

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Basis/Concept

1. Pragmatics

According to (Yule, 2018) states that pragmatics is concerned with the study of meaning as communicated by a speaker or writer and interpreted by a listener or reader. From (Brandler & Roman, 2020) also add that pragmatics is understood as the systematic investigation of what and how people mean when they use language as a vehicle of action in a particular context and with a particular goal in mind.

According to (Levinson, 1983) the basic consideration for understanding language is the language itself and the context. Thus, the context can be divided into two parts, linguistic and non-linguistics context. Also added by (Brandler & Roman, 2020) pragmatics is fundamentally concerned with communicative action in any kind of context. The context in pragmatic linguistic studies is used as a tool to discuss the meaning of utterances. It has a significant role in understanding the meaning of speech or text. (Yule, 2018) stated that context simply means the physical environment in which a word is used.

From the definitions above, it can be conclude that after studying pragmatics, people will understand the implied meaning of what they receive in a dialogue from the utterances delivered by the speakers by understanding the context, seeing the expressions of the speakers, and recognizing the situation or the surrounding environment. These usually include words, phrases, sentences, or utterances that have implicit and explicit meanings.

2. Cooperative Principle

The Cooperative Principle is a concept in pragmatic theory that was developed by Spanish linguist and philosopher Paul Grice in 1975. Cooperative Principle theory appeared Paul Grice (1975) in "Logic and Conversation." According to (Grice, n.d.) stated that cooperative principle is principle that emphasizes on the effort to work together between speaker and the hearer in

doing conversation. In addition, according to Gricean in Wardaugh stated that conversation is cooperative activity because it relies on speaker and hearer sharing a set of assumptions about what is going on (Wardhaugh, 2006) or a way to convey purpose clearly and well in a conversation (Yule, 2006). In addition, Wangya (cited in Chen, 2020) stated that the principle of cooperation focuses on explaining how people follow with or violate existing principles and norms. So, from some of the above definitions, it can be concluded that the cooperative principle is a principle that has a function to make speakers and listeners understand each other or make conversations more effective.

Paired with the definition above, it follows that the implication of a speaker's statement utilizes cooperative assumptions, contextual, information, and background knowledge (Hadi, 2013). In addition, to ensure that a dialogue can be conducted and to assure that the conversation can be completed effectively, both parties involved in the conversation should follow these principles (Liu, 2017) This implies that both the speakers and listeners are required to build their cooperation while they are communicating to make it easier in understanding the aim of their interaction.

As Grice defines, cooperation in conversation is created by the "Cooperation Principle" which states that make conversational contributions as needed, in accordance with the purpose or direction of the conversation (Qadir & Juma, 2018). In this principle, Grice tells speakers how they should behave. Grice suggests that when a speaker is having a conversation, the speaker should follow these rules or principles so that there is no misinformation. From this statement, it can be concluded that when speaking, we should not add additional information that does not match what is intended in our conversation, as it will make it difficult for listeners to understand what is being said.

In conclusion, the Principle of Cooperation is necessary to encourage effective communication, build trust between speaker and listener, and avoid misunderstandings. When speakers apply this principle, it results in clearer

communication, and better outcomes in personal and professional relationships. Especially in the classroom, the Cooperative Principle can be used to encourage collaboration and cooperation between learners. By teaching students about the maxims and how to communicate cooperatively, teachers can help students work more effectively in groups, share ideas, and learn from each other.

3. Type of Maxim of Cooperative Principle

Grice in (Liu, 2017) suggests that the principles used in conversation consist of four maxims, namely the maxim of quantity, the maxim of quality, the maxim of relevance, and the maxim of manner. Levinson (as cited in (Qadir & Juma, 2018) also supports the maxims that determine efficient and effective language use. These are explanation of the maxims of the principle of cooperation as follows.

a. Maxim of Quantity

According to (Whayuni et al., 2019) stated that the Maxim of Quantity means that participants' contributions should be as informative as necessary for the purpose of the current exchange. In addition, the rule of quantity maxim requires conversation participants to contribute enough as needed, or in other words, the speaker should not provide too little or too much information (Muhartoyo & Sistofa, 2013). In the same line, according (Abdul Qadir & Juma, 2018) stated that there are two keys to the definition of the maxim of quantity, that is to make your contribution as informative as is needed and don't make your contribution more informative than needed.

