



**Grice's Cooperative Principle on Expressions of Agreement and  
Disagreement in "The Good Dinosaur" Movie: A Discourse Analysis of  
Speaking Material for Junior High School Students.**

**THESIS**

**By**

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**THE FACULTY OF TEACHER TRAINING AND EDUCATION**

**JEMBER UNIVERSITY**

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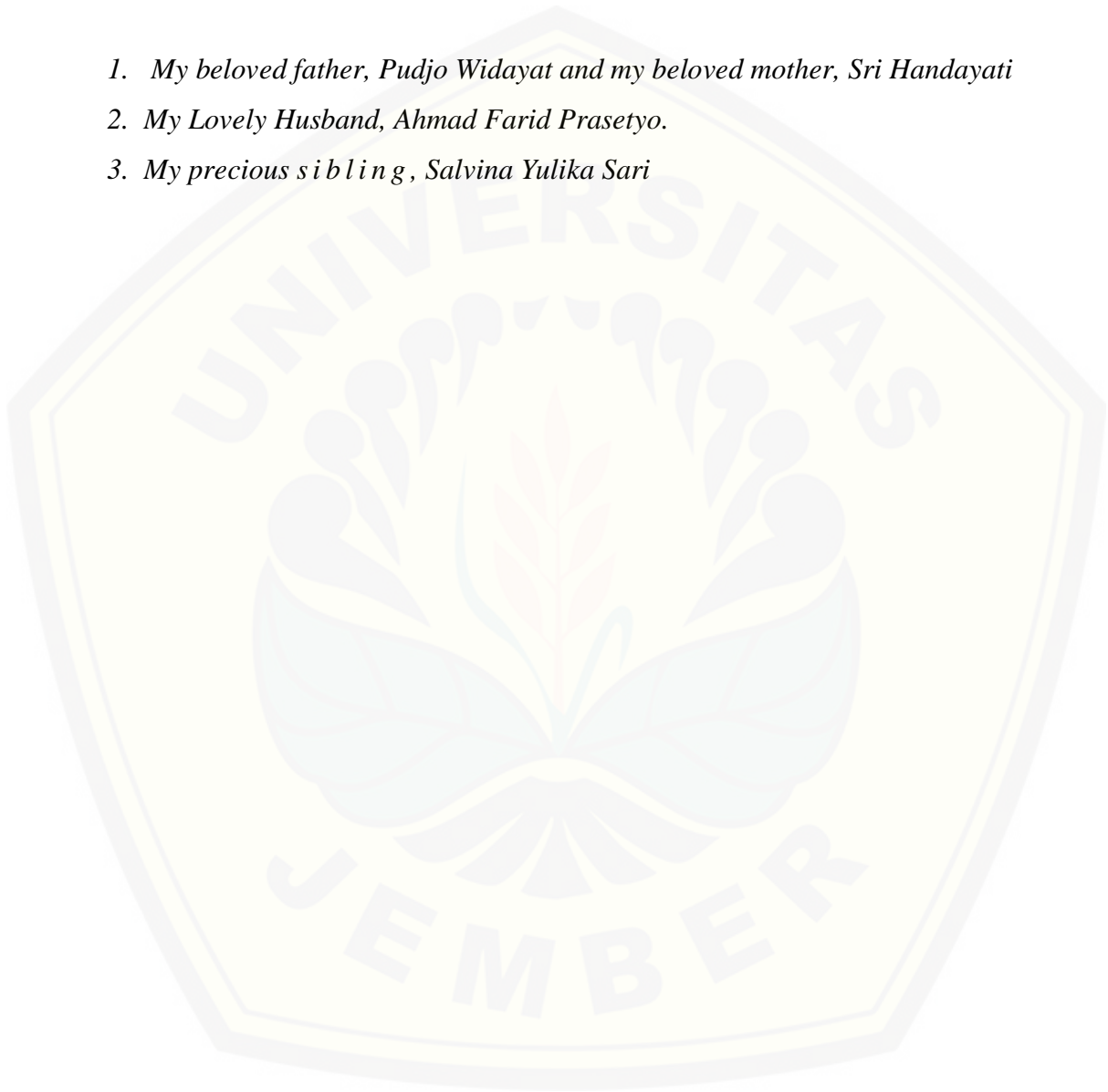
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**2020**

## DEDICATION

*This thesis is whole heartedly dedicated to:*

- 1. My beloved father, Pudjo Widayat and my beloved mother, Sri Handayati*
- 2. My Lovely Husband, Ahmad Farid Prasetyo.*
- 3. My precious sibling, Salvina Yulika Sari*



**STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by the author herself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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The Writer

Intan Nurlaili Widayanti

## ACKNOWLEDGEMENT

First of all, I would like to thank the Almighty Allah SWT. Because of the guidance that had been given to me, I could finish the thesis entitled **“Grice’s Cooperative Principle on Expressions of Agreement and Disagreement in the “The Good Dinosaur” Movie: A Discourse Analysis of Speaking Material for Junior High School Students”**

I fully realize that this thesis would not be finished without the people who kindly showed their support in the thesis writing. I would like to express my deepest appreciation and gratitude to the following people:

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2. The Chairperson of the Language and Arts Education Department;
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Finally, I hope that this thesis would be useful for the readers. I admit that this thesis is far from the world perfect and any constructive critics and suggestions are highly appreciated.

