## **CHAPTER II**

## REVIEW OF LITERATURE

This Chapter presents a brief overview on the theory of cooperative principle by H.P.Grice, followed by its maxim and the explanation of conversational analysis, context, maxim and its violation. In addition, the researcher presents some previous studies of this field.

## 2.1. Theorirical Framework

### 2.1.1. Pragmatics

The study of how speaker and hearer gives proper contribution in conversation is called Pragmatics. Levinson (1983: 9) gives definition that pragmatic is the study of those relation between language and context that are grammaticalized, or encoded in the structure of a language. It means that pragmatic has a relation with the grammar, because what we will say we have to say it grammatically correct. The researcher uses pragmatics in this research because we learn how to make a good relation of utterance between the speaker and hearer so both of them can interpret the meaning and understand what the speaker says in a correct grammar. Besides, pragmatic is a systematic way of explaining tha language use in context.

Pragmatics explores the relationship between meaning, context, and communication. There are two key concepts in this area of investigation. These are speaker meaning and cooperative principles. Speakers sometimes has mean more than what they literally say. What they say also has an illocutionary

or speaker meaning. In order for a person to interpret what we say, the philosopher Paul Grice, in his article "Logic and Conversation" (1975), argues "some kind of cooperative principles must be assumed to be in of Pragmatics: Speech act Theory, operation. Sub -categories Conditions, Conversational Implicature, The Cooperative Principle, Conversational Maxims, Relevance, Politeness, Phatic Tokens, Deixis". According to Leech (1993: 13-14) describes the aspect of speech situation as follows:

- 1. Addresser, the speaker or writer who provides the utterance.
- 2. Addressee, the hearer or reader who is the recipient of the utterance.
- 3. Topic, it is what is being talk about.
- 4. Setting, in term of place and time where the event and in term also of posture, gesture and expressions.
- 5. Channel, how participants maintain contact between them (by speech, writing, singing).
- 6. Code, what language or dialect or style of language is being used.
- 7. Message from; it can be love-letter, sonnet, fairy-tale, chat, debate, sermon, etc.
- 8. Event, such as church service, etc.

Based on the definitions above, the reseracher can say that pragmatics is a part of linguistics that focuses on the study of language usage. In linguistics, language and context has an important connection to make the communication

easy to understand. Beside that, speech situation is also a significant thing that the hearer or speaker must understand to be successful in communication.

#### 2.1.2. Conversation

Conversation is a cooperative activity in the form of communicative interaction. People interact with other person to exchange information. When the communicative interaction happens, at least there are two participants involved in it. They are the speaker and interlocutor who exchange information with each other.

In conversation, participants have a turn to speak in the conversation, it is called turn — taking. The participants need to have a sense of when to speak or keep silent (and to develop a mutual tolerance). When the speakers speak to the interlocutors, they must speak clearly in order to make the interlocutor understand what they have said. Speakers should know how to start and end the conversation. Conversational opening is the strategies, which are used by a person to begin a conversation

# 2.1.3. Cooperative Principle

The general overarching guideline for conversation is often called the cooperative principle (CP). This principle arranges the attitude in order to make the conversation is coherence. According to Grice in Yule (1996:37). "In the cooperative principle the participants of the conversation should make their contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged."

CP that Grice introduces has the general name of the CP and consist of four principles. Those are the maxim of quantity, the maxim of quality, the maxim of relation, and the maxim of manner. The CP is needed in conversation to make a successful conversation. If one of the maxims is violated by some utterances of the speakers and yet the hearers are still assuming that speakers are cooperating with the hearers in communication. The hearers can take the violation as a sign that something is being said indirectly.

Grice (1975) is concerned with the relationship between logic and conversation (in fact, "Logic and Conversation" is the title of the paper). As Grice explains, natural language utterances do not seem to convey the same meaning that correspond logical propositions. "It is common place of philosophical logic that there are, or appear to be, divergences in meaning between, on the one hand, at least some of what I shall call the formal devices, on the other what are taken to be their analogs or counterpart in natural language-such expressions." Grice proposes a general principle which participants will be expected to observe; "Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged. "This principle is labeled "the Cooperative Principle" and it consists of four more specific maxims. Those maxim is explained as follows:

### 2.1.3.1. Maxim of Quantity

Maxim of Quantity is related to quantity of providing the information. It is the maxim which leads to make the contribution in conversation as informative as required. It is divided into two sub maxim, which Leech (1983: 8) expresses as follows:

- 1. Make your contribution as informative as is required (for the current purpose of the exchange).
- 2. Do not make your contribution more informative than is required.