b. Maxim of Quality

The Quality Maxim suggests that speakers should provide true facts in conversation to create cooperative communication (Dwi E.S., 2015). According (Lubis, 2017) states that in maxim quantity the speakers are expected not to say something for which there is a lack of evidence. to the listener. In the same line, according (Abdul Qadir & Juma, 2018) stated that

there are two keys to the definition of the maxim of quantity, that is don't say something that you believe is incorrect and don't say something for which there is not enough evidence.

c. Maxim of Relevance

According to (Muhartoyo & Sistofa, 2013) stated that this maxim is aims for conversation participants to make contributions that are relevant to the topic at that time. Participants should make comments that only relate to the topic at hand. In addition, (Abdul Qadir & Juma, 2018) state that this maxim as a single one is "be relevant". This maxim requires the speaker to be relevant to the topic of conversation that is happening.

d. Maxim of Manner

The maxim of manner is a maxim that states that people should be brief and orderly. In addition, people who follow this maxim should avoid vagueness (Muhartoyo & Sistofa, 2013). This means that they should avoid vagueness of expression, avoid ambiguity, be brief, and be orderly. This maxim relates to the form of speech used. One should not use words that are incomprehensible or say something that can be interpreted variously. besides that, one should not state something in a simple way. In addition, (Abdul Qadir & Juma, 2018) stated it consists of the super maxim four sub maxims; avoid obscurity of expression avoid ambiguity, be brief . be orderly (Grice, n.d.)

4. Non Observance Of Maxim

Grice in (Thomas, 2013) has also defined Non Observance with maxims as the failure to comply with a maxim. Speakers may fail to obey maxims for a number of reasons such as because they are unwilling to cooperate in the way that the maxim requires, they are unable to speak clearly, perhaps they are nervous, afraid, or because they purposely choose to lie.

On the other hand, the concept of Non-Observance of maxims refers to situations where the speaker deviate from the specific principles underlying

the Cooperative Principle. Non-observance of maxims can have a significant impact on the interpretation of the recipient of the message. If the violation is intentional, it may indicate the speaker's intention to create a sarcastic effect that can enhance the meaning of the message. However, if the violation is unintentional, it may cause the recipient to feel confused or frustrated by the conversation. By analyzing instances of maxim violation, recipients can identify underlying assumptions, and this can significantly improve their understanding and interpretation of the speaker's message.

According to Grice, there are five ways of failing to observe the maxims Flouting a maxim, violating a maxim, infringing a maxim, opting out a maxim and suspending a maxim (Thomas, 2013) but, in this research the writer will focus on flouting the maxim only. The types of non-observance with maxims according to Grice can be classified into five, as follows:

a. Flouting Maxim

Flouting maxim is non-observing the maxim of Cooperative Principle by intentionally breaking the maxim to convey hidden meaning (Thomas, 2013). The purpose of flouting of maxim is the speaker want the listener to imply or understand the meaning, either the hidden meaning. Flouting maxim itself also happen when the speaker who breaks the maxim of Cooperative Principle does not intention to make a misunderstanding (Thomas, 2013). The speakers flout the maxim considered to the following criteria:

a) Flouting of Quantity Maxim

According to (Cutting, n.d.) there are two types of strategies to flout the maxim of quantity, such as giving to little information or too much information than what is required.

For example:

James : “Today on the school bus a little boy felloff his seat and everybody laughed except me”

Teacher : "Who was little boy?"

James : "Me"

(Algodri & Wiwoho, 2022)

In this conversation, James gives less information and he does not say as directly that a little boy is himself. By saying that, James has flouted maxim of quantity because he does not give the required information.

b) Flouting of Quality Maxim

According to Cutting when a speaker contributes something that is untrue or makes a statement that is unsupported by sufficient proof, they are in violation of the principle of quality (Cutting, n.d.). Speakers usually use hyperbole, metaphor, irony, and banter to violate this maxim.

