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**FLOUTING MAXIM IN SPEAKING CLASSROOM CONVERSATION
OF 2017 CLASS IN STKIP PGRI JOMBANG**

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Abstract

This study aims to describe the sorts of Grice's Conversational maxims which are flouted in speaking classroom conversation between students and lecturer and to explain the way of flouting maxim used by the participants of classroom conversation. Pragmatic approach was used in this research. Descriptive qualitative method was employed. The data of this research were the utterances which indicate as flouting maxim. The data sources of this research was transcription taken in speaking class of 2017 in STKIP PGRI JOMBANG included the conversation of students and lecturer. The data sources were collected during observation by recording the audio while writing field notes. The four sorts of Grice maxim flouted in this study are maxim of quantity, maxim of quality, maxim of relation, and maxim of manner. Flouting maxim of quantity is done by giving too much information than is required. Flouting maxim of quality is done by using some figurative languages as metaphor, hyperbole, and irony. Another way in flouting maxim of quality is by using rhetorical question. Flouting maxim of relation is done by providing the utterance which is irrelevant. Flouting maxim of manner is done by saying obscurity and prolixity.

Keyword : Grice's conversational maxim, flouting maxim, classroom conversation

Introduction

A communication people do every day will be success if the information or message delivered by the speaker can be accepted by the hearer clearly without any misunderstanding in interpretation. The speaker's meaning can be accepted clearly based on the context. The study of speaker's meaning is known as pragmatic. Pragmatic is related with the study of meaning in communication which is uttered by the speaker then interpreted by the hearer (Yule, 1996:3). The speaker and hearer can be cooperative in creating the same understanding in their conversation if they fulfill the cooperative principle. To fulfill the cooperative principle, they should obey the maxim of cooperative principle. Maxim is the rule which should be obeyed by the speaker and hearer in order to make communication run well.

Grice indicates that those conversational maxims are not always observed. A speaker who does not obey the conversational maxim can be reputed that they do flouting the maxim. Cutting (2002:37) explains that flouting maxim takes place when the speaker does not follow the maxim but the speaker assumes that the hearer can infer the implicit meaning. Flouting maxim is closely related to the interaction among people. It is the common exploitation occurs in communication especially in speaking form. Generally, speaking form is used in conversation. Flouting maxim is commonly used by the lecturer and students in speaking class. However, the participants usually do not realize that they do flouting maxim. Trough this study can be proved that flouting maxims exist in classroom conversation beside maxim. The speakers flout the maxim because they would like to give detail information to avoid misunderstanding because a good communication can occur when both speaker and hearer are cooperative to gain the same understanding. Flouting maxim sometimes happens between students and lecturer because they have different background of knowledge.

The present study tries to identify the sorts of Grice's conversational maxim are flouted by the lecturer and students in speaking classroom conversation of 2017 class in STKIP PGRI Jombang and to analyze the meanings of speakers' utterances. This study aims to increase the understanding of pragmatic study in Grice's conversational maxim and give contribution in education. It can be the reference in teaching speaking using the theory of Grice's conversational maxim. For the other researchers, this study can be used as the reference to conduct the following linguistic studies.

Background Literature

Grice (1975:45) stated cooperative principle which we make to communicate each other is that we are trying to cooperate with one another to construct a meaningful conversation. There are some principles in communication which should be obeyed to make the conversation can run well and be successful which is called maxim. Grice in 'Logic and Conversation' proposed four maxims: maxim of quantity, maxim of quality, maxim of relation, and maxim of manner (Grice, 1975:45). Grice (1975:49) stated in flouting a maxim, the speaker blatantly fails to observe a maxim. It happens because the speaker wants the hearer to look for the implied meaning. Grice added in flouting maxim, maxim is being exploited.

Grice (1975:47) stated that maxim of quantity requires the contribution which is neither more nor less than is required. Flouting maxim of quantity indicates that the information needed by the opponents talk is not sufficient or even more. There are three ways in flouting the maxim of quantity: giving too little information, giving too much information, and tautology. Tautology is repeating some words or phrases without giving any clarity.

Grice (1975:47) stated that maxim of quality requires the contribution which is genuine and spurious. Grice (1975:53) stated that figurative speech such as metaphor, hyperbole, and irony are

used in flouting maxim of quality. Another way to flout maxim of quality is using rhetorical question. Metaphor occurs when someone tries to make his/her opponents talk believes that something is something else. Hyperbole occurs when someone tries to exaggerate his/her statement in order to make the statement sound worse or better than the reality. Irony is apparently friendly way of being offensive. Rhetorical question is providing question which impress the hearer and does not require answer

Grice (1975:47) stated that maxim of relation requires the contribution which is appropriate to immediate needs at each stage of the transaction. Flouting the maxim of relation occurs when a participant of conversation immediately changes the topic being discussed or gives irrelevant statements. Grice (1975:54) stated flouting maxim of relation occurs when the speaker blatantly refused to make what he/she says relevant to the opponent's preceding remark

Grice (1975:47) stated that maxim of manner requires clear contribution and execute the performance with reasonable dispatch. Flouting the maxim of manner occurs when the speakers provide ambiguous information, do not speak clearly or speak obscurity, and speak prolixity. Grice (1975:54) stated that 'be perspicuous' is flouted. Prolixity means being longwinded by repeating some words or phrases. Ambiguity is the expression which has more than one possible distinct meaning.