Example:

A: "What are you studying?"

B: "I am studying English."

In this utterances, the answer of B is informative for the question which asks by A. when A asks about the subject of the lesson, B's answer "English". It is enough because the message is delivered.

### 2.1.3.2. Maxim of Quality

Maxim of quality is related to the truth-value of the utterance. It is focused on the quality of information that is given by the speaker. The speaker should try to make the contribution be true. Grice (1975) suggested three sub maxims as follows:

- 1. Try to make your contribution one that is true.
- 2. Do not say what you believe to be false.
- 3. Do not say that for which you lack adequate evidence.

13

Example:

Teacher: "Why do you come late?"

Student: "I'm sorry mam. The motorcycle was broken down."

In this case, student gives the truth that his motorcycle was broken down

so that he come late.

2.1.3.3. Maxim of Relation

Maxim of relation is related to correlation between one utterances and

other utterance. Speakers' contribution should relate clearly to the purpose of the

exchange, it should be relevant. The maxim of relation requires being relevant to

the context and situation in which the utterance occurs (Thomas, 1995 : 70)

Example:

A: "Ouch, my head is dizzy"

B: "I will accompany you to see a doctor."

In this case, B's response has relation with the statement that is said by A.

A complains her headache, whereas B hears A's utterance and B expresses his

utterance which in relevant with A's utterance.

2.1.3.4. Maxim of Manner

Maxim of manner is related to the way the utterances that

produced.speakers and hearers have to be obvious in giving contribution in a

communication exchange. They also have to complete their performance with

reasonable dispatch. According to Leech (1983:8) We should be "perspicuous"

and spesificaly:

- 1. Avoid obscurity of expression
- 2. Avoid ambiguity
- 3. Be brief (avoid unnecessary proxility)
- 4. Be orderly

It means the utterance that is conveyed must be clear. There are two kinds of clarity, those are clear text and clear message. Clear text is constructed by syntax and phonology of the language. Then, the clear message is when the sense of illocutionary goal conveyed is understandable.

### Example:

A: "Where is my pensilcase?"

B: "It is on the table in your bedroom."

In this case B's answer is constructed by clear syntax and the message that is conveyed does not make ambiguous. So that utterance is clear text and message.

### 2.1.4. Maxim Violation

Violation is defined as the unostentatious or 'quiet' non-observance of a maxim. A Speaker who violates a maxim 'will be liable to mislead' (Grice 1975: 49). Violating a maxim is quite the opposite of flouting a maxim. Violating a maxim rather prevents or at least discourages the hearer from seeking for implicatures and rather encourages their taking utterances at face value. According to Grice (1975) in Khosravizadeh and Sadehvandi (2011:122) violation takes place when speakers intentionally refrain to apply certain maxims in their conversation to cause misunderstanding on their participants' part or to achieve some other purposes.

Grice (1975:45) in Tupan and Natalia (2008:68) gives the criteria of violation of maxim used as distinguished guedlines. Here are the guedlines:

## 2.1.4.1. Violating Maxim of Quantity

- a. If the speakers does circumlocution or not to the point
- b. If the speakers in uninformative
- c. If the speakers talks too much
- d. If the speakers talks too short
- e. If the speakers repeats certain words

As the example cited in William, et al (1987:302):

Marry's friend: "Where is Marry?"

Lucy: "I think she has moved in the South of England or something. (the case: know where is the address of Mary but Mary does not want to meet her again)"

In the exsample above, Lucy is not being untruthful since she has said nothing false, but by giving less information than is appropriate. Lucy is violating Maxim of Quantity and hence being misleading. She talks too short about the address. Marry's friend asks to lucy the address but lucy does not answer with the complete address because lucy knows that marry's friend will come to marry's home.

16

2.1.4.2. Violating Maxim of Quality

a. If the speaker lies or says something that is believed to be false

b. If the speaker does irony or makes ironic and sarcastic statement

c. If the speaker denies something

d. If the speaker distorts information.