Hyperbole is exaggerated language that makes facts out to be bigger than they really are when viewed objectively (Cutting, n.d.). When speakers speak more than necessary, they violate the maxim of quantity. For example: I love you to the moon and back. This example is classified as hyperbole because it uses an exaggerated statement (to the moon and back), so the information conveyed becomes more informative.

Metaphor, in the context of the flouting maxim, metaphors can be used to violate the quantity principle with the aim of creating rhetorical effects or directing attention to certain aspects of the conversation.

For example :

A: "How are you?"

B: "I'm in the deep ocean."

In the example above, B uses the metaphor "deep sea" to describe his feelings of being unstable or having difficulties. The use of this metaphor violates the principle of quantity as it doesn't give enough information directly about how she is really feeling. However, the use of this metaphor can have a strong rhetorical effect and draw attention to B's feelings of being unstable or in distress.

Irony and Banter, irony is the use of language that conveys a meaning contrary to its literal meaning, with the aim of conveying a different message by implication and creating a humorous effect or conveying a more complex message (Cutting, n.d.).

For example :

A: "You're really good at math, aren't you?"

B: "Of course, I always get the lowest marks in class."

In the example above, B uses irony to violate the principle of quality by conveying a meaning that contradicts its literal meaning. This use of irony can create a humorous effect and convey a different message implicitly.

Banter is the casual use of language between two or more people, often containing friendly jokes, teasing, or sarcasm, with the aim of creating a relaxed and entertaining social interaction (Cutting, n.d.).

For example :

A: "You look very tired today."

B: "Yeah, I just finished a sleep marathon last night."

In the example above, B uses banter to flout the principle of quantity by providing excessive or nonsensical information. This use of banter can create a relaxed and entertaining social interaction.

Sarcasm in flouting maxim is the use of language that conveys a meaning contrary to its literal meaning in a rude and hostile manner.

For example; 'Of course, I'm very happy to work on this assignment alone. Who wouldn't be happy working without anyone's help?' This is flouting the principle of quantity by giving exaggerated or nonsensical information.

c) Flouting of Relevance Maxim

According to (Cutting, n.d.) stated that if speaker flouts the maxim of relation, they expect that the hearer will be able to imagine what the utterance did not say. A speaker violates the maxim of relevance when they become non relevant but they have a reason behind it and it is usually because they have something to hide or they say something indirectly.

For instance:

A: Where's Bill?

B: There's a yellow VW outside Sue's house.

(Cutting, n.d.)

In this example B contribution fails to fulfill A question in the above case. here A asks where Bill is, but B answer is irrelevant. However, A can conclude the implication that Bill has a yellow VW car and it is outside Sue's house. So he might be at Sue's house.

d) Flouting of Manner Maxim

A speaker violates the maxim of manner when their utterance becomes ambiguous or unclear (Thomas, 2013). They may say something that is not brief or organized.

For example :

A: "Can you give me directions to that place?"

B: "Of course! You just need to follow a very, very complicated path."

In the example above, B violates the maxim of manner by giving ambiguous or unclear instructions. This violates the principle of manner which should provide information in a clear and understandable way.

b. Violating Maxim

In violating a maxim, the speaker gives an irrelevant implicature, or an ambiguous implicature to the listener. This maxim sometimes makes the listener confused about the meaning of the implicature given by the speaker. The listener must think first to understand what the speaker is conveying his message (Saradifa, 2020).

For example:

A : Didn't you go to the office?

B : I'm going to look for a new job.

A : What do you mean?

B : I'm fine.

(Saradifa, 2020)

c. Infringing Maxim

Infringing Maxim is part of the maxim of non observance that occurs because of the speaker's incompetence. there are several factors that can affect incompetence caused by the speaker's condition such as nervousness, drunkenness, excitement or because the speaker lacks mastery of the language (Saradifa, 2020).

For example:

A : Did you meet him at the market?

B : Uh... No, I didn't. Ah yes maybe. I.. I.. don't know sorry.

d. Opting Out Maxim

Opting out occurs when a speaker cannot say something because he/she does not want to tell the truth for some reason. A speaker chooses to disobey a maxim by showing unwillingness to cooperate as requested by the maxim (Thomas, 2013), here is an example:

A : What happened?

