



**A DISCOURSE ANALYSIS OF FLOUTING MAXIM DONE BY THE
MAIN CHARACTERS IN THE “WILD CHILD” 2008 MOVIE**

THESIS

**Yosi Navy Firdaus
NIM. 130210401019**

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2017



**A DISCOURSE ANALYSIS OF FLOUTING MAXIM DONE BY THE
MAIN CHARACTERS IN THE “WILD CHILD” 2008 MOVIE**

THESIS

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

**Yosi Navy Firdaus
NIM. 130210401019**

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2017

DEDICATION

This thesis is whole heartedly dedicated to:

- 1. My beloved father, Sunaryo and my beloved mother, Siti Hatijah*
- 2. My aunt whom I love as my own mother, Sumyati*
- 3. My precious siblings, Dwija Sistha Aprilia Firdaus and Tyo Navy Fatahillah Firdaus*



MOTTO

“Don’t give up on yourself.”

(Uttered by a character named Mrs. Kingsley, in *Wild Child* movie)



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.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award. I hereby grant to the University of Jember the right to achieve and to reproduce and communicate to the public my thesis of project in whole or in part in the University/Faculty libraries in all forms of media, now or hereafter known.

Jember, November 2017

The Writer

Yosi Navy Firdaus

CONSULTANT APPROVAL

**A DISCOURSE ANALYSIS OF FLOUTING MAXIM DONE BY THE
MAIN CHARACTERS IN THE “WILD CHILD” 2008 MOVIE**

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English
Language Education Program, Language and Arts Education Department,
The Faculty of Teacher Training and Education, Jember University

By:

Name : Yosi Navy Firdaus

Identification Number : 130210401019

Level : 2013

Place : Bondowoso

Date of Birth : January 25th, 1995

Approved By:

The First Consultant

The Second Consultant

Drs. Sugeng Ariyanto, M.A.
NIP. 19590412 1987021001

Drs. Bambang Suharjito, M.Ed.
NIP. 19611025 1989021004

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education, Jember University on:

Date :

Place : The Faculty of Teacher Training and Education, Jember University

The Chairperson

The Secretary

Dr. Budi Setyono, M.A.
NIP. 19630717 1990021001

Asih Santihastuti, S.Pd., M.Pd.
NIP. 19800728 2006042002

The Members,

- | | |
|---|----|
| 1. <u>Drs. Sugeng Ariyanto, M.A.</u>
NIP. 19590412 1987021001 | 1. |
| 2. <u>Drs. Bambang Suharjito, M.Ed.</u>
NIP. 19611025 1989021004 | 2. |

The Dean,

Prof. Drs. Dafik, M.Sc., Ph.D.
NIP. 19680802 199303 1 004

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 “A Discourse Analysis of Flouting Maxim Done by the Main Characters in the “Wild Child” 2008 Movie”.

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:

1. The Dean of the Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
4. The first and second consultants, Drs. Sugeng Ariyanto, M.A. and Drs. Bambang Suharjito, M.Ed. for their guidance and suggestion on the supervision.
5. My academic consultant, Dr. Budi Setyono, M.A, for all his suggestions and kindness in guiding and advising me during my college years.