As the example by Khosravizadeh and Sadehvandi (2011:122-123) of violating maxim of quality:

Mother: "Did you study all day long?"

Son: "Yes, I've been studying till know!"

(son who has been playing all day long)

In the example above, the son was untruthful and violated the maxim of Quality He was lied to avoid unpleasant consequences such as; punishment or to be forced to study for the rest of the day. He distorsts the information which is the fact he does not study all day long and makes his mother believed that he studies all day long.

2.1.4.3. Violating Maxim of Relation

a. If the speaker makes the conversation unmatched with the topic

b. If the speaker changes conversation topic abruptly

c. If the speaker avoids talking about something

d. If the speaker hides something or hides a fact

e. If the speaker does the wrong causality

One of the examples of the violation shows as follow:

Teacher: "Have you finished that essay yet?"

Student: "It's been raining a lot lately, hasn't it?"

From the example above, the student violate maxim of Relation by not responding in a relevant way. On the other hand, by giving this response the student signal to the teacher that he want to move away from the topic of conversation that has been raised. That is one of the clue that he is violating maxim of relation (by changing the topic)

## 2.1.4.4. Violating Maxim of Manner

- a. If the speaker uses ambiguous language
- b. If the speaker exaggerates thing
- c. If the speaker uses slang in front of people who do not understand it.
- d. If the speaker's voice is not loud enough.

As the example by Khosravizadeh and Sadehvandi (2011:122-123) of violating maxim of Manner:

Sarah: "Did you enjoy the party last night?"

Anna: "There was plenty of oriental food on the table, lots of flower all over the place, people hanging around chatting with each other."

From the example above, Sarah asked a simply question but Anna answer's is protacted description of what was going on in the party last night. There are two interpretation can be caught from Anna's answer. 1. Anna had such a good time in the party that she is obviously too excited and has no idea where to begin. 2. Anaa had such a terrible time and she does not know how to complain about it. Anna gives the ambiguous answer, she has violated maxim of manner.

In addition, the example above is a case of multiple violation. A multiple violation occurs when speakers violate more than one maxim simultaneously. In this case, Anna does not only violate maxim of manner but also violate maxim of quantity at the same time.

#### 2.1.5. Context

Context is central understanding in interpreting the meaning. According to Paul Gee (2010:100)

Context is an important notion for understanding language-in-use and for understanding the nature of discourse analysis (which is, after all, the study of language-in-use). When we speak or write we never say all that we mean. Spelling everything out in words explicitly would take far too long. Speakers and writers rely on listeners and readers to use the context in which things are said and written to fill in meanings that are left unsaid, but assumed to be inferable from context.

In context, we require a consideration of how speaker organize what they want to say in accordance with who they are talking to, where, and when, and under what circumstance as cited in Yule (1996:3). Context is one of the important thing to understand what the people communicated. By knowing the context of their communication we will understand what they want or what they mean. People will not understand the communication if they do not know the context of the conversation or communication. As cited in Ningrum (2015:16) according to Paltride (2006:54) explains that cultural knowledge tends to say "what they know about the world, what they know about various areas of life, what they know about each other and what they know about the norms and expectation of particular discourse community in which the communication is taking place". In this case, context is very necessary in cooperative principle to

19

communicate. A good communication will be happened If you comprehend four

sub maxims in your communication. Gricean approaches to conversation focus on

inference and belief ascription under assumption that speech is a cooperative

engagement, subject to maxims of quality, quantity, relation and manner as quoted

Mey (2009: 199) in Muzaim (2015:12).

2.1.6. Chrisstoffersen's Classification

In the real life when they have a communication or being communication.

Many people tend to lie and break the rules of Grice's Cooperative principle.

When they lie in a communication, they also violate maxim and almost all of the

violate maxim more than one that is called as multiple violation. They have some

reasons to do it. According to Christoffersen (2005) in Tupan (2008:67) says that

in real life situation, people tend to tell lies for different reasons. The following

reasons will be used in the analysis to interpret the data. They are:

1. Hide the truth

Example: (John covers his real age to his sister's friend whom he met at the

party by telling her that they have the same age)

A: "I am twenty years old, and how old are you?"

B: "Exactly the same."