B : Sorry, I can't say anything.

(Saradifa, 2020)

e. Suspending Maxim

The last one is suspending a maxim. According Grice in (Thomas, 2013) Suspending Maxim is a way to suspend the principles of Gricean Maxim in conversation if there is a need to do so. In this case, the speaker intentionally does not fulfill one or more principles in the Gricean Maxim temporarily. This can happen when the speaker is unable to provide the information correctly at that moment. However, the speaker should ensure that the information can be provided at a more appropriate time and in a more appropriate context when the situation allows. This type of is usually found in funeral orations and obituaries. This type is used by speakers to respect the participants in the conversation and preserve the feelings of certain participants.

5. Textbook

According to Knight (Knight, 2015) textbooks provide background reading described as a reference source and will be considered as an option. The role of the textbook is described as a resource that provides support for student learning. In addition, (Ayu & Indrawati, 2019) also stated that the book guides teachers

when delivering the material, and it also provides the necessary feedback through explanations and activities. From the above statement, we can see that textbooks are commonly used in the teaching-learning process. We can find out some new information from textbooks, and we can improve our critical thinking by referring to the information from textbooks.

According to Richards cited in (Suryani, 2018) states that textbooks are essential component in most language programs. The textbook provides the content of the lesson, the skills to be learned, the language exercises and also the textbook can act as a fundamental supplement to the teacher's instruction, but for the student, the textbook is the source of the language exercise input that has been provided by the teacher. In addition, Richards also states that textbooks also have advantages and limitations depending on how they are used and the context in which they are used. The main advantage is that textbooks provide a structure and syllabus for the learning process. A class may not have a clear idea of what to teach and learn without a textbook that has been systematically planned and developed based on the syllabus. The textbook also contains helpful students and teachers take part in activities such as, role plays, language games, and conversation exercises, as teachers do not need to waste time creating any materials. Moreover, the textbook plays a varied role in helping students to improve their learning development, either as a source of information, reference, or as a tool to foster students' critical thinking (Adi & Astuti, 2019).

From the explanation above it can be concluded, textbooks are important in the teaching and learning classroom because they provide a structured approach to learning. Textbooks offer a comprehensive and systematic curriculum that covers all the topics, materials and exercises necessary for learning. Textbooks contain a wealth of information, such as grammar rules, vocabulary lists, and dialogue, designed to facilitate language learning. Textbooks not only provide knowledge, but also provide guidance for students and teachers on how to progress through the learning process. In addition, textbooks help teachers

monitor students' progress and evaluate their performance through assessment and evaluation

B. Previous Related Theory

The writer will discuss some of earlier studies that are relevant to current research in this chapter. This research also includes the variations between the earlier research and the present research. The writer will describe some of the prior research and theories associated with this research in this part.

The first research was conducted by Algoddri and Wiwoho in 2022 under the title 'Analysis of Flouting Maxim in The Yoon Picture Book Series By Helen Recorvits'. This research was used qualitative descriptive method. The aims of this research is to find out the types of flouting maxim in Yoon's picture books series and to analyze their implied meanings. The data used in this research are three series of picture books by Helen Recorvits, that is My Name is Yoon, Yoon and the Jade Bracelet, and Yoon and the Christmas Mitten. The writer use the theory by Paul Grice to analyze the flouting maxim in this novel. These are some of the findings of this research, firstly, the types of flouting maxims found in the Yoon picture books series are flouting maxim of quality, quantity, relevance, and manner. Maxim relevance is the most frequent. The meanings implied in the flouting maxims in the data analyze include, to adapt, to express a feeling of envy, to avoid disappointing, to educate, and to respect other.

The second previous research was conducted by Arofah and Mubarok in 2021 and the title is 'An Analysis of Violation and Flouting Maxim on Teacher-Students Interaction in English Teaching and Learning Process'. The objectives of this research are to analyze the type of violation and flouting the maxim on teacher and student interaction in the 'English teaching and learning process in MA Hasyim Asy'ari Bangsri'. This research was used descriptive qualitative method. The data in this research was obtained from the conversation between the teacher and students during the teaching and learning process in class and analyzed by categorizing utterances based on the violation and flouting maxim theory of the Cooperative Principle. The result of this research showed that there are four types

of maxims that are violated by the teacher and students. These are the maxim of quantity (11), the maxim of quality (5), the maxim of relation (1), and the maxim of manner (5). Based on the findings, there are three types of flouting maxims in which the most of flouting maxim that is occurred was the maxim of relation. In conclusion, the most produced between the violation and flouting was the violation of maxim with 22 of total occurrences.