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, November 2017

The Writer

Yosi Navy Firdaus

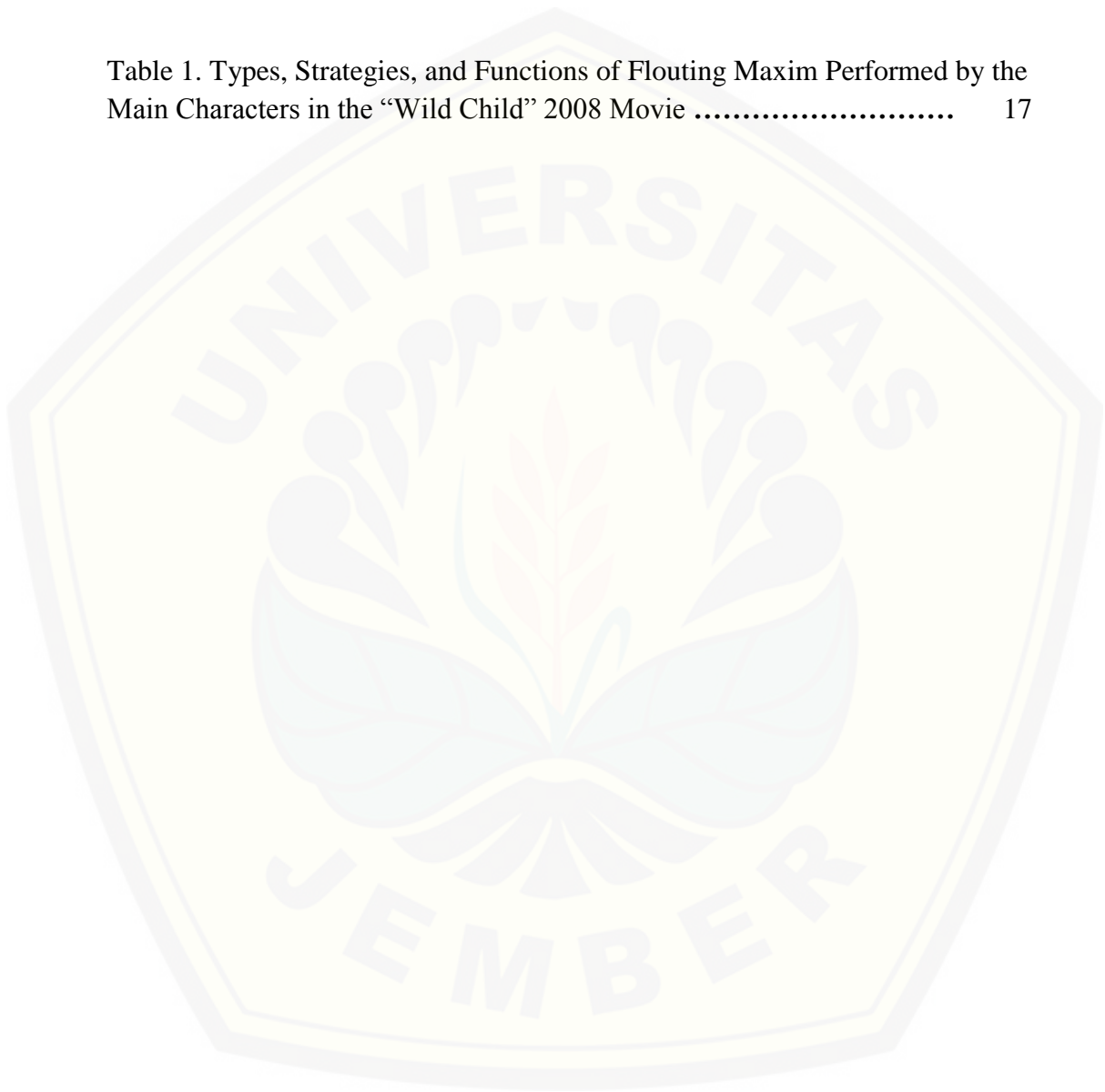
TABLE OF CONTENTS

	Page
TITLE	i
DEDICATION	ii
MOTTO	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANTS' APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
THE LIST OF FIGURE AND TABLE	x
SUMMARY	xi
 CHAPTER 1. INTRODUCTION	
1.1 Research Background	1
1.2 Research Problem	2
1.3 Research Contribution	2
 CHAPTER 2. RELATED LITERATURE REVIEW	
2.1 Theoretical Framework	4
2.1.1 Spoken Discourse in ELT	4
2.1.2 Grice's (1975) Cooperative Principle	5
2.1.2.1 Maxim of Quantity and Its Flouting	6
2.1.2.2 Maxim of Quality and Its Flouting	7
2.1.2.3 Maxim of Relation and Its Flouting	8

2.1.2.4 Maxim of Manner and Its Flouting	8
2.1.3 The Wild Child (2008) Movie	9
2.2 Conceptual Review	10
2.3 Previous Research Review	13
CHAPTER 3. THE STUDY	
3.1 Research Design	15
3.2 Research Context	15
3.3 Research Object	16
3.4 Data Collection Method	16
3.5 Data Analysis Method	16
CHAPTER 4. RESEARCH FINDINGS	
A. The Findings	17
B. The Discussion	23
C. The Pedagogical Implication	25
CHAPTER 5. CONCLUSION	26
REFERENCES	28
APPENDICES	30
APPENDIX 1. Research Matrix	30
APPENDIX 2. Data Sheet of Types, Strategies, and Functions of Flouting Maxim in the “Wild Child” 2008 Movie	32

THE LIST OF FIGURE AND TABLE

	Page
Figure 1. Analytical Schema	12
Table 1. Types, Strategies, and Functions of Flouting Maxim Performed by the Main Characters in the “Wild Child” 2008 Movie	17



SUMMARY

A Discourse Analysis of Flouting Maxim Done by the Main Characters in the “Wild Child” 2008 Movie; Yosi Navy Firdaus, 130210401019; 2017; 59 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 Wild Child (2008). 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 romantic dramedy (drama comedy) context in the movie Wild Child (2008) 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 32 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 32 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 some aspects related to the research. They are research background, research problem, and research contribution.

1.1 Research Background

Spoken language is one of the most basic ways of human communication. People speak with each other in order to convey information about various things and to cooperate. The philosopher of language, Paul H. Grice (1975) notes that people will have a successful conversation if they fulfill the Cooperative Principles which are elaborated in four sub-principles called maxims (maxim of quantity, maxim of quality, maxim of relation, and maxim of manner). These four maxims organize how the participants should participate in a conversation such as telling the truth, being relevant, and trying to be as clear as they can 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. There are some intended meanings and certain purposes which are conveyed by the speaker behind the utterance where flouting maxim occurs. Hence, by floating the maxims, the participants are not said to be uncooperative in a conversation. It is because flouting maxim is a way to make the hearer look for the real meaning beyond what is said implicitly by the speaker. When a girl asks “Oh my God, what has happened to my fish?,” and then her friend answers it by saying “Your cat is looking so happy,” the girl’s friend conveys a hidden meaning in her utterance more than simply describes that the cat is looking so happy. Actually the utterance of the girl’s friend is an explanation of what happened to the girl’s fish. It means that her fish was eaten by the cat. In

this case, the girl's friend's is said to be cooperative by flouting the maxim of relation.