Method

The design used by the researcher in this study is qualitative research design. Qualitative research is the study which focuses on understanding social phenomenon from the perspective of human participants in natural setting then presenting in verbal data (Ary, 2010:22). The data sources are the transcription and audio of classroom conversation between lecturer and students in speaking class of 2017 in STKIP PGRI Jombang. The data of this research are the utterances of teacher and students which floated the maxim. In qualitative research, the researcher is a primary instrument. As Ary (2010:424) states that researcher is the primary instrument to collect and analyze the data. Some additional instruments used to help the researcher to get the data are hand phone to record the audio and note. The steps to collect the data were following the speaking class, observing by recording the audio while writing field notes, and transcribing. The next steps to analyze the data were observing the audio recording, determining situation, identifying, classifying, and interpreting. Observing the audio recording is done by the researcher by listening while determining the situation happened in classroom teaching and learning process. The next step is identifying the utterance which flouted the Grice's maxim and its sort. The next step is classifying the way of floating Grice's maxim is done by the participants and its utterance's meaning. The last step is interpreting by drawing and exploring the meaning of speakers' utterance based on theoretical orientation, situation, and researcher's perspective.

Result

Based on the study about how the flouting maxims occur in speaking classroom conversation of 2017 class in STKIP PGRI Jombang, the researcher found some utterances belong to flouting maxim. The sorts of flouting Grice maxim which arose are flouting maxim of quantity, flouting maxim of quality, flouting maxim of relation, and flouting maxim of manner. There are some different ways used to flout the maxim. The analysis is shown below:

a. Flouting Maxim of Quantity

Utterance

Situation : Class will be begun and some students did not ready yet.

Lecturer : *Ok, so waiting for your friends coming in, we have this four first, or maybe I need you please sit down on your seat, eee go after these four their seats. Ok, so mbak MC giving have the floor.*

The principle of maxim of quantity is making the contribution as informative as it is required and giving the sufficient information. The lecturer failed to observe maxim of quantity. When the lecturer said this utterance, the class will be begun but some students were still busy and talking to each other, some did not seat yet, and some did not come in the class yet. So, the lecturer flouted the maxim of quantity by giving more order to the students as '*we have this four first, or maybe I need you please sit down on your seat, go after these four their seat.*' to make the class conducive by asking every student to have a seat because the four presenters are ready and the words '*Ok, so mbak MC giving have the floor.*' is used to ask MC to open the presentation in which she had been ready. Here is the point of the lecturer's order which she wanted to emphasize that the presentation will be begun soon.

b. Flouting Maxim of Quality

Utterance

Presenter 7 : *In a few years I teach myself to be like a sunflower. Sunflower eee a good flower and the flower has a bright color. This also like sunflower because sunflower produce nectar. So, I change myself be more attractive like others. I tried to eliminate introverted, embarrass, and feel worse feeling when meeting and talking with people. Why I chose to be like a sunflower because I don't want to be like raflesia arnoldi that has bad smell. I want to get more friend by disappearing this smell because it can be my friends disappear because my insect trap in raflesia arnoldi. Ok, I think that is about myself in this class. Now this is me, sunflower.*

Presenter 7 explained that she wanted to be better by changing herself to be more attractive. She did not obey the rule of maxim quality because she compared herself to be like a sunflower and not to be raflesia arnoldi. She flouted the maxim of quality by using metaphor. In

the statement '*In a few years I teach myself to be like a sunflower.*' she compared herself to be like a sunflower and explained the character of sunflower which consider to her as having bright color like by people. The statement '*I don't want to be like raflesia arnoldi that has bad smell*' she showed the bad character of raflesia arnoldi that she did not want to be. And in the last statement '*Now this is me, sunflower.*' she considers herself like a sunflower however human is human and sunflower is a kind plant. Those are completely different even they have some same characters.

Utterance

Presenter 1 : *It's not always running well, as like I miss sometimes. I stand here with all my faults. I am not pretty. I am not rich. But with my faults I have to spirit in my life.*
Never give up after have all bad. Always here always optimist. It's me and this is my life.....