Jember, 24 Agustus 2020

The Writer

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## SUMMARY

Grice's Cooperative Principle on Expressions of Agreement and Disagreement in the "The Good Dinosaur" Movie: A Discourse Analysis of Speaking Material for Junior High School Students; Intan Nurlaili Widayanti, 130210401035 39 pages; English Language Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

This research was intended to describe the types, strategies, and functions of the flouting maxim performed by the main characters in a movie called, *The Good Dinosaur* (2015). Since different characters have different types, strategies, and functions of flouting maxim, the research problem focuses on those three aspects of flouting maxim. This is because flouting maxim in social communication might cause misunderstanding. In this case, people speak and cooperate with others without making other people misunderstand what they mean. Meanwhile, Paul H. Grice (1975) believes that people will have a successful conversation if they fulfill the Cooperative Principles which are elaborated in four sub-principles called maxims. The four maxims are maxim of quantity, maxim of quality, maxim of relation, and maxim of manner. Those maxims organize how the participants should participate in a conversation in order to make the conversation run smoothly. Yet in real life, some people often break the maxims by infringing, violating, opting out, suspending, or flouting them. Unlike flouting, the other kinds of the failure of observing the maxim do not generate implicit meaning within them. By flouting maxims, the participants of the conversation seem to be uncooperative but actually they do. The participants themselves have certain intentions of flouting the maxims. The phenomena of flouting maxim can be seen not only in real life but also in a movie. The researcher interested to conduct a research which focused on the types, strategies, and functions of flouting maxim done by the main characters in an English movie.

This research implemented descriptive-qualitative design to describe and



analyze phenomena of flouting maxim. Hence, it was not simply analyzing and describing the data but also interpreting the data to get a rich and more in-depth understanding. The context of this research is Adventure context in the movie *The Good Dinosaur* (2015) from which the data about main characters' utterances whose appear frequently were taken. The data collection covered the search of the main characters' indicated utterances which reflected the phenomena of flouting maxim. The data were presented in the form of table consist of 13 utterances. And then, data analysis was needed to be done by using descriptive analysis. The data analyzed using descriptive method where the flouting maxim proposed by Grice (1975) was applied to see the types and strategies of flouting maxim. After analyzing all the utterances contained flouting maxim, the researcher analyzed the functions of flouting maxim.

The findings of this research showed there are 5 characters in the movie saying 13 utterances which indicate flouting maxim. They flouted all types of maxim of Grice's (1975) cooperative principle using all of its strategies. The occurrence of the functions of flouting maxim did not depend on what kind of maxim flouted. However, among the twelve language functions, only eleven functions appeared in the movie. The boring function cannot be found because no one in the movie gets bored when the main characters uttered something.

Since some teachers nowadays use authentic materials that might include movie as their teaching media, they have to be aware of some utterances that flouted the maxims. Because pedagogically of flouting maxim is against the standard language forms and contents used at secondary school as on their English textbooks the expressions are mostly following the Grice's (1975) cooperative principle. The teacher should explain and modify the language in the authentic material, not just directly teach the students depend on what is in the movie itself. English teachers should know and understand well about the flouting maxim, its types, its strategies, and its functions, so they are able to transfer the various English expressions to their students.

## CHAPTER 1: INTRODUCTION

This chapter presents the foundation of the research including the background of the research, problems of the research, and research significance.

### 1.1. Research Background

As humans, we communicate with each other to convey something with different purposes, such as to express our opinion, suggestion or our agreement and disagreement. Expressing agreement and disagreement is important. According to Brown and Levinson (1987) most people want their actions to be unimpeded and want their 'wants to be desirable to at least some others. This point out that most people want to voice out their opinions, values, and choices in the hope that these will be approved by others. In addition, expressing agreement and disagreement is taught to Junior High School students in eighth grade on the first semester, based on the KTSP curriculum standard competence 3.2 in speaking skill. Based on this curriculum, students will learn how to express agreement and disagreement in appropriate way.

