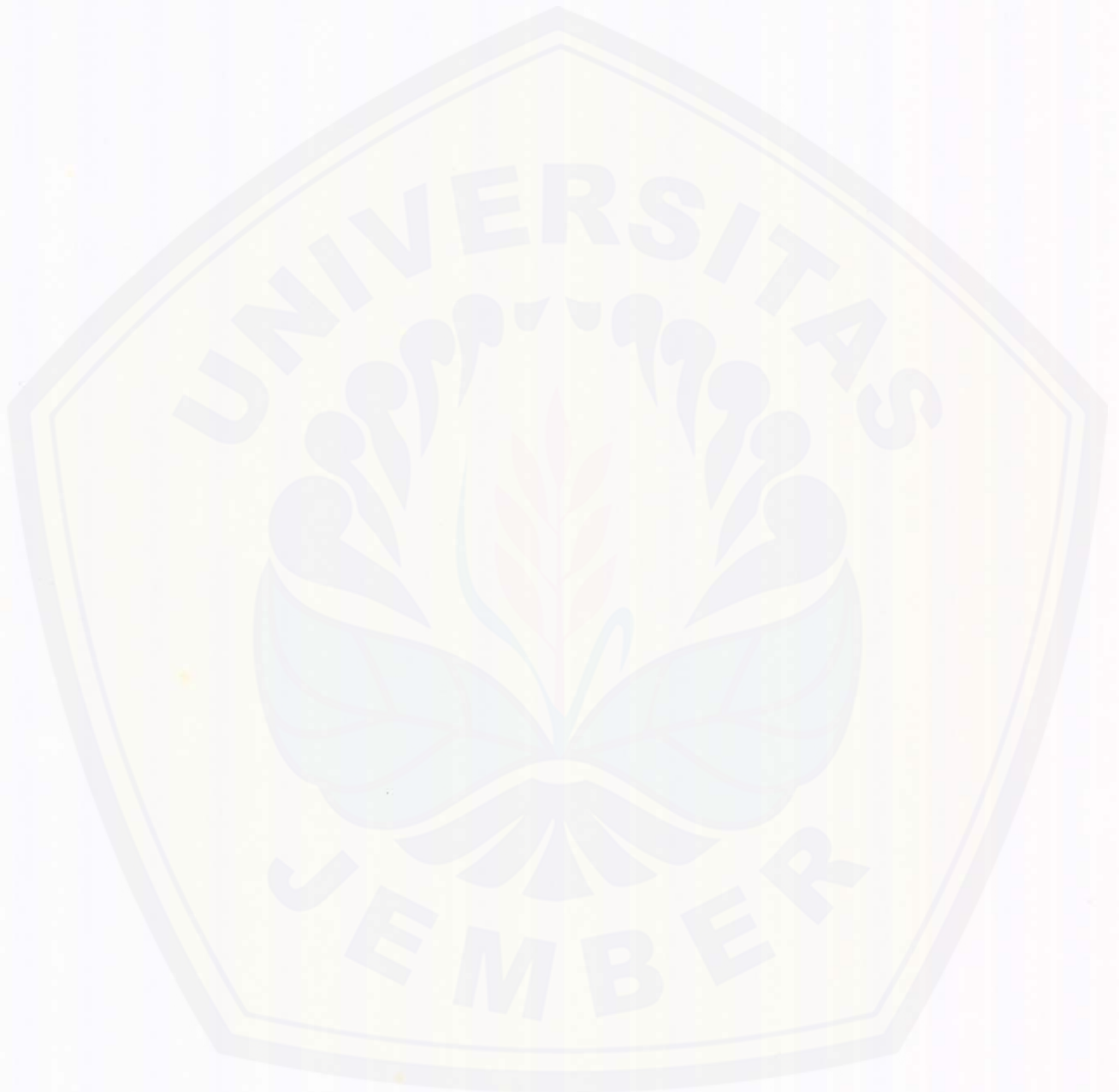


Table 2. The number of samples of data each parts.

Part	Chapter	Population	Samples
P A R T I S O W I N G	1. The One Thing Needful	1.1 (p.15)	
	2. Murdering the innocent	2.1 (p.19), 2.2 (p.21), 2.3 (p.21)	
	3. A Loophole	3.1 (p.26), 3.2 (p.26)	3.1
	4. Mr. Bounderby	4.1 (p.28), 4.2 (p.32), 4.3 (p.32), 4.4 (p.32), 4.5 (p.33), 4.6 (p.33), 4.7 (p.33)	4.5, 4.7
	5. The Key-Note	5.1 (p.38), 5.2 (p.39), 5.3 (p.39)	
	6. Sleary's Horsemanship	6.1 (p.41), 6.2 (p.42), 6.3 (p.42), 6.4 (p.43).	
	7. Mrs. Sparsit	7.1 (p.55), 7.2 (p.55-56)	
	8. Never Wonder	8.1 (p.60), 8.2 (p.61), 8.3 (p.62).	
	9. Sissy's Progress	9.1 (p.66), 9.2 (p.66), 9.3 (p.66), 9.4 (p.67), 9.5 (p.68)	9.1, 9.3, 9.4
	10. Stephen Blackpool	10.1 (p.75)	
	11. No way Out	11.1 (p.79), 11.2 (p.81), 11.3 (p.82), 11.4 (p.83)	11.3
	12. The Old Woman	12.1 (p.85), 12.2 (p.85), 12.3 (p.86), 12.4 (p.86).	
	13. Rachael	13.1 (p.91), 13.2 (p.91), 13.3 (p.94), 13.4 (p.94), 13.5 (p.95), 13.6 (p.95), 13.7 (p.95)	13.6
	14. The Great Manufacturer	14.1 (p.97), 14.2 (p.99), 14.3 (p.100)	
	15. Father and Daughter	15.1 (p.102), 15.2 (p.102), 15.3 (p.102), 15.4 (p.103), 15.5 (p.104), 15.6 (p.104), 15.7 (p.105).	15.7
	16. Husband and Wife	16.1 (p.108), 16.2 (p.109), 16.3 (p.110), 16.4 (p.110).	
Part	Chapter	Population	Samples
	17. Effect in The Dark	17.1 (p.119), 17.2 (p.119), 17.3 (p.120), 17.4 (p.120), 17.5 (p.120), 17.6 (p.120), 17.7 (p.121), 17.8 (p.122), 17.9 (p.122).	17.9
	18. Mr. James Harthouse	18.1 (p.128), 18.2 (p.130), 18.3 (p.131), 18.4 (p.133)	
	19. The Whelp	19.1 (p.135), 19.2 (p.136), 19.3 (p.136-137).	19.2, 19.3, 19.4
	20. Men and Brothers	20.1 (p.143), 20.2 (p.147)	
	21. Men and Masters	21.1 (p.148), 21.2 (p.149), 21.3 (p.153)	

