AN ANALYSIS OF CONVERSATIONAL MAXIM IN THE SCRIPT OF THE MOVIE
"HOW TO TRAIN YOUR DRAGON 2"

A THESIS

Submitted to English Language Teaching Department, Tarbiyah and Teacher Training

Faculty, Syekh Nurjati State Islamic Institute Cirebon In Partial Fulfillment of The

Requirements of Undergraduate Degree

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CIREBON

2015

ABSTRACT

NURUL ANWAR-1410130107.*An Analysis of Conversational Maxim in the Script of the Movie "How to Train Your Dragon 2"*

Communication needs to be delivered smoothly to make it understandable. Violation in the process of giving information through conversations can be dangerous, it makes the information is not fully nor wrongly received. A communication which fulfil the conversational maxims is a good quality of communication. The speaker speaks directly with a right amount of information, truthful, in order, and exactly what he means. (Zhou, 2009:42).

This research aims to find out: 1) the types of conversational maxims used in the script of "How to Train Your Dragon 2", 2) the factors influences the types of conversational maxims used in the script of "How to Train Your Dragon 2", and 3) The occurrence of the violation of conversational maxims in the script of "How to Train Your Dragon 2".

The researcher uses qualitative study method. This research was conducted to find out the maxims issue in "How to Train Your Dragon 2" movie's script using documents analysis. The researcher investigated the type of the maxims, the factors influence the types of maxims used, and the violation of the maxims. It employed conversational maxims which were proposed by Grice in 1975 as its framework.

The techniques of collecting data collected from the script of How to Train Your Dragon 2 movie script. The techniques of data collection are downloading, synchronizing, underlining, rewriting, and coding data.

The results of research show that types of conversational maxims in the text is dominated by maxim of relation, the types of the maxims which are used by the speakers are all depend on their will to cooperate, their purpose, and the context of conversation, and the most violated maxim is the maxim of quantity. The maxim of quantity was violated in 40% of all the violation data.
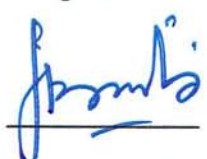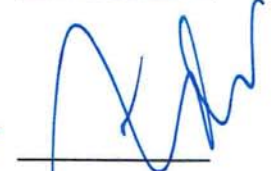
Key words: *Pragmatics, Communication, Conversational Maxims, Movie in Learning, Script.*

RATIFICATION

This thesis entitled **"An Analysis of Conversational Maxim in the Script of the Movie How to Train Your Dragon 2"** written by Nurul Anwar, registration number 1410130107 has been examined on June 22th 2015. It has been accepted by the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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INTRODUCTION

1.1   Research Background

In communication, we maintain ourselves to deliver our message to be understood. Violation in the process of giving information through conversations can be dangerous, it makes the information is not fully nor wrongly received. People are not always being direct in communication, they choose to say something with a hidden meaning or being indirect. Yule (2010: 127) says, "Communication clearly depends on not only recognizing the meaning of words in an utterance, but recognizing what speakers mean by their utterances".

Grice's concept of Cooperative Principle is a general principle which is governed human communication to be able to fulfil good quality of communication (Grice, 2002: 26). Communications which fulfil the conversational maxims is a good quality of communication. The speaker speaks directly with a right amount of information, truthful, in order, and exactly what he means.

A conversation with a big amount of information is needed to be explained well. We try to deliver the essential information in prior and leave out unimportant one to make sure the hearer get the information we want them to know. This cooperative principle is an example of speakers obeying conversational maxim of Quantity, speakers should say no more and no less than what is needed (Grice, 2002: 26). A mismatch between the amount of detail in information which is needed and explained makes the information in not fully going well, the communication highly miss its and cooperative principles.

In conversational maxim of Quality, speakers should say something truthfully and do not say something which are lack of evidence or believed to be wrong. (Grice, 2002: 27). Speakers with a cooperative intention deliver only the information what they believe to be true. They are not

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going to make the communication to be mismatched and misunderstood. Speakers are violating the maxim in the moment they did not deliver the true information.