Many kinds of learning materials can be utilized by teachers to improve students' speaking skill ability in the topic of express agreement and disagreement. Unfortunately, based on the some researchers' experience text books are still uses as the main learning materials. However, Gilmore (2007) and Guo (2012) argue that the prime teaching content of textbooks does not fulfill the learners' needs for communication skills. They believe that using authentic material is more effective than that of textbooks. Gilmore (2007) also mentions that textbooks do not present real language but authentic texts do, because they reflect the natural language as it is spoken. Similarly, Guo (2012) points out that using textbooks inside the classroom creates a gap between what learners learn in the classroom and real life English because textbooks present artificial materials.

In order to fill the gap of textbook limitation, teacher can use movie instead. According to Gebhard (1996) authentic listening-viewing materials are

movies/films, TV commercials, cartoons, comedy shows, soap operas, professionally audio-taped short stories, novels, radio ads, and songs. Referring to Gebhard's (1996) statement, it can be set that movie is an authentic material that teacher can use to facilitate students in exploring authentic language use. It provides rich context of visual and audio clues that is appropriate for practicing speaking skill.

To reach learning goals of English language, it is very important for teachers to not only focus on the expression of agreement and disagreement or speaking skill but also to teach students to express agreement and disagreement in appropriate context. For successful communication according to the Grice (1975) we must assume that both people in a conversation are cooperating. He suggests using quality, quantity, relevance, and manners to communicate properly. The researcher was interested in conducting this research because the phenomenon of flouting maxim can be seen not only in real life but also in a movie. In addition, a movie provides more various linguistic expressions than the one using for example newspaper or news. Further details of the previous studies are widely discussed in chapter two.

## **1.2. Research Problem**

Based on the background above, the problems from the researcher are formulated as follows:

1. Which maxim is frequently flouted by the character utterances in "The Good Dinosaurus (2015)" Movie to express agreement or disagreement?
2. What pedagogical implications of "The Good Dinosaurus (2015)" the movie can be inferred for Junior High School for speaking skill in English learning material?

## **1.3. Research Significant**

The researcher is designed in order to give several significances as follows:

**1.3.1. For The English Education Student**

By doing this research, the researcher hopes this research can be used as a reference for English Education Student in discourse analysis subject of infringement.

**1.3.2. For The English Teacher**

I hope by doing this research, English teachers can add their references and also the information about materials related to English Language knowledge. By providing other authentic materials such as movie, it can minimize the monotonous learning using text book.

## CHAPTER 2: REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing of some theories that are relevant to the problems. The study review consists of the Discourse Analysis, Grice's Cooperative Principle and the Infringement (1975), Express Agreement and Disagreement, The summary of "The Good Dinosaurs (2015)" Movie.

### 2.1 Discourse Analysis

Discourse shows how a language is used and what it is used for. Cook (1989) explains it as the totality of interaction between the elements in physical, social and psychological world through language over long periods. He mentions that these elements include the period of time, the world (social and physical), and language, thought (knowledge and reasoning). Dijk (2008) affirms that "understanding discourse means understanding text or talk in context". From these two definitions it can be said that discourse deals with how language varies in pattern, and this pattern includes some elements, such as time, the condition of the writer/speaker and the reader/hearer (socially and physically), their knowledge and reasons behind their writing or talk. To analyze a discourse we should pay attention to those elements.

Studying discourse means dealing with utterances and sentences which are pieces of language which will have different meaning in different situation. Kreidler (1998) notes, "Just as conventional signals like the blowing of a whistle can have different meaning in different situation, ..." His statement clarifies that the discourse might be the same but the meaning could be different depending in the context. An utterance is not the same as a sentence. An utterance can be understood based on the context, but when it is written, its meaning is limited to the meaning of a sentence. An utterance is an act of speech or speech act; it is a specific event, at a particular time and place and involving at least one person, the one who produces the utterance, but usually more than one person (Kreidler 1998). He adds, "The meaning of an utterance is the meaning of the sentence plus the meaning of circumstances: the time and place, the people involved, their

backgrounds, their relationship to one another, and what they know about one another”. Based on Kreidler, it can be said that an utterance is a specific event, which is produced in a certain situation to a certain individual. For example: “*Shut up.*” It sounds very familiar in everyone’s ears. The meanings of *shut up* can vary because the spoken discourse itself can be produced in many different ways. People should observe who is talking to whom and in what situation the conversation happens. English education teachers, cannot just say that the discourse, for instance, *shut up*, is forbidden. They should explain to their students when and to whom this discourse is allowed to be spoken and when it can be considered a rude saying. In using movie, we have to take a look at the context of the characters’ utterances so that we can know and understand what they really mean.