P A R T I I R E A P I N G	22. Fading Away	22.1 (p.155), 22.2 (p.155), 22.3 (p.157), 22.4 (p.158), 22.5 (p.159), 22.6 (p.159), 22.7 (p.159).	22.1
	23. Gunpowder	23.1 (p.169), 23.2 (p.169), 23.3 (p.170), 23.4 (p.170), 23.5 (p.173), 23.6 (p.173), 23.7 (p.176).	23.6, 23.7
	24. Explosion	24.1 (p.179), 24.2 (p.179), 24.3 (p.179), 24.4 (p.179), 24.5 (p.182), 24.6 (p.183), 24.7(p.186), 24.8 (p.187).	24.8
	25. Hearing the Last of It	25.1 (p.192), 25.2 (p.195), 25.3 (p.196).	
	26. Mrs. Sparsit's Suitcase	26.1 (p.198), 26.2 (p.198), 26.3 (p.198).	
	27. Lower and Lower	27.1 (p.201), 27.2 (p.203), 27.3 (p.203), 27.4 (p.203), 27.5 (p.204), 27.6 (p.206), 27.7 (p.206), 27.8 (p.206)	27.8
28. Down	28.1 (p.211), 28.2 (p.211), 28.3 (p.211), 28.4 (p.212), 28.5 (p.213).		
Part	Chapter	Population	Samples
A P T A R A N G A R A N G A R A N G A R A N G	29. Another Thing Needful	29.1 (p. 216), 29.2 (p.219), 29.3 (220).	29.7
	30. Very Ridiculous	30.1 (p.222), 30.2 (p.222), 30.3 (p.222), 30.4 (p.223), 30.5 (p. 224), 30.6 (p.225), 30.7 (p.225), 30.8 (p.225), 30.9 (p.225), 30.10 (p.227).	30.1, 30.2
	31. Very Decided	31.1 (p.230-231), 31.2 (p.231), 31.3 (p.233), 31.4 (p.233), 31.5 (p.234).	
	32. Lost	32.1 (p.242), 32.2. (p.244), 32.3 (p.244), 32.4 (p.245)	
	33. Found	33.1 (p.247), 33.2 (p.247), 33.3 (p.24.8), 33.4 (p.249), 33.5 (p.249), 33.6 (p.251).	33.4, 33.5
	34. The Starlight	34.1 (p.256), 34.2 (p.256), 34.3 (p.257), 34.4 (p.262), 34.5 (p.263).	
	35. Whelp-Hunting	35.1 (p.265), 35.2 (p.266), 35.3 (p.270), 35.4 (p.272), 35.5 (p.272).	35.4, 35.5
	36. Philosophical	36.1 (p.275), 36.2 (p.275), 36.3 (p.275), 36.4 (p.276), 36.5 (p.276), 36.6 (p.277), 36.7 (p.278).	
37. Final	37.1 (p.282), 37.2 (p.283)		

THE CHARACTERS IN "HARD TIMES"

THE MAIN CHARACTERS

Thomas Gradgrind : A promulgator that presents utilitarian system of education that suppresses imagination in favor of fact.

Josiah Bounderby : Gradgrind's bosom friend, manufacturer, a person who could never sufficiently boast himself a self-made man.

THE SUPPORTING CHARACTERS

Louisa : Gradgrind's daughter, and Bounderby's wife.

Tom : Gradgrind's son.

Mrs. Gradgrind : Gradgrind's wife

James Harthouse : A young politician without principle.

Stephen Blackpool : A blameless artisan

Rachael : Stephen's wife

Sleary : The proprietor of a circus

Sissy Jupe : A girl who has very dense head of figure.

Mrs. Sparsit : Bounderby's venomous and intriguing housekeeper.

Mr. M'Choakumchild : Sissy's teacher

Mr. Childers : A wild huntsman of the North American Prairies.

Bitzer : An employee of Bounderby's bank.

The stranger : The bearer of a letter of introduction to Mr. Bounderby the banker.

Appendix 3

Table 3. SUPPORTING THE CONTEXTUAL IMPLICATION OF EACH UTTERANCE

Conversation 1

Supporting 1

“You! Thomas and you, to whom the circle of the sciences is open; Thomas and you, who may be said to be replete with facts; Thomas and you who have been trained to mathematical exactness; Thomas and you, here!” cried Mr. Gradgrind. **“In this degraded position! I am amazed.”**

“I was tired, father. I have been tired a long time,” said Louisa

“Tired? Of what?” asked the astonished father.

“I don’t know of what- of everything, I think.”

“Say not another word,” returned Mr. Gradgrind. “You are childish. I will here no more.” He did not speak again until they had walked some half a mile in silence, when he gravely broke out with, “What would your best friends say, Louisa? Do you attach no value to their good opinion? What would Mr. Bounderby say (p. 26).