#### 2. Save face

Example: (Ann covers herself for being shoplifter in front of people)

A: "What is in your bag? I think our bracelet is in it"

B: "I – I do not know what you are talking about. I do not have any bracelet. That alarm must be wrong."

## 3. Feel jealous about something

Example: (Cindy lies to Jane that she doesn't know Jim, the new student.

Cindy actually likes him.)

A: "I know you talked to Jim, this morning. He is awesome. What do you think about him?"

B: "I don't know what you are talking about."

## 4. Satisfying the hearer

Example: (A conversation between a mother and her son)

A: "Mom, how was I born?"

B: "Uhm... because God loves you so He sends you to me as a gift."

### 5. Cheer the hearer

Example: (a wife asks her husband whether she looks OK with the purple blouse or not. Her husband who hates purple, cheers his wife by giving an answer that is expected by his wife)

A: "Honey, does this color nice?"

B: "Of course sweetheart, you look gorgeous."

### 6. Avoiding to hurt the hearer

Example: (a mother of three years old boy wants to protect his son by telling that his father has gone overseas rather than saying that he died)

A: "Mummy, where is Daddy?"

B: "Daddy has gone overseas because he wants to buy some toys for you."

## 7. Building one's belief

Example: (Joan asks her boyfriend whether he still remembers his ex girlfriend or not. Her boyfriend lies to her and makes her believe 100%)

A: I wonder if you are still in love with your ex.

B: Of course not darling, you know you are the one in my heart.

(Fact: he is still in love with his ex)

A: But how come you still keep her photo in your wallet?

B: That is not her; she is my cousin who looks like her. (Fact: that's his ex's photo)

## 8. Convincing the hearer

Example: (a part time clerk asks his friend to take his shift, but his friend refuses by creating a good reason)

A : Can you take my shift tonight?

B: I wish I could, but I have to take my daughter to the dentist.

#### 2.1.7. Comic

We could find many conversation within comics, by uttering word by word, or even by uttering sentence by sentence. Conversation is involved people as speaker and hearer. Speaker might say what is the purpose of his utterance to the hearer and the hearer gives the respond of what he hear from the speaker. It means that in communication sometimes the conversation runs well or does not at all. It can be happened if the speaker cannot explain the utterance clearly enough or a hearer does not seriously respond to what the speaker says by giving him any kind of speech act which is meant by the speaker.

From the case, the conversation within comics has to regard to the rules of conversation, so the conversation will be cooperative, affective and get the goal of communication. The principle or rules which is used in communication is cooperative principle of Grice or can be called as Gricean's maxim. The speaker which does not obey the rule or does not follow the Gricean's maxim called as violated maxim.

A comic frequently takes the form of juxtaposed sequence of panels of picture or a series of pictures used to tell a story. Sometimes, they may be paired with words, to create dialog or explain something. Comics also called an artistic medium in which images incorporate text or other visual forms of information in order to express a narrative or idea (Arthanti, 2013:36)

Comics consist of any kinds, such as; comic book which is normally thin in size and stapled together. Comic books are also capable of more sophisticated layouts and composition as cited from Duncan, *et al* (2009:6). Comic book is called as a comic with a short story which consists of 32 pages, 48 pages or even 64 pages in each series, usually love story, heroic, humor and others.

Comic books is divided into some types ; trade paperback, comic magazine, and graphic novel. The researcher uses comic magazine in this

research. Comic magazine usually uses the thick paper as the cover and the pages is more thick, more than fifty (50) pages. Popular comic magazine include One Piece, Naruto, Tintin, and so on.

### 2.2. Previous Study

Violation of conversational maxim has been analyzed by many researchers in many different field and object. On this study, there are several researchers have done in the same area with the researcher of this paper. However, the focus of this research is different. The same studies are such as Sri Retno (2006), Agus (2008), Liska, *et al* (2015)

## 2.2.1. The study of Sri Retno (2006)

Sri Retno (2006) from University of Sebelas Maret Surakarta uses Grice's theory to analyze her research entitled "An analysis of humor types and Grice's maxim in the situation comedy friends episode of "the one with that could have been" (a pragmatic approach". Her study focused on humors as the deviation of the cooperative principle and its maxim. She used Grice's theory to analyze four maxims that is used by the character in verbal humor in the film and combined with theory of humor by Anthony L. Audrieth. She described types humor and then determined which maxims were obeyed or disobeyed to create a humor. She classified the humor utterance then described it. After that, she analyzed through Grice's theory.