Two ways conversation happens when the interlocutor delivers the message that needs to be delivered and the addressee responds it relevantly. Conversation needs both directions to interact each other; it can be happened unless the addressee becomes relevant in delivering his response to the interaction. Relevant information to the interaction is one of conversational maxim. The maxim of relation, Grice (2002: 27) put a single maxim "Be relevant".

In delivering information, we need to speak orderly and briefly. It is also important to avoid obscurity of expression and to avoid ambiguity. In order to make the conversation more efficient and more understandable the order of information that we need to speak in prior or less prior should be filtered beforehand. This cooperative principle is an example obeying Conversational maxim of Manner, speakers should avoid obscurity of expression, avoid ambiguity, speak in order, and speak briefly (Grice, 2002: 27).

Movies, in the language learning eyes, provide a model in English real life conversations. They provide current language usage, present visual content in which the dialogue takes places, and show gesture, facial expression and other body language (Vishwanathan, 2014: 300). People watch movies in the same time they learn about the usage of language expression with or without their awareness.

In this research entitle "**An Analysis of Conversational Maxim in the Script of the Movie *How to Train Your Dragon 2***". The research will be focused on analyzing the movie script in fulfilling the Conversational maxim.. In this research, the object of the research is a movie script entitled "How to Train Your Dragon 2". This research needs to be applied in order to find out whether the conversations applied Conversational maxims or not.

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1.2 Research Identification

1.2.1 The Field of the Research

This research is in the field of pragmatics.

1.2.2 The Identification of the Problem

The problem that will be analyzed in this research is to find out the conversational maxims usage in How to Train Your Dragon 2 (2014) script. The movie, which is chosen, is a well-known sequel movie both in Indonesia and in other country.

1.2.3 The Main Problem

Movie for the second language acquisition has a big role. It contains the source language culture, in this case is English. It shows the way native English delivering information, expressing feeling, complaining, and giving compliment. The further impression of movie, it will give effect for English language learner. When the movie has a bad language content, it will give a bad model in English conversation for the viewer especially English language learners. So, movie is need to be good enough to be model for the learners.

1.3 Limitation of the Problem

This research is in the pragmatics field. How someone deliver their intended meaning to someone. This research limit its field of research to the conversational maxims usage in the How to Train Your Dragon 2 script to find out how the conversations in the movie is presented.

1.4 Research Questions

Based on the background above and the questions of the research, the researcher is going to investigate the problems bellow:

1) How are the types of conversational maxims used in the script of the movie "How to Train Your Dragon 2" ?

2) How do the factors influence the types of conversational maxims used in the script of the movie "How to Train Your Dragon 2" ?

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3) How do the violations of conversational maxims occur in the script of the movie "How to Train Your Dragon 2" ?

1.5 The Aims of Research

The aims of this qualitative research are:

1) To know the types of Conversational maxims that used in the script of the movie How to Train Your Dragon 2.

2) To know the factors that influencing the usage of Conversational maxims in the script of the movie How to Train Your Dragon 2.

3) To know the Conversational maxims are violated in the script of the movie How to Train Your Dragon 2.

1.6 Significance of Research

This research is expected to give contribution in language learning. The research has two significances both theoretically and practically.

First, the research theoretical significances are hoped to be able to increase motivation and understanding in English language learning, to be able to provide data for the next researcher which has interest in analyzing in the field of maxims especially in the movies.

Second, the research practical significances are the readers, students and teachers, will know how the movie entitle "How to Train Your Dragon 2" dialogues whether they are fulfilling the cooperative principles or not, the readers will have a filter which dialogues that can be used as role models and whish are not and as an authentic materials for English language learning.

1.7 Previous Study

Many researchers researched in the usage of movie as authentic materials in EFL and ESL learning for students. Alipour, Gorjian, and Kouravand (2012: 734-738) in Advanced in Asian Social Science (AASS) found that authentic film on EFL learners' vocabulary learning, especially the role of its subtitles, better than pedagogical group. Meanwhile, Rokni and Ataee (2014) researched the effect of movie subtitles on EFL

Learners' oral performance. They found that a considerable improvement in group of learners who watched movie with the subtitle.

Hu (2012: 1185-1190) conducted research. The research purposed to analyze the verbal humor in the Big Bang Theory, so that Chinese audience can have a better understanding of this sitcom.