Conversation 2

Supporting 1

She was a child now, of fifteen or sixteen; but at no distant day would seem to become a woman all at once. Her father thought so as he looked at her. She was pretty. Would have been self-willed (he thought in his eminently practical way), but for her bringing-up.

“You! Thomas and you, to whom the circle of the sciences is open; Thomas and you, who may be said to be replete with facts; Thomas and you who have been trained to mathematical exactness; Thomas and you, here!” cried Mr. Gradgrind. “In this degraded position! I am amazed.” (Chapter 3, p. 25-26)

Supporting 2

Not being Mrs. Grundy, who *was* Mr. Bounderby? Why, Mr. Bounderby was as near being Mr. Gradgrind’s bosom friend, as a man perfectly devoid of sentiment can approach that spiritual relationship towards another man perfectly

devoid of sentiment. So near was Mr. Bounderby-or, if the reader should prefer it, so far off.

He was a rich man; banker, merchant, manufacturer, and what not. A big, loud man, with a stare, and a man metallic laugh. A man made out of a coarse material, which seemed to have been stretched to make so much of him. A man with a great puffed head and forehead, swelled veins in his temples, and such a strained skin to his face that it seemed to hold his eyes open and lift his eyebrows up. A man with a pervading appearance on him of being inflated like a balloon, and ready to start. A man who could never sufficiently vaunt himself a self-made man. A man who was always proclaiming, through that brassy speaking-trumpet of a voice of his, his old ignorance and his old poverty. A man who was the bully of humility (Chapter 4, p27).

Supporting 3

“It’s all right now, Louisa; It’s all right, young Thomas,” said Mr. Bounderby; “you won’t do so anymore. I’ll answer for it’s being all over with father. Well, Louisa, that’s worth a kiss, isn’t it?”

“You may take one, Mr. Bounderby,” returned Louisa, when she had coldly paused, and slowly walked across the room, and ungraciously raised her cheek towards him, with her face turned away.

“Always my pet; ain’t you, Louisa?” said Mr. Bounderby. “Good-bye, Louisa!”

He went his way, but she stood on the same spot, rubbing the cheek he has kissed, with her handkerchief, until it was burning red. She was still doing this, five minutes afterwards.

“What are you about, Loo?” her brother sulkily remonstrated. “You’ll rub a hole in your face.”

“You may cut the piece out with penknife if you like, Tom. I wouldn’t cry!” (Chapter 4, p.33)

Supporting 4

“Bounderby,” said Mr. Gradgrind, drawing a chair to the fireside, “You are always so interested in my young peolple-particularly in Louisa-that I make no

apology for saying to you, I am very much vexed by this discovery I have systematically devoted my self (as you know) to the education of the reason of my family. The reason is (as you know) the only faculty to which education should be addressed. And yet, Bounderby, it would appear from this unexpected circumstance of to-day, though in itself a trifling one, as if something had crept into Thomas's and Louisa's minds which is-or, rather, which is not-I don't know that I can express myself better than by saying-which has never been intended to be developed, and in which their reason has no part." (Chapter 4, p.31).

Supporting 5

"I am going ma'am," said Bounderby, "to marry Tom Gradgrind's daughter."

"Yes, sir?" returned Mrs. Sparsit. "I hope you may be happy, Mr. Bounderby. Oh, indeed I hope you may be happy, sir!" And she said it with such great condescension, as well as with such great compassion for him, that Bounderby-far more disconcerted than if she had thrown her work-box at the mirror, or swooned on the hearth-rug-corked up the smelling-salts tight in his pocket, and thought, "Now, con-found this woman; who could have ever guessed that she would take it in this way!"

"I wish with all my heart, sir," said Mrs. Sparsit, in a highly superior manner-somehow she seemed, in a moment, to have establish a right to pity him ever afterwards-"that you may be in all respects very happy."

"Well, ma'am," returned Bounderby, with some resentment in his tone, which was clearly lowered, though in spite of himself, "I am obliged to you. I hope I shall be." (Chapter 16, p.109).

Conversation 3

Supporting 1

"It's all right now, Louisa; It's all right, young Thomas," said Mr. Bounderby; "you won't do so anymore. I'll answer for it's being all over with father. Well, Louisa, that's worth a kiss, isn't it?"

"You may take one, Mr. Bounderby," returned Louisa, when she had coldly paused, and slowly walked across the room, and ungraciously raised her cheek

towards him, with her face turned away.

“Always my pet; ain’t you, Louisa?” said Mr. Bounderby. “Good-bye, Louisa!”

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Conversation 4

Supporting 1

The wretched ignorance with which Jupe clung to this consolation, rejecting the superior comfort of knowing, on a sound arithmetical basis, that her father was an unnatural vagabond, filled Mr. Gradgrind with pity. Yet, what was to be done? M’Choakumchild reported that she had a very dense head for figures; that, once possessed with general idea of the globe, she took the smallest conceivable interest in its exact measurements; that she was extremely slow in the acquisition of dates, unless some pitiful incident happened to be connected therewith, that she would burst into tears on being required (by the mental process) immediately to name the cross of two hundred and forty-seven muslin caps at fourteenpence halfpenny; that she was as low down, in the school, as low could be; that after eight weeks of induction into the elements of political economy, she had only yesterday been set right by a prattler three feet higher, for returning to the question, “What is the first principle of this science?” the absurd answer, “to do unto others as I would that they should do unto me.”

Mr. Gradgrind observed, shaking his head, that all this was very bad; that it showed the necessity of infinite grinding at the mill of knowledge as per system, schedule, blue book, report, and tabular statements A to Z; and that Jupe “must be kept to it.” So Jupe was kept to it, and became low-spirited, but no wiser.