Presenter 1 failed to follow maxim of quality because she provided the information that exaggerate her statement. In flouting maxim of quality, she used hyperbole which exaggerate and make her statement sounds worse. The utterance '*It's not always running well, as like I miss sometimes. I stand here with all my faults*' means that she believes that she is not perfect and her life does not always run well but it sounds worse because actually it also happen to a lot of people around. Then, she adds some expressions '*I am not pretty. I am not rich*' which show that she is not perfect. Those statements make herself to be worse than she is actually. She wanted the audience knew that she is not perfect and even with all her weakness, she won't give up and always optimist but with her statements before sound like she is not optimist.

Utterance

Presenter 4 :The second is when I am angry my friends are also felt this. I begin very sensitive. I do not know why it is happen but quickly when I was in unstable emotional stage, they allow me mad. But not in frequently they try to make me laugh. *And my close friend said you are so funny actually. But when you are angry it makes me scared....*

Presenter 4 flouted the maxim of quality in her speech by using irony. She explained about what her friend told to her before. The statement '*And my close friend said you are so funny actually. But when you are angry it makes me scared*' is the expression of irony because in the first her friend said the positive statement that she is funny because of her unstable mood then the following statement showed a negative feeling that when she is in unstable emotional stage, she made her friend scared. The first statement shows the opposite with the literal meaning that actually means negative that shown in the following.

Utterance

Presenter 3 : I am happy. I am standing in front of you all. I'm always in good mood when I come to my campus. I have good mood and I hope my friends always have good mood everyday and never to be gloomy. *I would try to separate love and smile my friends because when I smile it makes me to be sweet right?*

Presenter 3 did not follow the rule of maxim quality. She flouted the maxim of quality by using rhetorical question. She told the audience that she wanted to separate love and smile because she always has good mood and she wanted the audience to have good mood as she feels. The following she produced the utterance '*when I smile it makes me to be sweet right?*'. That utterance indicates that she is sure that smile makes her sweet. She produced this utterance to make humor and she did it because the audiences laughed.

c. Flouting Maxim of Relation

Utterance

Lecturer : *Yah so mbak nurida, panji, and febi. Ok give question! First question comes from mbak Alfi. Aha to Hartina.*

Presenter 4 : *I answer the question. I apologize to all my friends. Jawabannya yang pertama. The first answer is honestly, I am a noisy girl.*

Presenter 4 failed to follow maxim of relation by saying the utterance which is not appropriate to the topic being discussed. The lecturer asked Nurida, Panji, and Febi to give question to the presenters which in that time was actually the section of asking question, but immediately presenter 4 cuts and tells her intention that she wants to answer the question from audience which has been asked before. Then the lecturer pleased her to answer it. She flouted the maxim of relation by producing the words '*I answer the question. I apologize to all my friends.....*'.

d. Flouting Maxim of Manner

Utterance

Lecturer : So it means, are you still smiling in every condition that you face? Ehe

Presenter 3 : *Nah, of course I upset or disappointed, not happy in all day, but eh look the situation. So ah maybe I am sad but it's not too long. Just for minutes because I try to keep calm.*

Presenter 3 failed to observe maxim of manner by providing the obscurity information. She implicitly said no to answer the question. She answered the question of the lecturer by giving more explanation which the question of lecturer actually needs to answer yes or no, and she can give the reason of her answer, but here she answered more about her condition which is not happy all day, feeling upset and disappointed. Then she gave the solution when she felt sad. What she means actually is she does not always smile in every condition she faced.

Utterance

Student 3 : *Everyone has different eee different mood, different mood. Ketikakamukecewa*

Lecturer : In English please. You know that everyone has what? You know that everyone has?

Student 3 : *You know that everyone, can not explain, maybe have eh. You say that you always smile. How, you, you eee, very disappointed about someone else. Would you still smile?*

Lecturer : So it means, are you still smiling in every condition that you face?

Student 3 failed to observe the principle of maxim manner. She flouted the maxim by using prolixity. In this situation, student 3 would like to give question to one of presenter but she felt difficulty to show what she means because of her background of knowledge which actually lack of ability to speak English. Student 3 repeated some words as 'different', 'different mood', 'you' by using the tone that she felt difficulty to find the vocabulary she needed. It is proved when she tried to use bahasa to make people understand about what she mean but the lecturer asked her to use English.

Discussion

There are four sorts of Grice's maxim which have been proposed by Grice (1975). Those are maxim of quantity, maxim of quality, maxim of relation, and maxim of manner (Grice, 1975:47). Those all four maxims are flouted in speaking classroom conversation. Some are flouted by the students and others are flouted by the lecturer. Both students and lecturer have different way to flout the maxim. Appropriately with the finding, Meyer (2009:56) stated that flouting maxim exist because the utterance received and interpreted goes beyond the words are spoken.