Hu's research used Sperber and Wilson's (1995) relevance theory, and Grice's conversational maxim (1975) as the framework on analyzing the data. It concluded that the verbal humor in the Big Bang Theory proved to be very efficient in explaining the creation of comic effects.

Jafari (2013: 2151-2156), conducted research. It was focused in investigating the conversations in this literary genre, comedy of manners, from a pragmatic perspective. Jafari's research used Grice's (1975) Cooperative Principle to analyze which conversational maxims are observed, flouted or violated, and to identify whether the speakers violate the maxims deliberately, unostentatiously or unconsciously. There are four steps in the research. First, the dyads in which there were triggers of maxim violating would be picked up. Second, they would be studied carefully to determine which maxims were flouted. Third, the implicatures behind the violation would be defined. The fourth stage would be to categorize them under the four Gricean maxims.

Applied conversational maxim as the framework, Jafari's research found that in most cases interlocutors tend to violate Grice's four maxims in order to create implicatures. The violation of conversational maxims is respectively: first, the maxim of Quality; second, the maxim of Manner; third, the maxim of Quantity; fourth and the last one is the maxim of Relation.

Khosravizadeh and Sadehvandi (2011: 122-127) conducted research. The aims of their research are to explore the extent to which the conversational maxims were either violated or flouted by characters of Dinner for Schmucks movie. In addition, it sought to find if there is any occasion in which one party opts out of the conversation.

Their research used conversational maxims as the framework. The researchers sorted the utterances and collected those in which the maxims were either flouted or violated. The criterion for this collection is based on two subcategories of the Grice's conversational maxim of quantity: Make your contribution as informative as is required and do not make your contribution more informative than is required.

The maxims from the conversational maxims had been used to analyze the dialogues. They sorted the utterances whether violated or flouted the maxims. They concluded that although cooperative principle describes best practices in a conversation in order to facilitate the process of conversation to be smoother for both the listener and the speaker, people frequently disobey these maxims in order to achieve certain purposes.

The research which was conducted by Khosravizadeh and Sadehvandi (2011: 122-127) is the similar research with this research. They focused on the conversational maxims which was used in the Dinner for Schmucks movie.

1.8 Theoretical Foundation

1.8.1 The Nature of Pragmatic

Communication clearly depends on not only recognizing the meaning of words in an utterance, but recognizing what speakers mean by their utterances. The study of what speakers mean, or "speaker meaning," is called pragmatics (Yule, 2010).

> In the late 1960s, two elderly American tourists who had been touring Scotland reported that, in their travels, they had come to a Scottish town in which there was a great ruined cathedral. As they stood in the ruins, they saw a small boy and they asked him when the cathedral had been so badly damaged. He replied in the war. Their immediate interpretation, in the 1960s, was that he must be referring to the Second World War which had ended only twenty years earlier. But then they thought that the ruins looked as if they had been in their dilapidated state for much longer than that, so they asked the boy which war he meant. He replied the war with the English, which,

they eventually discovered, had formally ended in 1745.
(Brown 1998 in Yule, 2010: 127)

The story above about American tourists who had been touring in Scotland, how misunderstanding between the boy and the tourists in when he said *war* happened because they were has different reference. The boy referred the war to the war with English in other hand the tourists referred to the Second World War. It is a picture how communication can easily be misunderstood. Pragmatics studies what speakers mean when they are uttering.

Speakers meaning depends on how the situation directing the meaning to. A word can be different meaning in many situation, speaker says *okay* is not only that he is agreeing with the matter but it goes depend on the situation of the speaker when he is angry it could has a meaning that he has no any other option but accepting. According to Leech (1983: 6) "… pragmatics is the study of meaning in relation to speech situation"

In 1930s, it was the initial period of Pragmatics as a field of linguistics. Morris, Carnap, and Peirce were the initiator of it. In those times, "syntax addressed the formal relations of signs to one another, semantics the relation of signs to what they denote, and pragmatics the relation of signs to their users and interpreters" (Morris 1938, cited in Horn & Ward, 2006). In introduction to the Handbook of Pragmatics, Ward and Horn (2006) defined Pragmatics as the study of meaning which is depended on the context.