“It would be a fine thing to be you, Miss Louisa!” she said, one night, when Louisa had endeavored to make her perplexities for next day something

clearer to her. (as stated by Sissy)

“Do you think so?” (as stated by Louisa)

“I should know so much, Miss Louisa. All that is difficult to me now, would be so easy then.” (as stated by Sissy) (Chapter 9, p.65-66)

Conversation 5

Supporting 1

“You are more useful to my mother, and more pleasant with her than I can ever be,” Louisa resumed. “You are pleasanter to yourself, than *I* am to *myself*.”

“But, if you please, Miss Louisa,” Sissy pleaded, “I am—oh, so stupid!”

Louisa, with a brighter laugh than usual, told her she would be wiser by and by.

You don’t know,” said Sissy, half crying, “what a stupid girl I am. All through school hours, I make mistakes. Mr. And Mrs. M’Choakumchild call me up, over and over again, regularly to make mistakes. I can’t help them They seem to come natural to me.”

“Mr. And Mrs. M’Choakumchild never make any mistakes themselves, I suppose, Sissy?”

“Oh-no!” she eagerly returned. “They know everything.”

“Tell me some of your mistakes.”

“I am almost ashamed,” said Sissy, with reluctance. “But to-day, for instance, Mr. M’Choakumchild was explaining to us about Natural Prosperity.”

“National, I think it must have been,” observed Louisa.

“Yes, it was. —But isn’t it the same?” she timidly asked.

“You had better say, National, as he said so,” returned Louisa, with her dry reserve.

“National Prosperity. And he said, ‘Now, this school-room is a nation. And in this nation, there are fifty millions of money. Isn’t this a prosperous nation? Girl number twenty, isn’t this a prosperous nation, and ain’t you in thriving state?’” (as stated Sissy)

“What did you say?” asked Louisa.

“Miss Louisa, I said I didn’t know. I thought I couldn’t know whether it was a prosperous nation or not, and whether I was in a thriving state or

not, unless I knew who had got the money, and whether any of it was mine. But that had nothing to do with it. I was not in the figures at all," said Sissy, wiping her eyes. (Chapter 9, p.66-67). NP: 9.3

Supporting 2

"Then Mr. M'Choakumchild said he would try me once more. And he said, 'Here are the stutterings-'"

"Statistics," said Louisa.

"Yes, Miss Louisa-they always remind me of stutterings, and that's another of my mistakes - 'of accidents upon the sea. And I find (Mr. M'Choakumchild said) that in a given time a hundred thousand persons went to sea on long voyages, and only five hundred of them drowned and burned to death. What is the percentage?' And I said, miss"-here Sissy fairly sobbed as confessing with extreme contrition to her greatest error-"I said it was nothing." (Chapter 9, p.67)

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Conversation 7

Supporting 1

"I ha' coom," Stephen began, raising his eyes from the floor, after a moment's consideration, "to ask yo yor advice. I need't overmuch. I were married on Eas'r Monday nineteen year sin', long and dree. She were a young lass-pretty enow-wi' good accounts of herseln. Well! She went bad-soon. Not along of me. Gonnows I

were not a unkind husband to her.” (Chapter 11, p. 79-80)

Supporting 2

“If I flee from her, there’s a law to punish me?”

“Of course there is.”

“If I marry t’ oother dear lass, there’s a law to punish me?”

“Of course there is.”

“If I was to live wi’ her and not marry her-saying such thing could be, which it never could or would, an’ her so good-there’s a law to punish me, in every innocent child belonging to me?”

Of course there is?”

“Now, a’ God’s name,” said Stephen Blackpool, show me the law to help me!”

“Hem! There’s a sanctity in this the relation of life,” dais Mr. Bounderby, “and—and—it must be kept up.”

“No, no, dunnot say that, sir. ‘Tain’t kep’ up that way. Not that way. ‘tis kep’ down that way. I’m a weaver, I were in a fact’ry when a chilt, but I ha’ gotten een to see wi’ and eern to year wi’. I read in th’ papers every ‘Sizes, every Sessions-and you read too-I know it!-with dismay-how th’ supposed impossibility o’ ever getting unchained from one another, at any price, on any terms, brings blood upon this land, and brings many common married fok to battle, murder, and sudden death. Let us ha’ this right understood. Mine’s a grievous case, an’ I want-if yo will be so good-t’know the law that helps me.”

“Now, I tell you what!” said Mr. Bounderby, putting his hands in his pockets. “There *is* such a law.”

Stephen, subsiding into his quite manner, and never wandering in his attention, gave a nod.

“But it’s not for you at all. It costs money. It costs a mind of money.”

“How much might that be?” Stephen calmly asked.

“Why, you’d have to go to Doctors’ Common with a suit, and you’d have to go to a court of Common Law with a suit, and you’d have to get an Act of Parliament to enable you to marry again, and it would cost you (if it was a case of very

planned-sailing), I suppose from a thousand to fifteen hundred pound," said Mr. Bounderby. "Perhaps twice the money."

"There's no other law?"

"Certainly not." (Chapter 11, p.82-83).

Conversation 8

Supporting 1

"Thou art an angel. Bless thee, bless thee!"

"I am, as I have told thee, Stephen, thy poor friend. Angels are not like me. Between them, and a working woman fu' of faults, there is a deep gulf set. My little sister is among them, but she is changed."

She raised her eyes for a moment as she said the words; and then they fell again, in all their gentleness and mildness, on his face.

"Thou changest me from bad to good. Thou mak'st me humbly wishfo' to lose thee when this life is ower, an a' the muddle cleared awa'. Thou'rt and angel; it may be thou hast saved my soul alive!"

She looked at him, on his knee at her feet, with her shawl still in his hand, and the reproof on her lips died away when she saw the working of his face.

"I coom home desp'rate. I coom home wi'out a hope, and mad wi' thinking that when I said a word o' complaint, I was reckoned a onreasonable hand. I told thee I had had a fright. It were the poison-bottle on table. I never hurt a livin' creetur; but happenin' so suddenly upon't, I throwt, 'How I can say what I maight ha' done to myseln, or her, or both!'"