The third research was conducted by Nuzulia under the title Pragmatic Analysis of Flouting Maxim in Donald Trump's Interview with TIME in the Oval Office 2020. The purpose of this research is to define a linguistic feature based on Donald Trump's interview with TIME, the research states that since Trump is a politician who has the power to influence others, it would be important to analyze how the hidden meanings in his speech image him as a public figure. This research used the descriptive qualitative method because the object of the study is a transcript containing utterance and conversation. Grice's (1975) theory is used in this study to define the flouting maxim that occurs during the interview. The result of this study is that 11 utterances containing flouting maxim of quantity, 3 flouting the maxim of relation, 2 flouting the maxim of manner, and no flouting maxim of quality is found in this study. After analyzing the finding, the most dominant found types is flouting maxim of quantity which means that Trump frequently gives more information than required to express his interest and to show his power as a president and his nationalism as representative of American.

The fourth research was conducted by Gultom under the title An Analysis of Cooperative Principle Maxim in the Written and Spoken Mode of Communication between Teacher and Students during Online Learning. This research has analyzed the application of the maxims of the Principle of Cooperation in teacher and student interactions during online learning, both in oral and written modes of communication. The result of the research showed in the interaction of teachers and students through oral communication, that the most maxim flouted by teachers and students is the maxim of quantity. Then, the most maxim violated in oral communication by teachers is the maxim of quantity, however, students flouted the

maxim of quality. In the written communication mode, teachers flouted the maxim of quantity and manner the most, but students flouted the maxim of quality and manner the most. However, the researcher did not find any violation of maxims in the written mode of communication.

The fifth research was conducted by Noertjahjo et al. The purpose of this study is to find the expression of neglect and violation of quality maxims in the novel *My Sister's Keeper* through the utterances of the main character and also to find the purpose of using neglect and violation of quality maxims. This analysis is included in the descriptive qualitative method. The researcher used data sources from the novel *My Sister's Keeper*. From the results of this analysis, it is found that the elements of neglect and violation of the maxim of quality are found in the main character's utterances through five strategies. The five strategies are hyperbole strategy, metaphor strategy, irony strategy, mockery strategy, and lie strategy. The metaphor strategy is often used by the main character in this novel. This happens because through metaphorical strategies, the characters can emphasise the point of the conversation to convey their opinions clearly.

The similarities of the five studies are the objective, which is to analyze and describe maxims using Grice's Cooperative Principle. Moreover, the purpose of this study is to obtain the types of maxim applied and analyze the flouting maxim. There are some differences between the five previous studies and this research. The first research analyzed dialogues in the novel "The Yoon Picture Book Series By Helen Recorvits", while this research is analyzed the diallog in the textbook. The second previous research was conducted by Arofah and Mubarok in 2021 and the title is 'An Analysis of Violation and Flouting Maxim on Teacher-Students Interaction in English Teaching and Learning Process', the difference between previous research and this research is the previous research was collected through the observation and take the data directly in the teaching learning process in class. Then, the third research analyzed the transcript containing utterance and conversation in Donald Trump's Interview with TIME in the Oval Office 2020. The fourth research is about Analyzed In The Written and Spoken Mode of

Communication Between Teacher and Student In Online Learning, and the last research was analyzed utterance of the main character in a novel *Sister's Keeper*. While in this study, the writer analyzed dialogues in the textbook. Furthermore, the previous studies analyzed the application of Gricean maxims, and this study analyzed both the application of the four Gricean maxim and non-observance maxims (Flouting a Maxim).

C. Conceptual Framework

An Analysis Of Flouting Maxim Found In Conversation In The English Textbook Used By The 11th Grade Senior High School.

Figure 1. Conceptual Framework