1.8.2 Cooperative Principle

Languages have developed in the long history of human race based on what it is needed to communicate each other. People involved themselves in conversations aim to deliver their messages. They communicate each other not to isolate their sentences so the other would not get what they mean but they organize the sentences to put a base to make up their messages. Grice (2002) defines how people communicate:

> Our talk exchanges do not normally consist of a succession of disconnected remarks, and would not be rational if they did. They are characteristically, to some degree at least, cooperative efforts; and each participant recognizes in them, to some extent, a common purpose or set of purposes, or at least a mutually accepted direction. (Grice, 2002: 28)

A normal communication process, speaker tries to utter his utterance by means to deliver their message to make a good communication with their communication partner and expects the partner would understand what is delivered. Therefore, the speaker will deliver his utterance relevantly, clearly and understandably, concisely and straightforwardly, so that the communication will run well.

Cooperative principle was introduced by Grice (2002: 26) which cover with the apprehending of the utterance meaning. He explained how a success conversation needs to follow cooperative principle, it refers to make your conversational contribution to as far as it is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged; to make a smooth conversation, speakers and listeners has to cooperate each other. In other words, speakers give a required contribution to the conversation, a productive contribution to the conversation and the listeners are giving the thing they require to do too. It can be assumed that the speakers and listeners is trying to cooperate each other.

1.8.3 Conversational Maxims

Conversational maxims are defined by Richards and Schmidt (2010: 133) in their Longman Dictionary of Language Teaching and Applied Linguistics as "an unwritten rule about conversation which people know and which influences the form of conversational exchanges." They gave an example in the following exchange:

a*: Let's go to the movies.*
b*: I have an examination in the morning.*

The above exchange we can see that B gave a reply that seems not to be in line with A's invitation. Someone invitation is usually answered by an acceptance or a refusal, but B delivered his answer to the invitation using a shortcut to the reason why B could not join to the movie. Richard and Schmidt (2010: 133) stated that "B has used the "maxim" that speakers normally give replies which are relevant to the question that has been asked".

The cooperative principle is sometimes not to be in operation, but it helps us to understand more the way people say things (Yule, 2010: 147). In some occasions, the cooperative principle not take place, people exchange messages not following the principle but they can follow what the other mean. It help us to understand why people say something that might not be accepted as a good way of communication but they still use it. Yule (2010) gave an example:

> *During their lunch break, one woman asks another how she likes the sandwich she is eating and receives the following answer.*
>
> **Woman: *Oh, a sandwich is a sandwich.***

In slightly see, what the woman says is something obvious and it does not need to be said anymore. If the woman implied Quantity maxim about being "as informative as is required," the listener may assume that she has something intend to say behind what she said. Her friend gave her opportunity to tell about the sandwich whether it is good or bad, delicious or not, and so on. *"Oh, a sandwich is a sandwich"* has answered what she need to say that it is not worthy talking about.

Grice (2002) proposed that there are four conversational maxims: (a) maxim of quantity: give much information as is needed; (b) maxim of quality: speak truthfully; (c) maxim of relation: be relevant; (d) the maxim of manner: say things clearly and briefly.

1.8.3.1 The Categories of Maxims

Grice (2002: 26) divides conversational maxims into four basic maxims which yield results in accordance with the Cooperative Principle. The maxims are as follows:

1) The Maxim of Quantity: the category of quantity relates to the quantity of information to be provided, and under it fall the following maxims:
   - Make your contribution as informative as is required (for the current purposes of the exchange).
   - Do not make your contribution more informative than is required.

2) The Maxim of Quality: the category of quality relates to try to make your contribution one that is true. It subsumes to:
   - Do not say what you believe to be false.
   - Do not say that for which you lack adequate evidence

3) The Maxim of Relation: Make sure that whatever you say is relevant to the conversation at hand. There is one maxim under maxim of relation. It is "Be relevant"

4) The Maxim of Manner: Under this category Grice put a supermaxim–'Be perspicuous'–and he put various maxims such as:
   - Avoid obscurity of expression.
   - Avoid ambiguity
   - Be Brief (avoid unnecessary prolixity)
   - Be orderly

To be more understandable, Grice (2002: 28) shows us the analogy how the conversational maxims work. The analogy for each category is as a follow:

1) Quantity   : If you are assisting me to mend a car, I expect your contribution to be neither more nor less that is required; if, for example, at a particular stage, I need

four screws, I expect you to hand me four, rather that two or six.