She put her two hands on his mouth, with a face of terror, to stop him from saying more. He caught them in his unoccupied hand, and holding them, and still clasping the border of her shawl, said, hurriedly-

"But I see thee, Rachael, setten by the bed. I ha' seen thee, aw this night. In my troublous sleep, I ha' known thee still to be there. Evermore I will see thee there. I nevermore will see her or think o' her, but thou shalt be beside her. I nevermore will see or think o' anything that angers me, but thou, so much better than me, shaltbe by th' side on't. And so I will try t' look t' th' time, and so I will try t' trust t' th' time, when thou and me at last shall walk together far awa', beyond the

deep gulf, in th' country where thy little sister is." (Chapter 13, p.95).

Conversation 9

Supporting 1

"Shall I marry him?" repeated Louisa, with great deliberation.

"Precisely. And it is satisfactory to me, as your father, my dear Louisa, to know that you do not come to the consideration of that question with the previous habits of mind, and habits of life, that belong to many young women."

"No, father," she returned, "I do not."

"I now leave you to judge for yourself," said Mr. Gradgrind. "I have stated the case, as such cases are usually stated among practical minds; I have stated it, as the case of your mother and myself was stated in its time. The rest, my dear Louisa, is for you to decide." (Chapter 15, p.104).

Supporting 2

She passed it away with a slight motion of her hand, and concentrating her attention upon him again, said, "Father, I have often thought that life is very short."-This was so distinctly one of his subjects that he interposed-

"It is short, no doubt, my dear. Still, the average duration of human life is proved to have increased of late. The calculations of various life assurance and annuity offices, among other figures which cannot go wrong, have established the fact."

"I speak of my own life, father."

"Oh, indeed? Still," said Mr. Gradgrind, "I need not point out to you, Louisa, that it is governed by the laws which govern lives in the aggregate."

"While it lasts, I would wish to do the little I can, and the little I am fit for you. What does it matter!"

Mr. Gradgrind seemed rather at a loss to understand the last four words; replying, "How matter? What matter, my dear?"

"Mr. Bounderby," she went on in a steady, straight way, without regarding this, "asks me to marry him. The question I have to ask myself is, Shall I marry him? That is so, father, is it not? You have told me so, father. Have you not?"

“Certainly, my dear.”

“Let it be so. Since Mr. Boundeby likes to take me thus I am satisfied to accept his proposal. Tell him, father, as soon as you please, that this was my answer. Repeat it, word for word, if you can, because I should wish him to know what I said” (Chapter 15, p.105).

Conversation 10

Supporting 1

For Mrs. Sparsit had not only seen different days, but was highly connected. She had a great-aunt living in these very time called Lady Scadgers. Mr. Sparsit, deceased, of whom she was the relict, had been by the mother’s side walk Mrs. Sparsit still called “a Powler”. Strangers of limited information and dull apprehension were sometimes observed not to know what a Powler was, and even to appear uncertain whether it might be a business, or a political party, or a profession of faith. The better class of minds, however, did not need to be informed that the Powlers were an ancient stock, who could trace themselves so exceedingly far back that it was not surprising if they sometimes lost themselves- which they had rather frequently done, as respected horseflesh, blind-hookey, Hebrew monetary transactions, and the Insolvent Debtors Court.” (Chapter 7, p. 53)

Supporting 2

“Humph!” though Mrs. Sparsit, as she made a stately bend. “Five-and-thirty, good-looking, good figure, good teeth, good voice, good breeding, well-dressed, dark hair, bold eyes.” All which Mrs. Sparsit observed in her womanly way-like the Sultan who put his head in the pail of water-merely in dipping down and coming up again.

“Please to be seated, Sir,” said Mrs. Sparsit.

“Thank you. Allow me.” He placed a chair for her, but remained himself carelessly lounging against the table.” I left my servant in the railway looking after the baggage-very heavy train and vast quantity of it in the van-and strolled on, looking about me. Exceedingly odd place. Will you allow me to

ask you if it's *always* as black as this?"

"In general much blacker," returned Mrs. Sparsit, in **he uncompromising way**

"It is possible! Excuse me: you are not a native, I think?"

"No, sir," returned Mrs. Sparsit. "It was once my good or ill fortune, as it maybe-before I became a widow-to move in a very different sphere. My husband was a Powler." (Chapter 17, p.123).

Conversation 11

Supporting 1

"What a comical brother-in-law you are!"

"What comical brother-in-law old Bounderby is, I think you mean," said Tom.

"You are a piece of caustic, Tom," retorted Mr. James Harthouse

There was something so very agreeable in being so intimate with such a waistcoat; in being called Tom, in such an intimate way, by such a voice; in being on such off-hand terms so soon, with such a pair of whiskers, that Tom was uncommonly pleased with himself.

"Oh! I don't care for old Bounderby," said he, "if you mean that. I have always called old Bounderby by the same name when I have talked about him, and I have always thought of him in the same way. I am not going to begin to be polite now, about old Bounderby. It would be rather late in the day."

"Don't mind me," returned James; "but take care when his wife is by, you know."

"His wife?" said Tom. "My sister Loo? Oh, yes!" And he laugh, and took a little more of the cooling drink.

James Harthouse continued to lounge in the same place and attitude, smoking his cigar in his own easy way, and looking pleasantly at the whelp, as if he knew himself to be a kind of agreeable demon who had only to hover over him, and he must give up his whole soul if required. It certainly did seem that the whelp yielded to this influence. He looked at his companion sneakingly, he looked at him admiringly, he looked at him boldly, and put up one leg on the sofa.

"My sister Loo?" said Tom. "*She never cared for old Bounderby.*" (Chapter 19, p.136)

Conversation 12

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"My sister Loo?" said Tom. "She never cared for old Bounderby."