Even though some studies on spoken language using Grice's cooperative principles show somewhat the same results namely the violation of maxims, this research is still necessary to be conducted because it is different. This research deals with the flouting of maxims and chose a movie which is none of the previous studies' category. 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 (see page 13).

1.2 Research Problem

Based on the above research background, there are three problems proposed in this research as follows:

1. What are the types of maxims that are flouted by the main characters in the "Wild Child" 2008 movie?
2. What are the strategies used by the main characters to flout maxims in the "Wild Child" 2008 movie?
3. What are the functions of the flouting maxim done by the main characters in the "Wild Child" 2008 movie?

1.3 Research Contribution

The results of this research are expected to provide both empirical and practical contributions to:

1. The English Teachers

This research hopefully can be useful as the consideration of developing the language focus of language teaching materials which is speaking. Furthermore, it is useful for the English teachers to understand well and be more aware of flouting maxim that often happen on daily life. They can also know its function to avoid misinterpretation in the use of flouting maxim in a conversation and are able to transfer the various English expressions such as the expression of apologizing,

responding to the greeting, asking others to do something, etc to their students successfully.

2. The Future Researchers

This research is expected to show some kinds of flouting maxim. It can show that being cooperative in a conversation can be done by both obeying and flouting the maxims using some strategies. The result of this research can be useful as one of sources for those who want to conduct further research dealing with spoken discourse analysis, especially for flouting maxim depicted in a movie. Future researcher who have in interest in conducting a research with the same topic are suggested to analyze other aspects besides types, strategies, and functions such as realizations of flouting maxim. In addition, the researchers can relate this topic with other topic in discourse such as politeness and impoliteness. It can also be related to other branches of linguistics such as sociolinguistics to enrich the analysis.

CHAPTER 2. RELATED LITERATURE REVIEW

This chapter presents some aspects related to the research, including: theoretical framework, conceptual review, and previous research review.

2.1 Theoretical Framework

2.1.1 Spoken Discourse in ELT (English Language Teaching)

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), 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.

Based on the manner of production, discourse is divided into two types: spoken discourse and written discourse. Spoken discourse is considered to be an utterance while written discourse is considered as a sentence. In analyzing the movie, *Wild Child* (2008), the researcher looked at discourse as spoken discourse. According to Kreidler (1998), spoken discourse is what certain individual mean by saying such-and-such in a particular place, at a particular time, and to certain other individuals. Spoken discourse will only last long as written discourse if it is recorded electronically.

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.

2.1.2 Grice’s (1975) Cooperative Principle

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.

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 match to 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.

According to Cutting (2002: 37), there are four strategies that can be used by the speaker of the communication to flout the maxim of quality which are hyperbole, metaphor, irony, and banter.

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 is 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.

According to Cutting (2002: 37), the strategy that can be used by the speaker of the communication to flout the maxim of manner is by being obscure.

Along with the explanations above, there are some functions that the flouting maxim brings to the hearers. They are convincing, surprising, boring, annoying, frightening, causing, insulting, alarming, enlightening, inspiring, getting the hearer to do something, and getting the hearer to realize something. The functions that occur do not depend on the types of flouting maxim. In this research, the researcher identifies the types, strategies, and function of flouting maxim done by the main characters whose appear frequently in the "Wild Child" 2008 movie.

2.1.3 The Wild Child (2008) Movie

The Wild Child (2008) is a romantic dramedy (drama comedy) movie produced by Tim Bevan, Eric Fellner, and Diana Phillips was directed by Nick Moore and written by Lucy Dahl. This movie has a coming of age story about a rebellious teenager girl named Poppy Moore who kept acting like a spoiled child and kept getting into trouble especially after her mother passed away and her dad had a new girlfriend. Poppy's dad could not stand her behavior any longer and decided to send her off to a strict boarding school in the United Kingdom where she had to work hard, changed her behavior, and made friends. Even though Poppy was misbehave and irresponsible in the beginning, she then learned and

reevaluated the way she lived her life from her mistakes and became an amazing person.

The characters that I chose from this movie are Poppy, Mrs. Kingsley (the headmistress of Abbey Mount school), Freddie (Mrs. Kingsley's son who is also Poppy's lover), Kate and Drippy (Poppy's roommates and best friends). Those 5 characters appear frequently in the movie and often flouting the maxims in their conversations with certain intentions.

The language in Wild Child (2008) movie is not really difficult to be understood. It happens as the utterances that are said by the main characters are those which are used in our daily life. Moreover, Wild Child movie is a popular movie that tells about classic teenagers' life and their attitudes. Teenagers can relate to Wild Child movie in many ways because this movie conveys the struggles of teenage years. In addition, studying the movie's flouting maxim is challenging. The "Wild Child" 2008 movie can represent the real examples of flouting maxim uttered by the main characters who appear frequently.