2) Quality : I expect your contributions to be genuine and not spurious. If I need sugar as an ingredient in the cake you are assisting me to make, I do not expect you to hand me salt; if I need a spoon, I do not expect a trick spoon made of rubber.

3) Relation : I expect a partner's contribution to be appropriate to immediate needs at each stage of the transaction; if I am mixing ingredients for a cake, I do not expect to be handed a good book, or even an oven cloth (though that might be an appropriate contribution at a later stage.

4) Manner : I expect a partner to make it clear what contribution he is making and to execute his performance with reasonable dispatch. (Grice, 2002: 28)

1.8.3.2 Violating the Maxims

We have right to say what we want to say. It can be a truthful or untruthful, a bad or a good thing, we might choose thing we want to say based on the aspects for consideration. Therefore, in the social live sometimes it is unacceptable to say as is one's mind. Conversation between two people who close each other and the others who just met would different in matter and manner of the speech. Two people who close each other would might tell what they exactly think, but they who just met would filter what they should and should not say.

In the market
A: *Thank you, I need to look for another one. I will be back if it is best for us.*
B: *You are welcome. We always welcome.*

In the conversation above, A deliver his refusal to the product with an indirect refusal. It does not mean that A was lying because B as the shopkeeper is understood that her customer did not satisfy with the

product. A participant in a talk exchange may fail to fulfil a maxim in various ways, which include the following:

1) He may quietly and unostentatiously violate a maxim; if so, in some cases he will be liable to mislead.

2) He may opt out from the operation both of the maxim and of the cooperative principle; he may say, indicate, or allow it to become plain that he is unwilling to cooperate in the way the maxim requires. He may say, for example, I cannot say more; my lips are sealed.

3) He may be faced by a CLASH: he may be unable, for example, to fulfil the first maxim of quantity (be as informative as is required) without violating the second maxim of quality (has adequate evidence for what you say).

4) He may FLOUT a maxim; that is, he may BLATANTLY fail to fulfil it. On the assumption that the speaker is able to fulfil the maxim and to do so without violating another maxim (because of clash), is not opting out, and is not, in view of the blatancy of his performance, trying to mislead, the hearer is faced with a minor problem. How can his saying what he did say be reconciled with the supposition that he is observing overall cooperative principle? This situation is one that characteristically gives rise to a conversational implicature; and when a conversational implicature is generated in this way, a maxim is being EXPLOITED. (Grice, 2002: 30)

Someone in conversation saying Mr. *x* skill is an ordinary skill, he might implicate more than what he said, it can be meant that he was not compatible with Mr. x or he did not accept Mr. x to be with him. A violation of maxims, exploitation, is "a procedure by which a maxim is flouted for the purpose of getting in a conversational implicature by means of something of the nature of a figurative speech" Grice (2002: 33). In the

exploitation procedure, a maxim maybe violated at the level of what is said. The hearer is entitled to assume that that maxim, or at least the overall cooperative principle, is observed at the level of what is implicated. Grice provided examples as follows:

1) A flouting of the first maxim of Quantity

   A is writing a testimonial about a pupil who is a candidate for a philosophy job

   > 'Dear Sir, Mr. X's command of English is excellent, and his attendance at tutorials has been regular. Yours, etc.'

   (Gloss: A cannot be opting out, since if he wished to be uncooperative, why write at all? He cannot be unable, through ignorance, to say more, since the man is his pupil; moreover, he know that more information that this is wanted. He must, therefore, be wishing to impart information that he is reluctant to write down. This supposition is tenable only on the assumption that he thinks Mr. X in no good at philosophy. This, then, is what he is implicating.

2) An infringement of the second maxim of Quantity

   (Do not give more information than is required)

   A wants to know whether *p*, and B volunteers not only the information that *p*, but information to the effect that it is certain that *p,* such-and -such.