"That's the past tense Tom," returned Mr. James Harthouse, striking the ash from his cigar with his little finger. "We are in the present tense, now."

"Verb neuter, not to care. Indicative mood, present tense. First person singular, I do not care; second person singular, thou dost not care; third person singular, she does not care," returned Tom.

“Good! Very quaint!” said his friend. “Though you don’t mean it.”

“But I *do* mean it !” cried Tom. “Upon my honor ! Why, you won’t tell me, Mr. Harthouse, that you really suppose my sister my sister Loo doesn’t care for old Bounderby !” (Chapter 19, p. 136-137).

Conversation 13

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Supporting 2

“You know our governor, Mr. Harthouse,” said Tom, “and therefore you needn’t be surprised that Loo married old Bounderby. She never had a lover, and the governor proposed old Bounderby, and she took him.”

“Very dutiful in your interesting sister,” said Mr. James Harthouse.

“Yes, but she wouldn’t have been as dutiful, and it would not have come off as easily,” returned the whelp, “if it hadn’t been for me.”

The tempter merely lifted his eyebrows; but the whelp was obliged to go on.

“I persuaded her,” he said, with an edifying air of superiority. “I was stuck into old Bounderby’s bank (where I never wanted to be), and I knew I should get into scrapes there, if she put old Bounderby’s pipe out; so I told her my wishes, and she came into them. She would do anything for me. It was very game of her, wasn’t it?” (Chapter 19, p.137)

Conversation 14

Supporting 1

“You can finish off what you’re at,” said Mr. Bounderby with a meaning nod, “and then go elsewhere.”

“Sir, yo know weel,” said Stephen expressively, “that if I canna get work wi’ yo, I canna get it elsewhere.”

The reply was, “What I know, I know; and what you know, you know. I have no more to say about it.”

Stephen glanced at Louisa again, but her eyes were raised to his no more; therefore, with a sigh, and saying, barely above his breath, “Heaven help us aw in this world!” he departed (Chapter 21, p.153).

Supporting 2

“Suppose she be? She must be. She’s your master’s wife,” returned the old woman.

Stephen nodded assent. “Though as to master,” said he, glancing again at Rachael, “not master onny more. That’s aw enden ‘twixt him and me.”

“Have you left his work, Stephen?” asked Rachael anxiously and quickly.

“Why, Rachael,” he replied, “whether I ha’ lef’n his work, or whether his work ha’ lef’n me, cooms t’ th’ same. His work and me are parted. ‘Tis as weel so-better, I were thinkin’ when yo coom up wi’ me. It would ha’ brought’n trouble upon trouble if I have stayed theer. Haply ‘tis a kindness to monny that I go; haply ‘tis a kindness to my seln; anyways it mun be done. I mun turn mu face fro’ Coketown fur th’ time, and seek a fort’n dear, by beginning fresh.” (Chapter 22, p 155).

Conversation 15

Supporting 1

“You have a suspicious appearance of inscribing some fair creature’s on the bark, Tom.”

“Not much of that, Mr. Harthouse, unless some fair creature with a slashing fortune at her own disposal would take a fancy to me. Or she might be as ugly as

she was rich, without any fear of loosing me. I'd carve her name as often as she liked."

"I am afraid you are mercenary, Tom."

"Mercenary," repeated Tom. "Who is not mercenary? ask my sister."

"Have you so proved it to be a failing of mine, Tom?" said Louisa, showing no other sense of his discontent and ill-nature.

"You know whether the cap fits you, Loo," returned her brother sulkily. "If it does you can wear it."

"Tom is misanthropical to-day, as all bored people are now and then," said Mr. Harthouse. "Don't believe him, Mrs. Bounderby. He knows much better. I shall disclose some of his opinions of you, privately expressed to me, unless he relents a little."

"At all events, Mr. Harthouse," said Tom, softening in his admiration of his patron, but shaking his head sullenly too, "you can't tell her that I ever praised her for being mercenary. I may have praised her for being the contrary, and I should do it again if I had as good reason. However, never mind this now; it's not very interesting to you, and I am sick of the subject (Chapter 23, p.173).

Conversation 16

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Conversation 17

Supporting 1

“Very well. They live at the bank. You know they live at the bank, perhaps? Very well. Yesterday afternoon, at the close of business hours, everything was put away as usual. In the iron room that this young fellow sleeps outside of, there was never mind how much. In the little safe in young Tom’s closet. The safe used for pretty purposes, there was a hundred and fifty odd pound.”

“A hundred and fifty-four, seven, one,” said Bitzer.

“Come!” retorted Bounderby, stopping the wheel round upon him, “let’s have none of *your* interruptions. It’s enough to be robbed while you’re snoring because you’re too comfortable, without being put right with *your* four seven ones. I didn’t snore, myself, when I was your age, let me tell you. I hadn’t victuals enough to snore. And I didn’t four seven one. Not if I knew it.”

Bitzer knuckled his forehead again, in a sneaking manner, and seemed at once particularly impressed and depressed by the instance last given of Mr. Bounderby’s moral abstinence.

“A hundred and fifty odd pound,” resumed Mr. Bounderby. “That sum of money, young Tom locked in his safe-not a very strong safe, but that’s no matter now. Everything was left all right. Some time in the night, while this young fellow snored- Mrs. Sparsit, ma’am, you say you have heard him snore?” (Chapter 24, p.180)

Supporting 2

“Well!” said the exasperated Bounderby, “while he was snoring, *or* choking, *or* Dutch-choking, *or* something, *or* other-being asleep-some fellows, somehow, whether previously concealed in the house or not remain to be seen, got to young Tom’s safe, forced it, and abstracted the contents. Being then disturbed, they

made off, letting themselves out at the main door, and double-locking it again (it was double-locked, and the key under Mrs. Sparsit's pillow) with a false key, which was picked up in the street near the bank about twelve o'clock to-day. No alarm takes place, till this chap, Bitzer, turns out this morning and begins to open and prepare the offices for business. Then, looking at Tom's safe, he sees the door ajar, and find the lock forced, and the money gone."