In every individual’s life, communicating and interacting with others is vital for carrying out a healthy social and professional relationship. It helps spread awareness, knowledge and helps one to build understanding among all sorts of people around the world. Communicating and interacting helps a person to easily express her or his feelings, ideas, and thoughts; it facilitates as well to create a special bond with friends, family members, the colleagues and so on.

## **2.2 Grice’s (1975) Cooperative Principle**

Grice in Yule (2010) points out that cooperative principle refers to the conversational contribution as it is required, in the stage which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged. It is assumed that participants are trying to be cooperative. Grice (1975) in his William James Lectures on “Logic and Conversation” explicates the cooperative principle and he pays attention in order to limit the use of it for describing talk exchanges presenting the following features:

"The participants have some common immediate aim, the contributions of the participants are dovetailed, mutually dependent; there is some sort of understanding (often tacit) that, other things being equal, the transactions should

continue in appropriate style unless both parties are agreeable that it should terminate" (Grice, 1989: 31).

Although Grice (1975) noted that the maxims are important, he realized that in some condition people have to do the deliberate violation or flouting as he calls them (Cook, 1992). Flouting maxim is the only way of breaking maxims which generates implicature. Cutting (2002: 37) states that a speaker who flouts maxims expects the hearers to appreciate the meaning implied but he/she appears not to follow the maxims. Moreover, Black (2006: 25) explains that a speaker who flouts maxim is actually aware of the cooperative principle and the maxims. In other words, it is not only about the maxims that are broken down but that the speaker chooses an indirect way to achieve the cooperation of the communication. In line with Black, Cruse (2006: 64) states that a speaker deliberately against one or more maxims and he/she can be said to be obeying the cooperative principle since he/she breaks the rules for some good communicative reasons. Here are the explanations of how the speakers can fulfill the maxims and several criteria of flouting the maxims as distinguishing guidelines

### 2.1.2.1 Maxim of Quantity and Its Flouting

When observing maxim of quantity, the speaker should give information as is required and gives neither too little nor too much information (Cutting, 2002:34). In other words, the speakers should give enough information as which is needed by the hearers. When flouting the maxim of quantity, the speaker seems to give too little or too much information than is required. It can be said that the information that is given is insufficient. An example of maxim of quantity is shown below:

A : Well, how do I look?

B : **Your shoes are nice.** (Cutting, 2002: 37)

Speaker B here flouts the maxim of quantity because B gives opinion only about the shoes while A asks for the opinion of the whole of his/her appearance.

In this case, B gives less information than is required. Therefore, B is said to flout the maxim of quantity. It leads A to infer an implication that his/her appearance is not good enough except for his/her shoes. According to Cutting (2002: 37), the strategies that can be used by the speaker of the communication to flout the maxim of quantity are giving too little information or giving too much information to the hearer.

### 2.1.2.2 Maxim of Quality and Its Flouting

According to Grice via Yule (1996: 37), to observe this maxim, the participants should not say what they believe to be false and which they lack adequate evidence. In line with Grice, Cutting (2002: 35) states that to fulfill the maxim, the speaker should be sincere and say anything that they believe matches reality. According to Cutting, (2002: 37), a speaker flouts the maxim of quality commonly says something that obviously does not represent what he/she thinks. The other way of flouting the maxim of quality is by using hyperbole, metaphor, irony, and banter. A speaker seems to flout the maxim of quality when he/she exaggerates his/her statement like „I could eat a horse“ (Cutting 2002: 37). The speaker uses hyperbole to flout the maxim of quality. The speaker expects the hearer to infer an implication that he/she is very hungry that he/she can even eat a horse. Another example of flouting the maxim quality:

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

B : And **London's in Armenia** I suppose. (Levinson, 1983:101)

In the case presented through the dialogue, A's statement is false. Teheran is not in Turkey, so B states falsely that London is in Armenia to suggest that the statement of A is not correct.

### 2.1.2.3 Maxim of Relation and Its Flouting

Cutting (2002:35) explains that to fulfill this maxim, the speakers are expected to say something relevant to what is said before. Each person should give the relevant contribution to the topic. Moreover, Cutting (2002: 39) says that the speaker who flouts the maxim of relation expects the hearers to be able to imagine what the utterance did not say and make the connection between



his/her utterance and the previous one. The example of flouting the maxim relation is presented in the following dialogue:

Heckler : We expected a better play.

Coward : **I expected better manner.** (Sherrin in Cutting, (2002, 39)

In the dialogue, Coward's comment seems irrelevant to the Heckler's statement in which the heckler in the audience talks about the play and Coward's states about manners. In this case, Coward intends the heckler to infer that he really expects better manner than booing about his play. According to Cutting (2002: 37), being irrelevant in responding to the previous topic talked before can be the strategy to flout the maxim of relation.