   B's volubility may be undersigned, and if it so regarded by A it may raise in A's mind a doubt as to whether B is as certain as he says he is. But if it is thought of as designed, it would be an oblique way of conveying that it is some degree controversial whether or not *p.* it is, however, arguable that such an implicature could be explained by reference to the maxim of Relation without invoking an alleged second maxim of Quantity.

3) A flouting of the first maxim of Quality

1. Irony

   X, with whom A has been on close terms until now, has betrayed a secret of A's to a business rival. A and his audience both know this. A says *'X is a fine friend'*.

2. Metaphor

   '*You are the cream in my coffee'* characteristically involve categorical falsity, so the contradictory of what speaker has made as it to say will, strictly speaking, be a truism; so it cannot be that the speaker is trying to get across.

3. Meiosis

   Of a man known to have broken up all the furniture one says *He was a little intoxicated.*

4. Hyperbole

   Every nice girl loves a sailor.

4) A flouting of the second maxim of Quality

   (Do not say that for which you lack adequate evidence)

   > A man say of X's wife, *She is probably deceiving him in this evening.*

   In a suitable context, or with a suitable gesture or tone of voice, it may be clear that He has no adequate reason for supposing this to be the case. His partner to preserve the assumption that the conversational game is still being played, assumes that He is getting at some related proposition for the acceptance of which He does have a reasonable basis. The related proposition might well be that she is given to deceiving her husband, or possibly that she is the sort of person who would not stop short of such conduct.

5) A flouting of the maxim of Relation

> At a genteel tea party, A says *Mrs. X is an old bag.* There is a moment of appalled silence, and then B says *The weather has been quite delightful this summer, hasn't it?*

B has blatantly refused to make what he says relevant to A's preceding remark. He thereby implicates that A's remark should not be discussed and, perhaps more specifically, that A has committed a social gaffe.

6) A flouting the maxim of Manner

1. Ambiguity

Blake's lines: '*Never seek to tell thy love, Love that never told can be*' | '*I sought to tell my love, love that never told can be*'

There may be double ambiguity here. *My love* may refer to either the state of emotion or an object of emotion, and *love that never told can be* may mean either 'Love that cannot be told' or 'love that if told cannot continue to exist.' Partly because of the sophistication of the pied and partly because of internal evidence (that the ambiguity is kept up)

2. Obscurity

Suppose that A and B are having a conversation in the presence of a third party, for example, a child, then A might be deliberately obscure, though not too obscure, in the hope that B would understand and the third party not. Furthermore, if A expects B to see that A is being deliberately obscure, it seems reasonable to suppose that, in making his conversational contribution in this way, A is implication that the contents of his communication should not be imparted to the third party.

3. Failure to be brief or succinct

Compare the remarks:

(a) Miss X sang 'Home sweet home'

(b) Miss X produces a series of sounds that corresponded closely with the score of 'Home sweet home'

Suppose that a reviewer has chosen to utter (b) rather than (a). (Gloss: Why has he selected that rigmarole in place of the concise and nearly synonymous *sang?* Presumably, to indicate some striking difference between Miss X's performance and those to which the word *singing* is usually applied. The most obvious supposition is that Miss X's performance suffered from some hideous defect. The reviewer knows that this supposition is what is likely to spring to mind, so that is what he is implication.

To distinguish the violation of conversational maxims need guidelines to help the researcher. Tupan and Natalia (2008: 68) used a guidelines based on Grice conversational maxims (1975). The criteria of violation of maxims used as distinguished guidelines:

Table 1.1. Criteria of Violation of Maxims

Maxim	Violating the maxims
Quantity	• If the speaker does circumlocution or not to the point • If the speaker is uninformative • If the speaker talks too short • If the speaker talks too much • If the speaker repeats certain words
Quality	• If the speaker lies or says something that is believed to be false • If the speaker does irony or makes ironic and sarcastic statement • If the speaker denies something • If the speaker distorts information

Manner	• If the speaker uses ambiguous language • If the speaker exaggerates thing • If the speaker uses slang in front of people who do not understand it • If the speaker's voice not loud enough
Relation	• If the speaker makes the conversaton enmatched with the topic • If the speaker changes conversation topic unbruptly • If the speaker avoids talking about something • If the speaker hides something or hides a fae • If the speaker does the wrong causality

1.8.4 Movie in Learning

Movies provide linguistic contain in audio visual, it can ease EFL or ESL students in obtaining the abstract of the new concepts. Audio uses to listen, to pronounce, to put intonation and video for showing how to express the language. "Films can enhance the language learning process by designing a series of activities that can develop linguistic, cultural and intercultural skills, as well as developing the practices of New Media Literacies that students need for the 21st century" (Chan & Herrero 2010). Movie, as a tool, has a role in language teaching it provides many things to be analysed both the literacy and the story itself.