"Where is Tom, by the bye?" asked Harthouse, glancing round.

"He has been helping the police," said Bounderby, "stays behind at the bank. I wish these fellows had tried to rob me when I was at his time of life. They would have been out of pocket, if they had invested eighteenpence in the job; I can tell 'em that." (Chapter 24, p.180-181).

Supporting 3

"Tom, have you anything to tell me? If ever you loved me in your life, and have anything concealed from every one besides, tell it to me."

"I don't know what you mean, Loo. You have been dreaming."

"My dear brother"-she laid her head down on his pillow, and her hair flowed over him as if she would hide him from everyone but herself-"is there nothing that you have to tell me? Is there nothing you can tell me, if you will? You can tell me nothing that will change me. Oh, Tom, tell me the truth!"

"I don't know what you mean, Loo!"

"As you lie here alone, my dear, in the melancholy night, so you must lie somewhere one night, when even I, if I am living then, shall have left you. As I am here beside you, barefoot, unclothed, undistinguishable in darkness, so must I lie through all night of my decay, until I am dust. In the name of that time, Tom, tell me the truth now!" (Chapter 24, p. 187).

Conversation 18

Supporting 1

"Mr. Harthouse is a great favorite of mine," said Mrs. Sparsit, "as indeed he is of most people. May we expect to see him again shortly, Mr. Tom?"

"Why, I expect to see him to-morrow," returned the whelp (Tom)

“Good news!” cried Mrs. Sparsit blandly.

“I have got an appointment with him to meet him in the evening at the station here,” said Tom, “and I am going to dine with him afterwards, I believe. He is not coming down to the country house for a week or so, being due somewhere else. At least, he says so; but I shouldn’t wonder if he was to stop here over Sunday, and stray that way.” (Chapter 27, p.203).

Supporting 2

“My dear Child,” said Harthouse-Mrs. Sparsit was with delight that his arm embraced her-“will you not bear with my society for a little while?”

“Not here.”

“Where, Louisa?”

“Not here.”

“But we have so little time to make so much of, and I have come so far, and am altogether so devoted, and distracted. There never was a slave at once so devoted, and ill-used by his mistress. To look for your sunny welcome that has warmed me into life, and to be received in your frozen manner, is heart-rending.”

“Am I to say again, that I must be left to myself here?”

“But we must meet, my dear, Louisa. Where shall we meet?”

They both started. The listener started guiltily too, for she thought there was another listener among the trees. It was only rain, beginning to fall fast in heavy drops.

“Shall I ride up to the house a few minutes hence, innocently supposing that its master is at home and will be charmed to receive me?”

“No!”

“Your cruel commands are implicitly to be obeyed, though I am the most unfortunate fellow in the world I believe, to have been insensible to all other woman, and to have fallen prostrate at last under the foot of the most beautiful, and the most engaging, and the most imperious. My dearest Louisa, I cannot go myself, or let you go, in this hard abuse of your power.” (Chapter 27, p.206-207).

Conversation 19

Supporting 1 :

"I hope I have not disturb you. I have come to ask if you would let me stay with you."

"Why should you stay with me? My sister will miss you. You are everything to her."

"Am I?" returned Sissy, shaking her head. "I would be something to you, if I might."

"What?" said Louisa, almost sternly.

"Whatever you want most, if I could be that. At all events, I like to try to be as near as I can. And however far off that may be, I will never tire of trying. Will you let me?"

"My father sent you to ask me."

"No, indeed," replied Sissy. "He told me that I might come in now, but he sent me away from the room this morning-or at least-" She hesitated and stopped.

"At least what?" said Louisa, with her searching eyes upon her.

"I thought it best myself that I should be sent away, for I felt very uncertain whether you would like to find me here."

"Have I always hated you so much?"

"I hope not, for I have always loved you, and have always wished that you should know it. But you changed to me a little, shortly before you left home. Not that I wondered at it. You knew so much, and I knew so little, and it was so natural in many ways, going as you were among other friends, that I had nothing to complain of, and was not at all hurt."

Her color rose as she said it modestly and hurriedly. Louisa understood the loving pretence, and her heart smote her.

"May I try?" said Sissy, emboldened to raised her hand to the neck that was insensibly drooping towards her.

Louisa, taking down the hand that would have embraced her in another moment, held it in one of hers, and answered-

"First, Sissy, do you know what I am? I am so proud and so hardened, so confused and troubled, so resentful and unjust to everyone and to my self, that

everything is stormy dark, and wicked to me. Does not repel you?" (Chapter 29, p. 219-220).

Conversation 20

Supporting 1

"Where were you last night, Tom?"

"Where was I last night!" said Tom **"Come! I like that. I was waiting for you Mr. Harthouse, till it came down as I never saw it come down before. Where was I, too! Where were you, you mean."**

"I was prevented from coming-detained."

"Detained!" murmured Tom. **"Two of us were detained. I was detained looking for you, till I lost every train but mail. It would have been a pleasant job to go down by that on such a night, and have to walk home through a pond. I was obliged to sleep in town after all."**

"Where?"

"Where? Why, in my own bed at Bounderby's."

"Did you see your sister?"

"How the deuce," returned Tom, staring, **"could I see my sister when she was fifteen miles off?"** (Chapter 30, p.222)

Conversation 21

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"Not here."

"Where, Louisa?"

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Supporting 2

In these circumstances, he had nothing for it but to follow her to town. He went to the house in town. Mrs. Bounderby not there. He looked in at the bank. Mr. Bounderby away, and Mrs. Sparsit away. Mrs. Sparsit away? Who could have been reduced to sudden extremity for the company of that griffin?