2.2 Conceptual Review

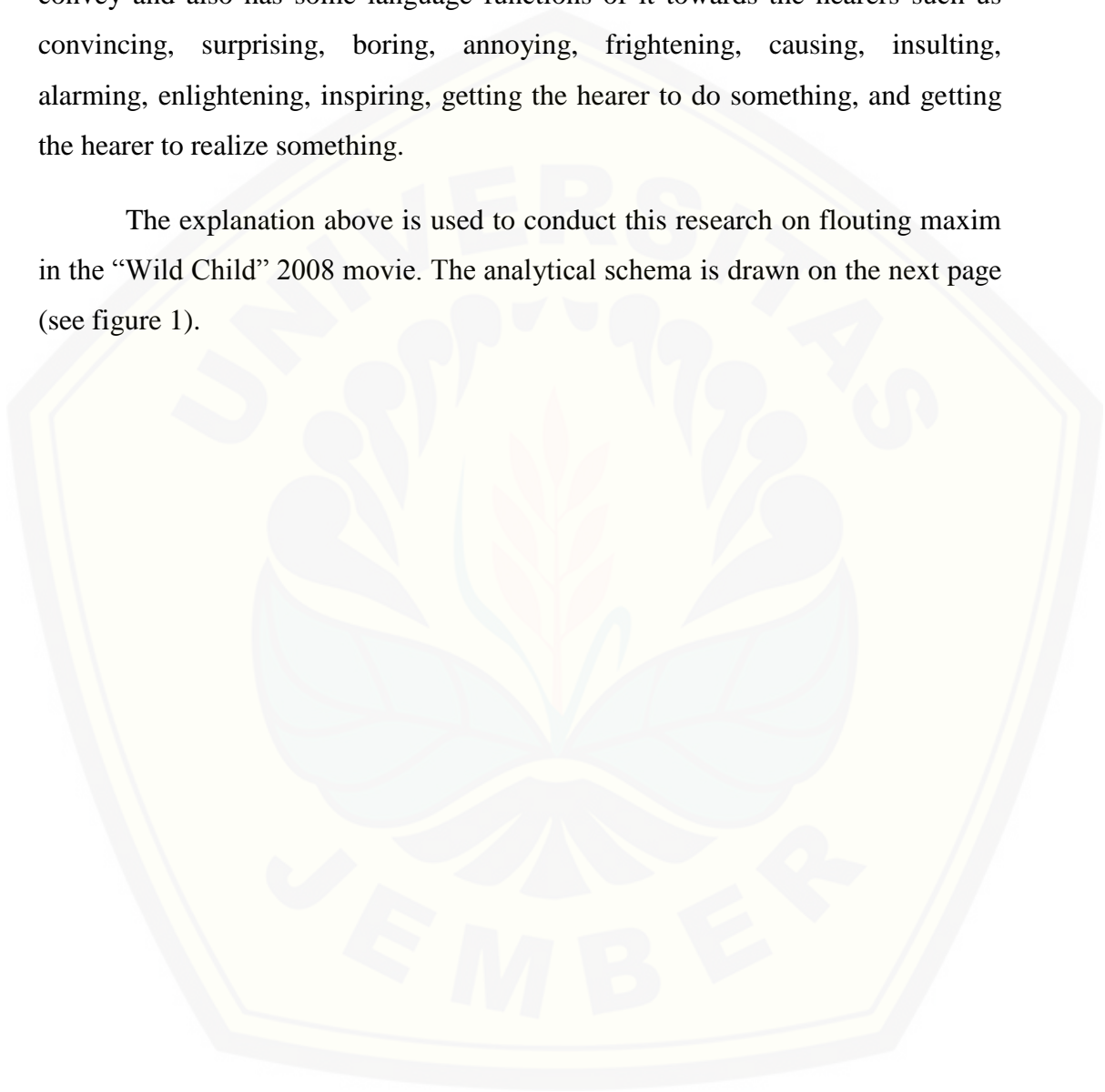
The analysis of this research focused on the cooperative principle proposed by Grice (1975). It contains four sub-principles (maxims) namely maxim of quantity, maxim of quality, maxim of relation, and maxim of manner. The maxims are like rules of the participants to be cooperative in the conversation 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.

There are some strategies in flouting the maxims that can be used by the participants of the communication such as giving too much or too little information to flout the maxim of quantity. Also, they can use hyperbole, metaphor, irony, and banter to flout the maxim of quality. In addition, being

irrelevant is a way for the participants to flout the maxim of relation. Moreover, they flout the maxim of manner by being obscure.

The flouting maxim has some intended meaning the speakers want to convey and also has some language functions of it towards the hearers such as convincing, surprising, boring, annoying, frightening, causing, insulting, alarming, enlightening, inspiring, getting the hearer to do something, and getting the hearer to realize something.

The explanation above is used to conduct this research on flouting maxim in the “Wild Child” 2008 movie. The analytical schema is drawn on the next page (see figure 1).