> The visual, even in the context of writing and composition, appears (not for the first time in history) to have taken a central position within the multimodal landscape of communication. The theoretical and pedagogic focus on a broad communicational landscape can support teachers in engaging with the resources that students bring into the classroom. This includes understanding students as sign makers, the texts they make as designs of meaning, as well as the meaning-making processes that they are engaged in.
> A pluralised notion of literacy and teaching, which draws on a variety of forms of representation and communication, is needed in order to help students negotiate a broader range of text types and modes of persuasion (...). This makes it increasingly important for education to attend to the literacy practices of students and

the diverse ways of making meaning, in particular the multilingual, visual and multimodal, and the digital. (Jewitt, 2008: 56 in Chan & Herrero, 2010: 13)

Movie usage is in the classroom with supported materials from teacher vastly helping the student to develop their language communicative skills: speaking, reading, writing and listening). The audio and visual which are provided by the movie inspire them to build up an understanding, and to give a chance to know how to use the language in daily life. Furthermore, it gives them way to understand more about other culture to develop intercultural understanding, and providing examples of the both similarities and differences.

The Advantages of Movies in Language Teaching

Movie in language learning, inside or outside classroom activity, has merits for learners' motivation, for class interaction and participation as well as for baiting them to start in class activities. Below are the communicative potential of its use:

1) the provision of samples of real-life communication;
2) motivation for language learning;
3) promoting language acquisition (Woottipong, 2014: 203)
4) it facilitates comprehension activities that are perceived as 'real';
5) it creates a curiosity gap that facilitates the exchange of opinions and ideas about the film;
6) it helps to explore non-verbal elements;
7) it provides meaningful contexts and vocabulary, exposing viewers to natural expressions and natural flow of speech. (Chan & Herrero, 2010: 11)

There are many ways of using movie in the classroom and it will depend on the genre of it:

1) Fiction films tells a fictional story or narrative
2) Documentary films are a visual expression attempting to 'document' reality

The use of movie is not stop as materials for learning or analysis materials. According to Sherman (2003, Chan & Herrero, 2010: 11) It is possible to use either a full movie or a short one. Movie can be used to boost the mood of student in the class, providing a stimulus for other activities, such as listening comprehension, debates on social issues, raising intercultural awareness, being used as a moving picture book or as a model of the spoken language.

1.9   Research Methodology

In doing research, the researcher discuss about the methodology of research used in the research. It consists of the objective of research, the method of research, the source and type of research, the instruments of research, the technique of collecting data and the technique of analysing the data.

1.9.1   The Objective of the Research

The objective of this research is to investigate and analyse the use of Conversational Maxims in How to Train Your Dragon 2 Script which is a well-known animated movie.

1.9.2   The Method of the Research

This study is a descriptive qualitative study. According to Lambert and Lambert (2012: 36) "a descriptive qualitative study is a comprehensive summarization of specific events experienced by individuals or groups of individuals". This study is conducted to find out the maxims issue in how to Train Your Dragon 2 movie's script using documents analysis. The researcher investigated the type of the maxims, factors that influenced type of maxims, and the violation of the maxims.

The study employed the Cooperative Principles proposed by Grice (2002). The dialogues in the script will be analysed based on this framework.

1.9.3   The Sources and Type of Data

The data is obtained from How to Train Your Dragon 2 script of the movie. It was downloaded from http://www.imsdb.com/. The site

provides the full script of How to train Your Dragon 2. The script contains conversations and background setting of the movie.

1.9.4 The Instrument of the Research

The instruments of this research are the researcher himself as the key of the instrument of the research and Grice's Cooperative Principle as the framework.