“Well! I don’t know,” said Tom, who had his own reason for being uneasy about it. “She was off somewhere at day break this morning. She’s always full of mystery. I hate her. So I do that white chap; he’s always got his blinking eyes upon a fellow.

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“How the deuce,” returned Tom, staring, “could I see my sister when she was fifteen miles off?” (Chapter 30, p.221-222).

Conversation 22

Supporting 1

“Young lady,” said Rachael, “Stephen Blackpool is now named as a thief in public print all over this town, and where else! There have been a meeting to-night where he have been spoken of in the same shameful way. Stephen! The honestest lad, the truest lad, the best!” Her indignation failed her, and she broke off, sobbing. (Chapter 32, p. 242)

Supporting 2

“Deed, I am loath,” returned Rachael, drying her eyes, “that any here should see me like this; but I won’t be seen so again. Young lady, when I had heard what’s put in print of Stephen-and what has just as much truth in it as if it had been put in print of you-I went straight to the bank to say I knew where Stephen was, and to give a sure and certain promise that he should be here ion two days. i couldn’t meet wi’ Mr. Bounderby then, and your brother sent me away, and I tried to find you, but you was not to be found, and I went back to work. Soon as I come out of the mill to-night, I hastened to hear what was said of Stephen-for I know wi’ pride he will come back to shame it!-and then I went again to seek Mr. Bounderby, ,and I found him, and I told him every word I knew; and he believed no word I said, and brought me here.” (Chapter 32, p. 243)

Supporting 3

The tow appointed days run out; three days and nights run out; Stephen Blackpool was not come, and remained unheard of. On the fourth day, rachael with unabated confidence, but considering her despatch to have miscarried, wnet

up to the bank, and showed her letter from him with his address, at a working colony, one of many, not upon the main road, sixty miles away. Messengers were sent to that place, and the whole town looked for Stephen to be brought in next day. (Chapter 32, p. 246)

Supporting 4

“I can’t at all times keep out of my mind mistrustings of some one. I can’t think who ‘tis, I can’t think how or why it may be done, but I mistrust that some one has put Stephen out of the way. I mistrust that by his coming back of his own accord, and showing himself innocent before the all, some one would be confounded, who-to prevent that-has stopped him, and put him out of the way.”

“That is a dreadful thought,” said Sissy, turning pale.

“it is a dreadful though to think he may be murdered.” (Chapter 33, p. 248)

Supporting 5

“He’d walk the journey in two days. If he was footsore and couldn’t walk, I sent him, in the letter he got, the money ride, lest he should have none of his own to spare.”

“Let us hope that to-morrow will bring something better Rachael. Come into the air!” (as stated Sissy)

Her gentle hand had adjusted Rachael’s shawl upon her shining black hair in the usual manner of her wearing it, and they went out. The night being fine, little knot of hands were here and there lingering at street corner; but it was supper-time with the greater part of them, and there were but few people in the streets.

“You’re not so hurried now, Rachael, and your hand is cooler.”

“I get better, dear, if I can only walk, and breath a little fresh. Times when I can’t, I turn weak and confused.”

“But you must not begin to fail, Rachael, for you may be wanted at any time to stand by Stephen. To-morrow is Saturday. If no news comes to-morrow, let us walk in the country on Sunday morning, and strengthen you for another week. Will you go?”

“Yes, dear.” (Chapter 33, p.249)

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Conversation 24

Supporting 1

Louisa returned with her father. Standing hand-in-hand, they booth looked down upon the solemn countenance.

"Sir, you will clear me an mak' my name good wi' aw men. This I leave to yo".

Mr. Gradgrind was trouble and asked how?

"Sir," was the reply, "yor son will tell yo how. Ask him. I mak' no charges: I

leave none ahint me: not a single word. I ha' seen an' spok'n wi' yor son, one nocht. I ask no more o' yo than that yo clear me-an' I trust to yo to do't." (Chapter 34, p.263).

Supporting 2

"Your wretched brother," said Mr. Gradgrind. "Do you think he had planned this robbery, when he went with you to the lodging?"

"I fear so, father. I know he had wanted money very much, and had spent great deal." (As stated Louisa) (Chapter 35, p. 265)

Supporting 3

"How was this done?" asked the father.

"How was what done?" moodily answered the son.

"This robbery," said the father, raising his voice upon the word.

"I forced the safe myself overnight, and shut it up ajar before I went away. I had had the key that was found made long before. I dropped it that morning, that it might be supposed to have been used. I didn't take the money all at once. I pretended to put my balance away every night, but I didn't. Now you know all about it." (as stated Tom).

"If a thunder bolt had fallen on me," said the father, "it would have shocked me less than this!" (Chapter 35, p. 272)

Conversation 25

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Supporting 2

“Here is your letter,” said Mr. Gradgrind. “All necessary means will be provided for you. Atone, by repentance and better conduct, for the shocking action you have committed, and the dreadful consequences to which it has led. Give me your hand, my poor boy, and may God forgive you as I do (Chapter 35, p. 272)

Supporting 3

“What sum of money,” said Mr. Gradgrind, “will you set against your expected promotion?”

Thank you, sir,” returned Bitzer, “for hinting at the proposal; but I will not set any sum against it. Knowing that your clear head would propose that alternative, I have gone over the calculation in my mind; and I find that to compound a felony, even on very high terms indeed, would not be as safe and good for me as my improved prospects in the bank.”

“Bitzer”—said Mr. Gradgrind, stretching out his hands as though he would have said, See how miserable I am!— “Bitzer, I have but one chance left to soften you. You were many years at my school. If, in remembrance of the pains bestowed upon you there, you can persuade yourself in any degree to disregard your present interest and release my son, I entreat and pray you to give him the benefit of that remembrance.” (Chapter 36, p. 276).



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