#### 2.1.2.4 Maxim of Manner and Its Flouting

Grice via Yule (1996: 37) orders the participants to avoid obscurity of expression, avoid ambiguity, avoid unnecessary prolixity, and to be orderly. Those who flout the maxim of manner are being obscure and often trying to exclude a third party (Cutting, 2002: 39). An example of flouting the maxim of manner is clearly shown in the following dialogue between a husband and wife:

Wife : Where are you off to?

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

Wife :OK, but don't be long – Dinner's nearly ready.  
(Cutting, 2002: 39)

In this case, the husband says something in an ambiguous way by mentioning, that funny white stuff to replace ice cream and mentioning somebody to replace his daughter. It's done to make his little daughter does not become excited and want to eat the ice cream before the dinner if she knows that the funny white stuff is an ice cream.

## **2.3. Expression of Agreement and Disagreement**

### **A. Agreement**

Brown and Levinson (1987) state that most people want their actions to be unimpeded and want their ‘wants to be desirable to at least some others’ (Brown & Levinson 1987, p. 62). In this point, that most people want to speak out their opinions, values, and choices in hope that these will be approved by others. During these kinds of interactions and opinions exchange, normally it leads to agreements and disagreements between the speaker and listener. According to Wu (2006), agreement is a speech act of explicitly or implicitly expressing similar opinion as an initiator. It is also defined as the willingness to accept the proposal and propositions of others. Similarly, in Stenstrom (1994) study, agreement is seen as an approval to a speaker’s opinions. These definitions suggest that agreement occurs when we accept another person’s view and express our approval of it.

Based on Pomerantz’s (1984) study, the categories for agreement expressions are “upgraded” (strong agreement), “same level” or “downgraded” (weak agreement). In an “upgraded” agreement, either a stronger evaluative term than the prior term is used or an intensifier may be added to modify the prior evaluative term (Pomerantz, 1984, p. 65). In a “same level” agreement, the same or similar evaluative term used previously may be repeated, often including the word “too” (ibid., p. 67). As for “downgraded” agreement, a weaker evaluative term than the previous is used and can be followed by a disagreement.

### **B. Disagreement**

In contrast, disagreement is a speech act of explicitly or implicitly expressing opposition to that of an initiator (Wu, 2006, p. 56). Malamed (2010, p. 200) also expresses a similar definition, and reinstates that disagreement is “a conflicting view offered as a response to an expressed view of a previous speaker” (Malamed, 2010, p. 200). Therefore, it is widely acknowledged that a speaker expresses disagreement when he or she does not come to terms with the opinion or proposition uttered by an addressee. However, it is important to not confuse disagreement with criticism and argument as they are different (Malamed, 2010).

Disagreement occurs in more informal settings and is normally used to express personal preferences as opposed to argument which requires some serious commitments (Jacobs & Jackson, 1981). The most acclaimed literature on agreements and disagreements can be found in Pomerantz's (1984) study, in which she conducted conversational analyses, looking into agreeing and disagreeing with assessments as a common conversational interaction.

## **2.4. Conceptual Review**

The analysis of this research focused on the cooperative principle proposed by Grice (1975). It contains four sub-principles (maxims) namely maxim of quantity, maxim of quality, maxim of relation, and maxim of manner. The maxims are like rules of the participants to be cooperative in the conversation by fulfilling all the maxims to make the conversation runs smoothly. In conversations, however, the participants deliberately choose not to follow the maxims. It is called flouting maxim. The participants who flout the maxims are actually concerned about the cooperative principle, but they choose a different way to achieve the good communication.

The researcher focuses in the main characters utterances when they are express agreement and disagreement. Based on the KTSP curriculum, expressing agreement and disagreement is taught to Junior High School students in eighth grade on the first semester, based on the KTSP curriculum standard competence 3.2 in speaking skill. The explanation above is used to conduct this research on flouting maxim in the "The Good Dinosaurus" 2008 movie.

## **2.5 Previous Research**

Some previous research findings dealing with Grice's (1975) cooperative principle vary, and the examples include those of Yang's (2014), Azadeh's (2014), and Al Kayed, Kitishat & Allah's (2015) of Grice's cooperative principles. Yang's (2014) research attempts to examine if there are similarities and differences in the way Chinese TV host observes

Gricean maxims in her interviews of seven guests who come from different backgrounds. Findings show that there is no difference in how the bilingual Chinese TV talk show host conducts her interviews and the maxim of relevance is used most and frequently.