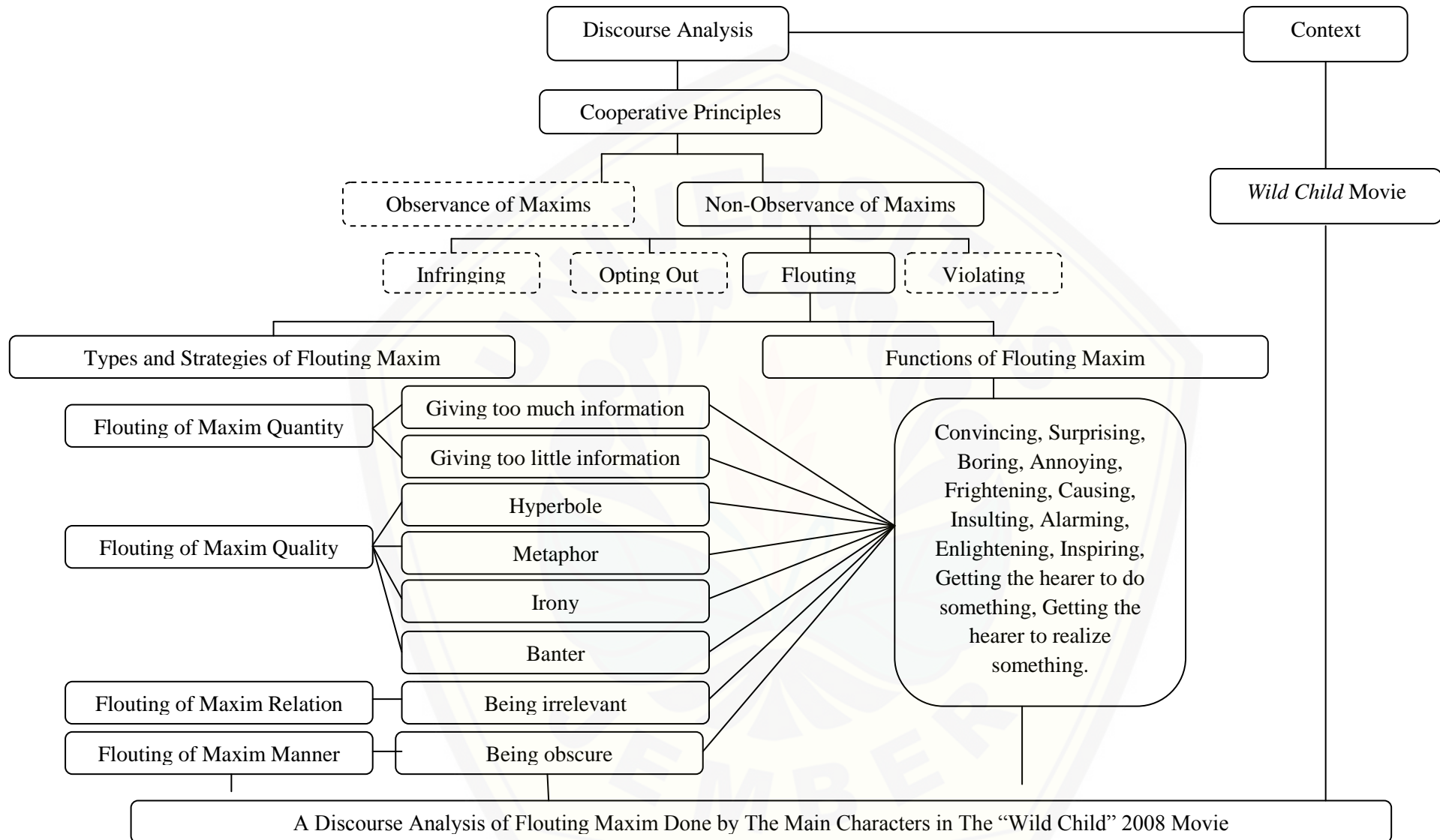


Figure 1. Analytical Schema

2.3. Previous Research Review

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.



CHAPTER 3. THE STUDY

3.1 Research Design

This research was conducted by using descriptive qualitative method. Hancock (1998: 2) describes qualitative research as a research which is concerned with developing explanation of social phenomena. Meanwhile, Vanderstoep and Johnston (2009: 7) explain that qualitative research produces narrative or textual descriptions of the phenomena under studies.

This research employed a descriptive qualitative method because it described and analyzed the phenomena of the study in narrative description. Hence, it was not simply analyzing and describing the data but also interpreting the data to get a rich and more in-depth understanding of flouting maxim in the “Wild Child” 2008 movie.

3.2 Research Context

The context of this research is romantic dramedy (drama-comedy) context in the movie from which the data about main characters’ utterances who appear frequently were taken. The data were taken from *Wild Child*, an interesting and well known movie, produced in 2008. The movie was directed by Nick Moore and written by Lucy Dahl.

There are some reasons why I chose this movie as the data resource. First, the writer, the producers and the characters in the movie are English native speakers, their language can be used as authentic language teaching material. Second, the language used in the *Wild Child* (2008) movie represents the language phenomena called flouting conversational maxims in their utterances to perform some expressions.

3.3 Research Object

The research object of this research was coming from the utterances uttered by the selected characters that are coming from the main characters whose appear frequently in the “Wild Child” (2008) movie.