She uses descriptive qualitative approach to analyze the data. The data were all the humor utterances, which were able to arouse laughter from the

audiences that had significant relationship with the problem statement. From forty data available, there were thirty data, which were analyzed since they had the same characteristics with the types of humor used, and the other ten were excluded from this research. They were classified by using Audrieth's humor theory and further analyzed by the theory of maxims proposed by Grice. The result of her research revealed that there were eight types of humor which could be found in this episode. They were Banter, Blunder, Chain, Freudian Slip, Irony, Mistaken identity, Relapse and Repartee. Concerning with the maxims, it is found that the humors, which were used in every utterances, tend to disobey at least one of the maxims. The analysis of the maxims was conducted through the context of situation available in each data. She also found that there were three nonobservances of the maxims, which were done by the characters in delivering the humor. They were flouting, violating, and infringing the maxims. The result of her research was expected to provide an additional view and information in the study of humor and its types for the students, lecturer, and other researchers who were interested in the study of humor.

Sri retno's (2006) study focused on violating maxim, flouting maxim, and infringing the maxim to analyze the humor in film. It has differences with the researcher's study. The researcher uses comic as the object and multiple violation is used to analyze the conversation. It has not found yet in this study.

### **2.2.2. The Study of Agus (2008)**

Agus Purwanto (2008) from State Islamic University of Sunan Ampel Surabaya uses Grice's theory to analyze his research entitled ":The Flouting of conversational maxims by the main character in *Titanic* movie". His study focused on the flouting of conversational maxim which was violated by the main character. The statements of problem that is used to analyze this data are the types of maxim that were flouted, the reason when the main character flouted the maxim and the consequences if they flouted the maxim.

After analyzing the data, he found that there were many maxims which were flouted by Jack and Rose in Titanic. he findings showed that the flouting of maxim relevance is mostly occurred in Jack's and Rose's utterances. He also found that there were many reasons which caused the main character flouted the maxims. Furthermore, according to him, the communication could still run smoothly even thought the main characters flouted the maxims. The most frequent reason used for flouting the maxim of relevance, the most reason employed by the addressee for flouting the maxim of quantity. Next to be sarcastic was the most common reason why the addressor flouted the maxim of quality. Finally, the addressor flouted the maxim of manner over flow the main characters feeling.

Agus purwanto's (2008) study is focused on the main character which is flouted maxim and the reason why they are flouted. The researcher has the same thing with his study. The researcher only uses the main character to be analyzed. But, It also has differences with the researcher's study. The researcher uses main

character in the comic as the object and multiple violation is used to analyze the conversation and the reason why they are violated the maxim. It has not found yet in this study.

### **2.2.3. Journal of Liska**, *et al* (2015)

Liska Mahdalena, Zuli Laili Insani, and Merri Silvia Basri in 2015, the students of teacher training and education faculty of Riau university analyze a comic using Grice's theory which is entitled "The flouting of cooperative principle of quantity maxim in detective conan comic vol. 65-67 by Aoyama Gosho". Their research aims at finding out the type of flouting of quantity maxim in Detective Conan comic which volume from 65 to 67 by Aoyama Gosho. Furthermore, they tried to find the influence of flouting or success communication. The theory used in this study is the cooperative principle that introduced by Grice (1975). The research design applied in this study is a desrciptive qualitative research method since the data are words and utterances instead. The data are 8 conversational fragments in Detetective Conan comic which flouting of quantity maxim. Based on Grice theory and also understanding on Leech"s explains about the flouting of maxim (1983), and finding the results are as follow: (1) has found 3 datas of flouting which strong-weak proposition, 2 datas which contain yes-no questions, 1 data which retisence, and 2 datas that utterances are more informative than is required (2) he flouting influence is not always cause the communication breakdown. In other words, in some cases, the communication purpose become achievement even though maxims are flouted.

Their study had the differences with this research. The object of this research was comic. The researcher used multiple violation to analyze the conversation and looked for the reason why he was flouted the maxim using Cristoffersen's theory. It had not been found yet in this study.