Azadeh's (2014) research compares the adoption and violation of Gricean maxims in Sport and Political News in American media and identifies which of those maxims has been violated most and least. The results reveal that the Gricean maxims were more adopted in Political News and among those maxims, the maxim of manner was most violated in both Sport and Political News. According to the results, the maxim of quality was most adopted in Sport News and the maxim of relevance was mostly adopted in Political News.

Al Kayed, Kitishat & Allah's (2015) research investigates the violation of Grice's maxims in cartoons selected from two Jordanian newspapers by identifying the types of maxims and implied meaning behind violation of these maxims. The findings of the research show that Jordanian cartoonists fail to observe all Grice's maxims (quantity, quality, manner, and relation) in order to address political, social and cultural issues in Jordan.

The previous researches above used TV talk show, news, and newspapers, but this research is different because it uses an English movie which belongs to none of the above category. The reason of choosing an English movie is because it does not only present the interesting moving picture supported an audio-visual effect, but also consists of real language that reflects the flouting maxim phenomenon that happens in real life. That element of the movie is very helpful to analyze the data effectively because the audiences can have a direct access to see and hear the audio-visual of the movie deeply. Meanwhile, this research identifies the types, strategies, and functions of flouting maxim done by the main characters in the movie.

## **2.6. The Good Dinosaurs (2015) Movie.**

In this research the researcher using “The Good Dinosaurs” (2015) Movie as the authentic material. The genre of this movie is animation, adventure and comedy. This movie contains many moral values that suitable for Junior High School students. This movie using easy listening language and standard vocabulary, so students can understand what the characters of this movie say. Students can know how the characters in this movie when express agreement and disagreement in this movie. It is very suitable to use as the authentic materials for listening skill. This movie tells about a Dinosaurs namely Arlo who want to prove his ability to find a way back in his home when he lose in the forest, He meets a boy names Spot (Jack Bright) who helped Arlo and he protects Arlo in the way to find his home. Arlo teaches us to believe with ourselves and be confident with our capability. And he also teaches us how to be brave to face all possibility that will happen in our life. This movie has stunning visuals, moments of clever humor, strong messages about loyalty and bravery. The film's settings look extremely real, the setting in this movie in the forest, waterfall, mountain, and jungle.

## CHAPTER 3: RESEARCH METHOD

### 3.1 Research Design

In this research, the researcher uses descriptive qualitative as the research design. This research design will focus on document or content such as words and pictures. Punch (1998) states Qualitative research is empirical research where the data are not in the form of numbers. According to Denzin and Lincoln (1994) the researcher has several methods for collecting empirical materials, ranging from the interview to direct observation, to the analysis of artifacts, documents, and cultural records, to the use of visual materials or personal experience. Descriptive qualitative research is also written in the form of words or sentences rather than numbers. In this research, the researcher will analyze the character's utterances in expressing agreement and disagreement which is taken from a movie "The Good Dinosaurus" (2015).

### 3.2 Research Context

The context of this research is animation adventure (animasi-petualangan) context in the movie from which the data about main characters' utterances that appear frequently were taken. The data were taken from *The Good Dinosaurus*, an interesting and well known movie, produced in 2015. The movie was directed by Peter Sohn and written by Bob Peterson.

There are some reasons why I chose this movie as the data resource. First, the writer, the producers and the dubber in the movie are English native speakers; their language can be used as authentic language teaching material. Second, the language used in the *The Good Dinosaurus* (2015) movie represents the language phenomena called flouting conversational maxims in their utterances to perform some expressions.

### **3.3 Research Analysis**

In this research the researcher will analyzes characters' utterances in the "The Good Dinosaurs" (2015) movie. The research subject in this research is the utterances in the movie which spoken by the actors and the actresses. The utterances that the researcher chooses in the movie are the ones that consist of agreement and disagreement expressions.

### **3.4 Data Collection Method**

Denscombe (2007: 274) states that qualitative data need to be prepared and organized before they can be analyzed. Flouting maxim of Grice's (1975) cooperative principle is used as the tool of this research in collecting the data. The processed of data collection were as follows:

1. The researcher downloaded the "The Good Dinosaurs" (2015) movie.
2. The researcher watched the "Wild Child" 2008 movie.
3. The researcher collected the data from the movie which reflected the phenomena of flouting maxim.
4. The researcher put all the data into a data sheet.

### **3.5 Data Analysis Method**

According to Vanderstoep and Johnston (2009: 258), the results of qualitative studies are presented in "Data Analysis". Bogdan and Biklen (1982:145) state that data analysis is working with data which includes organizing, classifying, synthesizing, understanding the data, and determining the data that will be presented. In accordance with the definition, the procedures of data analysis in this research were as follows:

1. The researcher identified the raw data to categorize them into the types, strategies, and functions of flouting maxim.
2. The researcher analyzed the pursued data in order to answer the problem formulation.