3.4 Data Collection Method

Denscombe (2007: 274) states that qualitative data need to be prepared and organized before they can be analyzed. Grice’s (1975) flouting maxim 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 “Wild Child” 2008 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 indentified 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

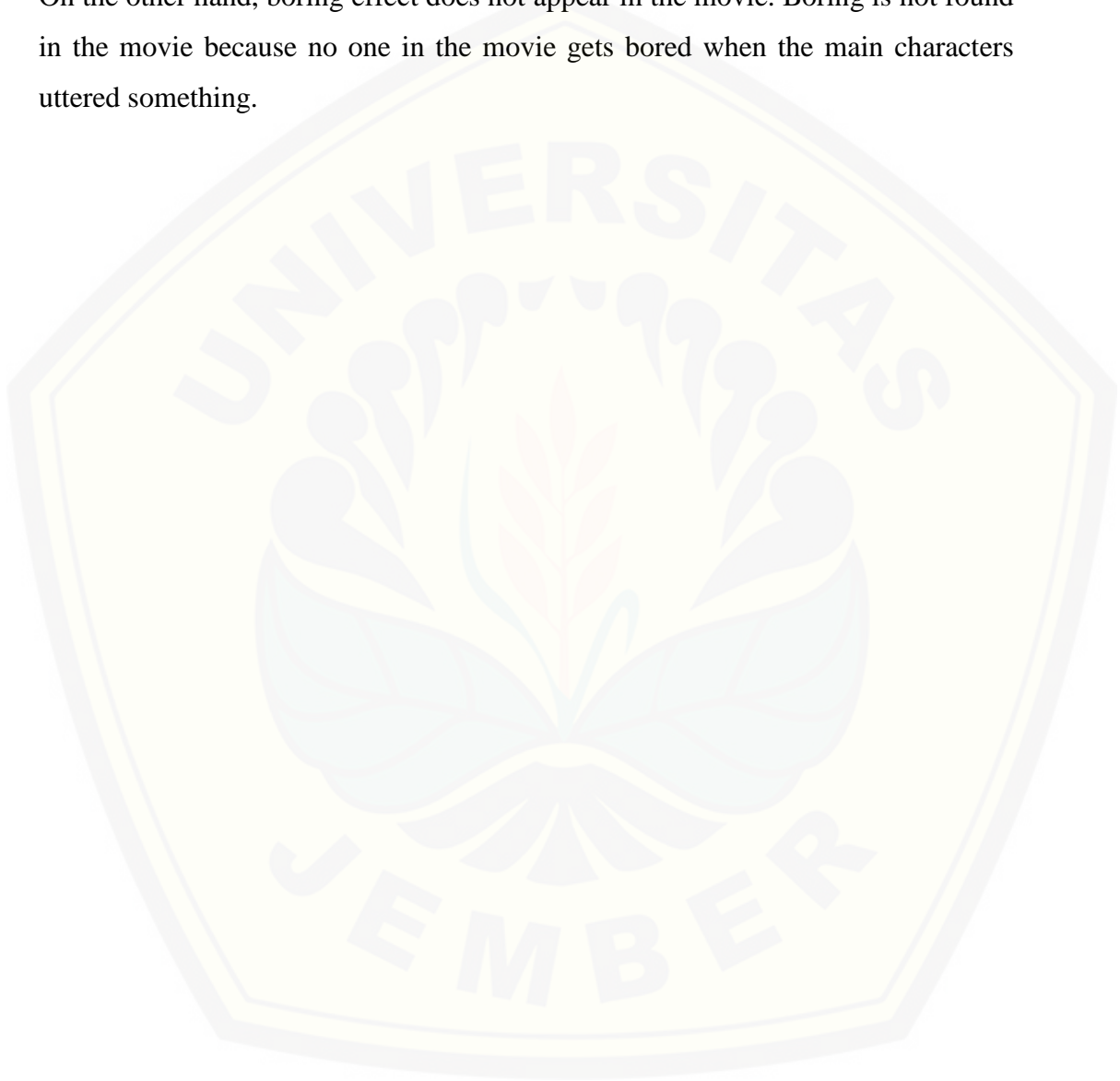
Based on the analysis in the findings and discussion section, the researcher draws three conclusions which presented below:

In relation with the first objective which is describing the types of flouting maxim performed by the main characters who appear frequently in the “Wild Child” 2008 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 relation becomes the main type of flouting maxim which is performed by the main characters. It is done especially to cut the conversation they avoid to talk about by changing it to another topic from what they were talking before. Meanwhile, flouting of maxim manner rarely occurs in the movie because the characters are assertive kind of people.

In relation with the second objective which is identifying the strategies of flouting maxim performed by the main characters who appear frequently in the “Wild Child” 2008 movie, it can be concluded that all the strategies to flout the flouting maxim are 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. Giving too little and too much information are used to flout the maxim of quantity; hyperbole, metaphor, irony, and barter are used to flout the maxim of quality. Meanwhile, being irrelevant and obscure are used to flout the maxim of relation and manner. The most used strategy is being irrelevant. 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 third objective which is describing the functions of flouting maxims performed by the main characters who appear frequently in the “Wild Child” 2008 movie, it can be concluded that only eleven functions appear in the movie. They are convincing, surprising, annoying, frightening, causing,

insulting, alarming, enlightening, inspiring, getting the hearer to do something and getting the hearer to realize something. The function that is mostly occurred in the movie is getting the hearer to realize something. The main characters often expect the hearer to understand and think deeper about what is beyond what they mean. On the other hand, boring effect does not appear in the movie. Boring is not found in the movie because no one in the movie gets bored when the main characters uttered something.