1. Flouting Maxim of Quantity

The flouting maxim of quantity occurred because the participants failed to follow the principle in maxim of quantity. There are three ways in flouting maxim of quantity as Grice (1975) stated giving too little information, giving too much conversation, and tautology. In this study found one data which belong to flouting maxim of quantity by giving too much information. Maxim of quantity considers to be informative by giving sufficient information as it is required by the opponent talk. As Finegan (2008:288) stated the maxim of quantity provides enough information which the utterance the speakers supply is not less information and no more than is necessary for the purpose of communication. The lecturer provided more order to emphasize her purpose to ask the students to start the presentation soon. As Cutting (2002:37) stated that a speaker flout the maxim of quantity by providing too much information.

2. Flouting Maxim of Quality

Maxim quality is the maxim which frequently flouted in this study. All of the flouting maxims of quality are done by the students especially who became presenters. The flouting

maxim of quality occurred because some presenters did not follow the rule of maxim of quality. Meyer (2009:57) stated that flouting maxim of quality happens when the speaker do not utter the true information. Flouting the maxim of quality can be done by applying some figurative speech as metaphor, hyperbole, and irony (Grice, 1975:53). Another way is using rhetorical question. Those three kinds of figurative speech are used by the presenters in presenting their introduction speech. Some students were mostly used metaphor to tell the audience about a thing or characters which represent to them. They provided their utterances by analogizing. As Grice (1975:53) stated that metaphor is the contrary when the speakers say strictly speaking, be a truism, so it can not be that a speaker trying to get across. The next figurative speech used in introduction speech is hyperbole. One student used hyperbole in her statement to make it sound worse than the reality. As Cutting (2002:37) states speakers may flout the maxim by exaggerating as using hyperbole to increase impact or attract attention. Irony is also used by a presenter. She used it by giving positive statement of her and following by the negative statement which she is actually. The last way of flouting maxim of quality is by using rhetorical question. Some students produced the utterance by using rhetorical question because they do not expect the answer.

3. Flouting Maxim of Relation

Flouting maxim of relation occurred because the speakers give irrelevant answer. Based on Finegan (2008:289) the maxim of relation directs speaker to organize utterances in such a way that they are relevant to the ongoing context. They do not follow the rule of maxim of relation. Meyer (2009:56) stated that the rule of maxim of relation is being relevant, stay on the topic, and do not digress. In this study, maxim of relation is flouted by both students and lecturer. They gave irrelevant statement with the topic being discussed because of different reason. As Grice (1975:54) stated flouting maxim of relation occurs when the speaker says irrelevant to the opponent's preceding remark. One speaker did not answer the question from the opponent talk but directly continue the presentation. Another speaker changed the topic to answer another question. And the last speaker changed the topic to finish the previous section.

4. Flouting Maxim of Manner

Cutting (2002:39) stated that the participants who flout the maxim of manner tend to be obscure. The speakers do not brief and being longwinded in their speaking. They provide the information which is ambiguous, obscurity, or prolixity. Finegan (2008:289) stated that to obey the maxim of manner, the speaker or writer avoid ambiguity and obscurity and be orderly in their utterances. There were two ways of flouting maxim of manner done by the participants. Those are obscurity and prolixity. The first obscurity occurred because the speaker was implicitly stated yes or no while another told her feeling implicitly. Both speakers let the hearer to find the

intended meaning of those two utterances. The last is prolixity which done by both students and lecturer. They used prolixity by repeating some words to emphasize their meaning but they end up being longwinded and not brief. As Grice (1975:54) stated that 'be perspicuous' is flouted. The lecturer used it to find the proper words in her explanation while the students did it because their lack of ability in speaking English.

Conclusion

Based on analysis, it could be concluded that the four sorts of maxim had been flouted by the students and the lecturer in speaking classroom conversation. They are maxim of quantity, maxim of quality, maxim of relation, and maxim of manner. Maxim of quality was mostly flouted by the participants while maxim of quantity was the least maxim which was flouted. The flouting maxim of quantity occurred because the participant gave too much information. It is done by the lecturer by giving more order to the students to emphasize her intention. Maxim of quality was frequently flouted by the students as presenter by using metaphor, hyperbole, irony, and rhetorical question. They used flouting maxim for some purposes such as convincing, emphasizing, and getting audience's attention.

The flouting maxim of relation occurred because the speakers were giving irrelevant statement with the topic being discussed. This maxim is flouted to get others to realize and do something. The last maxim flouted was maxim of manner. Both students and lecturer flouted this maxim by providing the information which is obscurity and prolixity. Obscurity occurred because one student implicitly stated yes or no while another told her feeling implicitly. Prolixity occurred because the speakers wanted to emphasize their meaning but they end up being longwinded and not brief. Nevertheless, flouting maxim could not be avoided in doing conversation because flouting maxim is used as the style of speaking.

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