3. The researcher checked the accuracy of the analyzed data by checking the trustworthiness.
4. The researcher made the conclusion based on the findings.





## CHAPTER 5. CONCLUSION

Based on the analysis in the findings and discussion section, the researcher draws two conclusions which presented below:

In relation with the first objective which is describing the types of flouting maxim performed by the main characters who appear frequently in the “The Good Dinosaurus” 2015 movie, it can be concluded that they flout all types of maxim. There are four types of flouting maxim which are the flouting of maxim quantity, maxim of quality, maxim of relation, and maxim of manner. The flouting of maxim quantity becomes the main type of flouting maxim which is performed by the main characters when express their agreement and disagreement. It is done especially to give more or less information when stating their statement. Meanwhile, flouting of maxim manner rarely occurs in the movie because the characters mostly in a same level (animal).

Flouting maxim is done by the main characters in the movie. They are giving too little information, giving too much information, using hyperbole, metaphor, irony, and banter, being irrelevant, and being obscure. Some main characters also give hyperbole information when stating agreement and disagreement. And they flouts maxim of quality. And also some main character being irrelevant when express their agreement and disagreement and they flout the maxim of relevant. It is because when someone deliberately changing the topic in the conversation, other people will get that he/she does not interested in or do not want to continue talking about it. In relation to the two objectives which are describing of flouting maxims when express agreement and disagreement performed by the main characters that appear frequently in the “The Good Dinosaurus” 2015 movie, it can be concluded that maxim of quantity is frequently flouts.

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Research Instrument

Code	Minutes and Data	Flouting Maxim				Agreement	Disagreement	Explanation
		QL	QN	MN	RL			
U1	00:06:54 - 00:07:04  Momma: You're all set  <b>Arlo: Can't I do something else, momma?</b>  <b>Momma: Get going</b>  Arlo: Okay		√				√	Arlo ask his mother to do something else but in respond Momma gives little information to Arlo when she states her disagreement of Arlo statement, means that she fails to observe the maxim of quantity. The function is to make Arlo realizes that Momma does not want he to do something else and she just want Arlo to do it as soon as possible.
U2	00:08:22-00:08:36  Arlo: Poppa, Henrietta is the worst one in the coop!  Poppa: Yesterday you said Footless Fran was the worst.  Arlo: She's only got one foot  <b>Poppa: You don't have to like them</b>				√		√	Arlo try to say to his Poppa if Henrietta is the worst animal in their coop. Arlo was afraid with Henrietta. Instead of accepting what is Arlo's say, Poppa give respond seems to be irrelevant as he talks about what Arlo should do. He state about disagreement of what Arlo said. Poppa fails to observe the maxim of relation. The function is to annoy Arlo because he always afraid with animals in their coop.

	<b>Arlo, You just have to feed them.</b>						
U3	00:08:52-00:08:59  Momma: Put your mark on there, Henry. You earned it.  Kids: Yeah, Poppa, do, it! Come on! Yeah!  <b>Poppa: Only if your momma does it first.</b>	√				√	When Poppa finished his job, Momma ask him to put his mark and Arlo, Buck and Libby try to convience him. Poppa will give his mark but he gives hyperbole statement that he will give his mark only if Momma does it first. Poppa flouts the maxim of quality. When he state agreement about Momma’s statement. His utterance is to convincing Momma and kids that he will give mark after Momma.
U4	00:09:21-00:09:41  Kids: Ooh, ooh. Me too! My turn! Me, me, me! My Turn!  Poppa: Now hold on. It’s not that easy. You’ve got to earn your mark by doing something big. <b>For something bigger than yourself.</b> Someday you’ll all make your mark and I can’t wait to see it.		√			√	Arlo, Libby, and Buck wants to make their mark. They can’t wait to make thier own mark. But Poppa but in respond Poppa gives hyperbole respond and to much information, to states his disagreement about what his kids statement means that he fails to observe the maxim of quantity. The function is to make Arlo, Libby, and Buck realizes that they should make more effort to reach goals in theri life. They should struggle to reach that until they can make their own mark.