REFERENCES

- Al Kayed, Murad. Kitishat, Amal. and Allah, Faraj. 2015. *Violation of the Grice's Maxims in Jordanian Newspapers' Cartoons: A Pragmatic Study*. International Journal of Linguistics and Literature (IJLL) 4 (4), 41-50.
- Bogdan, Robert. and Biklen, Sari. 1982. *Qualitative Research for Education: An Introduction to Theory and Methods*. Massachusetts: Allyn & Bacon, Inc.
- Black, Elizabeth. 2006. *Pragmatic Stylistics*. Edinburgh University Press.
- Cutting, Joan. 2002. *Pragmatic and Discourse: A Resource Book for Students*. New York: Routledge.
- Cook, Guy. 1989. *Discourse*. Oxford: Oxford University Press.
- Cruse, Alan. 2006. *A Glossary of Semantics and Pragmatics*. Edinburgh: Edinburgh University Press.
- Denscombe, Martyn. 2007. *The Good Research Guide for Small-Scale Social Research Projects (Third Edition)*. Berkshire: Open University Press.
- Finegan, Edward. 2004. *Language: Its Structure and Use, (Fourth Edition)*. Boston: Thomson Wadsworth.
- Grice, Herbert Paul. 1975. "Logic and Conversation." In Peter Cole and Jerry Morgan (eds), *Syntax and Semantics*. New York: Academic Press.
- Grice, Herbert Paul. 1989. *Studies in the Ways of Words*. Cambridge, Massachusetts: Harvard University Press.
- Hancock, Beverley. 1998. *Trent Focus for Research and Development in Primary Health Care: an Introduction to Qualitative Research*. England: Trent Focus.
- Haycraft, John. 1990. *An Introduction to English Language Teaching*. Singapore: Longman Singapore.
- Hurlock, Elizabeth Bergner. 1997. *Child Development, (Sixth Edition)*. New York: McGraw-Hill Book Company.
- Keshvardoost, Azadeh. 2014. *A Comparative Study on Grice's Cooperative Principles in Political and Sport News in American Media*. International Journal of Language Learning and Applied Linguistics World (IJLLALW) 6 (1), 481-491.
- Kreidler, Charles. 1998. *Introducing English Semantics*. London: Routledge 11 New Fetter Lane.
- Levinson, Stephen. 1983. *Pragmatics*. Cambridge: Cambridge University Press.

Shuwei, Yang. 2014. *The Use of Grice's Cooperative Principle in Chinese TV Talk Shows*. Kuala Lumpur: University of Malaya.

Synopsis for Wild Child. IMDB. Amazon.com Company, 2008. (Retrieved from <http://www.imdb.com/title/tt1024255/synopsis> on 11 February 2017)

Van Dijk, Teun. 2008. Critical Discourse Analysis. In Schiffrin, Tannen, & Hamilton (Eds.), *The Handbook of Discourse Analysis*. Oxford, England: Blackwell II Publishers.

Vanderstoep, Scott. and Johnston, Deidre. 2009. *Research Methods for Everyday Life: Blending Qualitative and Quantitative Approaches*. San Francisco: Jossey-Bass

Wild Child. Rotten Tomatoes, 2008. (Retrieved from http://www.rottentomatoes.com/m/10008678_wild_child on 11 February 2017)

Yule, George. 2010. *The Study of Language*. Cambridge: Cambridge University Press

APPENDIX 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODOLOGY
A Discourse Analysis of Flouting Maxim Done by The Main Characters in The “Wild Child” 2008 Movie	<ol style="list-style-type: none"> 1. What are the types of maxims that are flouted by the main characters in the “Wild Child” 2008 movie? 2. What are the strategies used by the main characters to flout maxims in the “Wild Child” 2008 movie? 3. What are the functions of the flouting maxim done by the main characters in 	The types, strategies, and the functions of flouting maxim	<p>The types of Grice’s Cooperative Principles (flouting maxim):</p> <ol style="list-style-type: none"> 1. Flouting Maxim of Quantity 2. Flouting Maxim of Quality 3. Flouting Maxim of Relevance 4. Flouting Maxim of Manner <p>The strategies of flouting maxim:</p> <ol style="list-style-type: none"> 1. Giving too little information 2. Giving too much information 3. Hyperbole 4. Metaphor 5. Irony 6. Banter 7. Being irrelevant 8. Being obscure 	The Wild Child (2008) movie	<p>Research Design</p> <ul style="list-style-type: none"> ➤ Descriptive-qualitative method <p>Research Context</p> <ul style="list-style-type: none"> ➤ Romantic dramedy (drama comedy) context in the movie (Wild Child, 2008) from which the data about main characters’ utterances are taken <p>Research Object</p> <ul style="list-style-type: none"> ➤ The utterances uttered by the selected characters that are coming from the main characters in the

	<p>the “Wild Child” 2008 movie?</p>		<p>The functions of flouting maxim:</p> <ol style="list-style-type: none"> 1. Convincing 2. Surprising 3. Boring 4. Annoying 5. Frightening 6. Causing 7. Insulting 8. Alarming 9. Enlightening 10. Inspiring 11. Getting the hearer to do something 12. Getting the hearer to realize something 		<p>“Wild Child” 2008 movie</p> <p>Data Collection Method</p> <ul style="list-style-type: none"> ➤ Documentary study <p>Data Analysis Method:</p> <ul style="list-style-type: none"> ➤ Flouting Maxim of Grice’s cooperative principle
--	-------------------------------------	--	--	--	---

APPENDIX 2

Data Sheet of Types, Strategies, and Functions of Flouting Maxim in the “Wild Child” 2008 Movie

Notes :