1.9.5 The Technique of Data Collection

The data of the present study is collected from the script of How to Train Your Dragon 2 movie script. The techniques of data collection are downloading, synchronizing, underlining, rewriting, and coding data.

- **The Study of Documentation**

The first step in data collection is downloading. The script was downloaded from http://www.imsdb.com. The full script of How to Train Your Dragon 2 will be collected.

The second step is synchronizing. The researcher will sync the script and the movie to find out about gestures, expressions, location, and condition of the conversation that happen in the movie. This step is also to find out the potential data that will be used in the next step of the data collection.

The third step is underlining. The script as a whole will be underlined in the part which the conversational maxims fulfilled. It will make the researcher gain a whole description of the potential data.

The fourth step is rewriting. In this step, the underlined data will be rewrote in the data sheet. The data in the data sheet is ready to the next step, coding data.

The last step is coding data. In this step the data will be coded to each of types of the conversational maxims. The categorized data will be used to facilitate the analysis of the How to Train Your Dragon 2 script.

1.9.6 The Technique of Data Analysis

Analysing the data of this research, the researcher will employ four steps of data analysis. According to (Sutopo, 2006: 41) analysis has three components: collecting data, reducing data, displaying data, and concluding data/ verification.

The first step of the data analysis is collecting data. The data are collected from the script of How to Train Your Dragon 2. It will be identified using the maxims, conversational maxims as the basis.

The second step is reducing data. The script will be reduced based on the types of conversational maxim fulfilled. The data which fulfilled the maxim will be extracted from the script to be analysed further. The data has to fulfil conversational maxims: maxim of quality, quantity, relation, and manner.

The third step is displaying data. In this step, the data will be displayed to answer the research questions. The script analysis will be interpreted objectively to answer the research formulations. First, the type of maxims was described. Second, the factors that influence on maxims usage will also be elaborated. The last, how the violation happen in the movie script is explained.

The last step is concluding data/verification. After the research question is answered, the results will be associated with the theories and previous findings. The whole findings will be presented along with the discussion. Finally, the conclusion will be drawn based on the reducing and displaying process.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the investigation of the script of How to Train Your Dragon 2, the researcher provided the research findings and the discussions in the previous chapters. Some conclusions can be drawn by the researcher as follows:

1) The types of conversational maxims in the script is dominated by maxim of relation. The maxims of relation fulfillments mean to be related to the topic of the conversation is important to bind a cooperative conversation. In the How to Train Your Dragon 2 Movie, the domination of maxim of relation is sign of good conversation.

2) The element of conversation: setting, topic, character relation, and emotional state give influence to cooperate in the conversation, therefore, we can say it did not influence the types of maxims which are used. The type of the maxims which are used by the speakers is all depend on their will to cooperate, their purpose, and the context of conversation.

3) The occurrences of the violation on conversational maxims in the script of the How to Train Your Dragon 2 are dominated by violation of the maxim of quantity. The violation in the movie script shows bad conversation, which one of the character tend to say more or less than it required. The number of violation less than the fulfillment of conversational maxims which is okay to be used as material with teacher selection.

The violation of the conversational maxims happened because of many reasons such as: hiding the truth, avoiding some topic, feeling angry, confused, awkward, panic, and many more. People chose to deliberately violate it to fulfil their purpose.

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5.2 Suggestion

The researcher wants to give suggestions as a consideration for next researcher, readers and students who interested in conversational maxims. The suggestions are as follows:

1) Students who learn English trough movie, especially How to Train Your Dragon 2, is able to filter English conversation which can be used in their daily life with help of teacher. English conversation in other movie, which is not researched yet, is not yet known good or not. Students and teachers active role in consultation is needed to filter English conversations in movies.

2) The readers of this thesis, critically, choose movie which has education point not only entertainment. The movie can be a role model or a destruct model for language learners. The conversational maxims can be used to be indicators whether the language is good enough to be followed.

3) The researcher who wants to research in conversational maxims, they can gain a further analysis of the maxims. A deeper analysis in the psychological state of the speaker and hearer. A complex analysis between the usage of conversational maxims and language teaching in the classroom.

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