U5	00:15:03-00:15:20	√				√		<p>Poppa ask Arlo to catch the critter who eats their food. And Poppa promise to Arlo when he finish his job, he can make his own mark. Arlo gives hyperbole statement that he will take care of the critter. And he try to convince that the critter will not stand a chance. In this situation Arlo flouts the maxim of quality. And he Agree about what Poppa said. His utterance is to convincing Poppa if he can finish his job and will make their own mark.</p>
U6	00:17:20-00:17:35				√		√	<p>Arlo try to give the reason why he let the critter go. Arlo was afraid with The Critter. Instead of accepting what is Arlo's say, Poppa give respond seems to be irrelevant as he talks about what Arlo should do. Poppa fails to observe the maxim of relation and disagree with Arlo statement. The function is to make Arlo to more responsible about this job and to make him get over his fear to make him can survive in his life.</p>
U7	00:19:03-00:19:16		√				√	<p>Poppa tells Arlo to through his fear. He believe if Arlo have something in his life. But Arlo</p>

	<p>you to through your fear. I know you have it in you</p> <p>Arlo: But I'm not like you.</p> <p>Poppa: <b>You're me and more.</b></p>						<p>didn't believe it he feels like different with his poppa. Instead of Poppa answer Arlo statement's with "No" he gives statement that Arlo not like him he is more better. In this situation Poppa fails to observe the maxim of quantity and disagree with Arlo statement. The function is to make Arlo believe about his self and to through his fear.</p>
U8	<p>00:20:38-00:21:05</p> <p>Momma: If we don't get this harvest in before the first snow we won't have enough food for winter. I know it's hard without Poppa but I need you to do more Arlo</p> <p>Arlo: <b>Don't worry, Momma. I won't let us starve.</b></p>		√			√	<p>Momma wants Arlo to do more to prepare food before winter. Arlo gives agree statement about what Momma's said. But instead of say "Yes", Arlo give much information. In this situation he fails to observe maxim of quantity. The function is to convince his Momma if he will prepare food for winter and do more to save his mom.</p>
U9	<p>00:49:24-00:49:35</p> <p>Arlo: Thunderclap. Can you help me get home?</p> <p>Thunderclap: <b>Uh,</b></p>			√		√	<p>Arlo meets Thunderclap in the way back home. He ask Thunderclap to help him get home. Thunderclap agree to take him back home but instead of say "Yes" Thunderclap prefers to stay other statement that make Arlo</p>

	<p>yeah, well... uh, maybe.  <b>Oh! But first we just need to check the area.</b>  <b>There is plenty of folks in a bad way after a storm like this, don't you know?</b></p>							<p>confused. In this situation Thunderclap fails to observe maxim of manners. Because they gives an ambiguity when answer Arlo's question.</p>
U10	<p>01:00:34-01:00:42</p> <p>Nash: We could use that critter. How about we trade? I'll give you my harmonica for him</p> <p>Arlo: <b>Thanks, but Spot ain't for trading.</b></p>	√					√	<p>Arlo disagree about Nash's statement when he asks to trade Spot with his harmonica. Instead of say "No" Arlo gives hyperbole statement that he won't trade Spot with Nash's harmonica he said Spot ain't for trading. In this situation Arlo flouts the maxim of quality. The function is to convincing Nash if he won't trade Spot with anything.</p>
U11	<p>01:01:45-01:01:53</p> <p>Arlo: Butch, how'd you get your scar?</p> <p>Butch: I don't know if you're ready for that story</p> <p>Arlo: <b>I can take it</b></p>				√		√	<p>Arlo curious about Butch's scar and he ask him how did he get his scar. And Butch hesitant to tells to Arlo he assumed that Arlo will afraid about his story. Instead of Arlo say Yes he gives irrelevant answer to Butch statement. Arlo fails to observe the maxim of relation and disagree with Butch statement.</p>
U12	<p>01:04:47-01:04:54</p>		√				√	<p>Butch helps Arlo to found a way back home and he tells Arlo to</p>



	<p>Butch: You hurry on back to your momma. And don't stop for nothing!</p> <p><b>Arlo: Thanks! I sure appreciate you looking out for me.</b></p>						<p>hurry and don't stop for nothing to meet with his mom. Arlo agree with Butch's statements and instead of saying Yes he prefers to thank and he tells very appreciate about what Butch was do for him. In this statement Arlo flouts maxim of quantity. Arlo should say "Yes" and not should give much information.</p>
U13	<p>01:11:49-01:13:00</p> <p>Arlo: Poppa? You're not here. I'm scared. But Spot needs me. I blamed him for what happened to you, but it wasn't his fault. So I go to go help him. Because... I love him.</p> <p><b>Poppa: I knew you had it in you. You're me and more. Now go take care of that critter.</b></p>		√			√	<p>In the middle of the way back home Arlo dreams meets his poppa. He tells about his feels to Spot and he will find him and look for him because he love Spot he aware if Spot wasn't fault about his Poppa accident. And Poppa agree with Arlo said. Poppa not say Yes but he gives to much information when answer Arlo. In this situation Poppa was flout maxim of quantity. This function is to convince Arlo if he was more better than his Poppa.</p>