- | | | |
|------------------------------------|-----------------------|---|
| U : Utterance | IR : Irony | FR : Frightening |
| QN : Maxim of Quantity | BT : Banter | CA: Causing |
| QL : Maxim of Quality | BI : Being Irrelevant | IL : Insulting |
| RL : Maxim of Relation | BO : Being Obscure | AL: Alarming |
| MN : Maxim of Manner | CO : Convincing | EN: Enlightening |
| GL : Giving too little information | SU : Surprising | IN : Inspiring |
| GM : Giving too much information | BR : Boring | GD : Getting the hearer to do something |
| HB : Hyperbole | AN : Annoying | GR: Getting the hearer to realize something |
| MT : Metaphor | | |

Code	Minute and Data	Flouting Maxim																							Explanation	
		Types				Strategies								Functions												
		Q N	Q L	R L	M N	G L	G M	H B	M T	I R	B T	B I	B O	C O	S U	B R	A N	F R	C A	I L	A L	E N	I N	G D		G R
U1	00:01:43 - 00:01:55 Poppy : Have you forgotten today's the day Rosemary moves in? Molly : Like you'd				√								√	√												Molly reminds Poppy not to do anything crazy to her father's new girlfriend who is going to move in that day. In respond, Poppy is being obscure. She can just say I will or I will not but she prefers to

	<p>You know, this school has produced absolutely nobody of note. Our leading light was the girl who was Princess Diana's foot doctor. So, if your aim is to make the pages of Us Weekly, then this isn't the place for you. What we do produce are smart, independent, free-thinking, good-hearted girls who remain friends for life. The kind of girl that, behind all your wisecracks, I know you are.</p>																									<p>who want to be famous in celebrity magazine but for smart, independent, free-thinking, good-hearted girls like Poppy actually is behind all her wisecracks. Mrs. Kingsley fails to observe the maxim of relation. The function of Mrs. Kingsley's utterance is to inspire Poppy so that she can change her rebellious behavior and encouraging Poppy's spirit to be a better person.</p>
U20	00:30:54 - 00:31:02	√						√										√								<p>Kate sees Poppy being all wet and freezing. Kate</p>

U23	00:52:02 - 00:52:06 Harriet : What are you doing? This is a themed costume party, not a dwarf prostitutes' convention. Poppy : I'm so sorry. I must say that you look incredible. You make an excellent Shrek.		√							√									√						This conversation happens between Harriet and Poppy in the themed costume party. Harriet asks what is Poppy doing in that kind of dress she is wearing because it looks out of the theme for Harriet. Instead of giving the actual answer, she responds with irony by saying that Harriet looks incredible, she makes an excellent Shrek which is actually implies negative sentiment behind her utterance as Shrek is a cartoon character who looks bad or ugly. Poppy flouts the maxim of quality. The function is to insult Harriet that she actually looks horrible with that costume.
U24	00:55:53 - 00:56:02		√							√													√	When Poppy asking is not it ironic that she starts to	

<p>Kate : I'm sorry. We just got a little bit carried away.</p> <p>Mrs. Kingsley : Well, as I understand it, Drippy got totally carried away by Mr. Nellist and Miss Rees-Withers after she lay in a pool of her own vomit.</p> <p>Drippy : Actually, it was Kate's vomit, Mrs. Kingsley. I was just lying in it.</p> <p>Mrs. Kingsley : I expect better of you two. You know the values we stand for at Abbey Mount. As for you, Poppy, I don't know</p>																								<p>Kingsley. Mrs. Kingsley goes on to Drippy as Drippy explains what was actually happened. From Mrs. Kingsley respond, it seems that she feels disappointed with both Kate and Drippy, and expects better behavior because they already know the values they stand for at Abbey Mount. Not only express the disappointments but she also adds too much information to them and Poppy. By giving too much information, Mrs. Kingsley fails to observe the maxim of quantity. The function is inspiring. In this case, Mrs. Kingsley utterance tends to encourage Poppy's spirit to try at something and not to give up on herself because Mrs. Kingsley have not, neither has her</p>
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	---

<p>whether to be pleased that you've finally made some friends here, or furious that you've led them astray. Dismissed. Not you, Miss Moore. I gave your father my word that I'd try and help you, but I'll be honest, you're making it awfully difficult. You're cleverer and better than this, Poppy. Why don't you give yourself a chance? Try. Try at something. Show him that you can rise to the occasion. Because judging by the outfits you created</p>																								<p>father.</p>
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	----------------

	<p>believe this is yours.</p> <p>Poppy : Thank you.</p> <p>Freddie : Do you realize you could have killed her? You could have killed all of us.</p> <p>Poppy : Didn't mean to. I thought I'd stopped it. I swear. I don't understand. I heard footsteps, and then I put it out. I was just so upset at everything, and I wish I hadn't done it.</p>																										<p>whether or not she realized that what she did with her lighter could have possibly killed her and others. Not only responds with I did or I did not but Poppy also explains what was actually happened that time. She even swears that she really did not mean to. By giving too much information, Poppy fails to observe the maxim of quantity. The function is convincing Freddie that she wished that did not happen because she really did not want to hurt anybody.</p>
U30	01:14:57 - 01:15:12		√							√			√														<p>Poppy comes to Mrs. Kingsley office. Mrs.</p>

