

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK**

#### **2.1. Pragmatics**

Pragmatics the study of unspoken meaning or how listeners understand what is intended even when it is not expressed or written directly (Yule, 2014). Pragmatics focuses on the speaker's meaning and intention rather than the words themselves. In understanding the unstated meaning the participants need to understand about the speaker, the hearer, and the context in one conversation. The hearer needs to understand the meaning and the intention behind the speaker's utterances (Birner, 2013). Thus, it means speaker and the hearer are parts of important elements in pragmatic.

In understanding pragmatics, there are important elements that need to consider such as the speaker and the hearer, the context, and the meaning. As for this research, the context was involved to understand the implied meaning in a conversation. Yule (2014) mentioned that context referred to the place or location where the participants performed the conversation. If the participants failed to analyze the context, the discussion potentially would run uncooperative. Furthermore, it was for this reason that pragmatics was used in this study to help people comprehend the unspoken meaning.

Pragmatics was the study of context, and this study used that approach to investigate inferred meaning. Pragmatics can be applied in a variety of ways. In this study pragmatic was applied by understanding the concept of context,

speaker, and the hearer. Originally, speaker-hearer and context in conversation were intertwined to each other's. The interpretation in a single dialogue could not exist without the roles of those elements. As a result, pragmatics was used in this study to analyze unspoken meaning based on context and speaker-hearer. As pragmatic is so determined about context and how context affected a whole conversation, it could lead to the unstated meaning which is called particularized conversational implicature.

### **2.1.1. Particularized Conversational Implicature**

Implicature in pragmatics could lead into a definition of indirect meaning or hidden meaning that uttered by the participants. It means what the participants uttered could be different from the true meaning. Implicature then parted into conventional and conversational implicature. Conversational implicature according to Grice (1975) identified as a category of nonconventional implicatures and being fundamentally linked to specific discourse. Grice (1975) specified conversational implicature into generalized and particularized.

In understanding the conversational implicature the participants required to be relevant in the situation or understand the context of the conversation. Grice (1975) divided conversational implicature into two types which are generalized conversational implicature and particularized implicature. Particularized conversational implicatures are unique to the particular context in which they occur.

According to Grice (1975), particular conversational implicatures rely on the meaning of the words, the cooperative principle and its maxims, the context of the utterances, the background knowledge and the fact that relevant. As the example practiced by Spencer as the hearer and Martha as the speaker below,

Bethany : “And then Spencer will reach in and grab whatever else is in there.”  
 Spencer : “What? Why me again?”  
 Martha : “**Because you're Bravestone.**”

(Sili & Setyowati, 2020)

The conversation was taken from the movie Jumanji analyzed in article. Martha was attempting to convey a different meaning by adding that only Bravestone referred to Spencer's character in the game. The speaker believed that the hearer is capable of doing it. The hearer is the character game with no weaknesses he was the only one who could pass these troubles. To understand Martha's statements, we must first understand characters conversation to interpret the context in the conversation. As explained by Birner (2013), particularized conversational implicature occurs as a result of a particular conversation that is contextually very specific. Particularized conversational implicature relies on the special context or special background knowledge that is very specific in a conversation.

This particularized conversational implicature linked to the violating of maxim which is pioneered by Grice (1975). As added by Levinson (2000), this implicature concentrates on violations of maxim. If the speaker violates

the maxims intentionally, the speaker must observe the cooperative principle on another level or the hearer cannot understand the speaker's intention

### 2.1.2. The Types of Violating Maxim

Grice (1975) said to make a good conversation the participants need to contribute such as required, at the stage this conversation occurs and which this conversation engaged. This theory refers to the general principle called the cooperative principle. And Grice (1975) distinguished this principle under four categories called maxims. Then to violate the maxim related to the violation of four types of the maxim by (Grice, 1975). In violation maxim, the speaker has unsuccessfully disobeyed the observed maxim. Therefore, it is why this method considers as a non-observance maxim as well as the flout maxim and opt-out maxim. As added by Birner (2013) to violate the maxims the speaker intentionally being uncooperative by making wrong utterances and expected that the hearer will not catch violation.

#### A. To Violate the Maxim of Quantity

The principle of quantity maxim demanded the speakers to only say what is needed and contribute no more or less than is required (Grice, 1975). Therefore, violating the maxim of a quantity means to contribute more or less to the conversation than is necessary. The violation of maxim quantity showed from the conversation from the article below.

Larry : "I'm trying to figure things out right now, okay?"  
 Erica : "...**You know...I don't think that Nicky should stay with you.**"

Larry : “What?”  
 Erica : “Just until you get really settled.”  
 (Andy & Ambalegin, 2019)

The conversation above was performed by Larry as the speaker and Erica as the hearer from the movie “Night at the Museum”. The response from Erica was considered as a violation of maxim quantity. The hearer was angry with the speaker and refused to give the right amount of answered. The hearer should just say okay. But the hearer chose to disagree with the speaker and gave a response more than what was needed

#### **B. To violate the maxim of quality**

Maxim of quality requires the participants to say only what the speakers believe to be true (Grice, 1975). This means the speaker should not provide any false statement and only say something that is factually true. Then to violate the quality of maxim means to say something that is close to a lie and statement with lack of evidence. Below was the example from the journal article.

Baroka : “You are hasy with denial. For how indeed could Sadiku, since I told her nothing of my mind, but my daughter, did she not, perhaps...in ventsome tale? For I know Sadiku loves to be All- knowing.”  
 Sidi : “**She said no more, except the Bale Begged presence.**”  
 (Rich-adigun, 2020)

The conversation above happened between Baroka as the speaker and Sidi as the hearer. The speaker asked for more information about Sadiku and wished to get more information from the hearer. The hearer refused to give more information to the speaker even though the hearer aware of the

speaker's question. The hearer clearly violated the maxim of quality as the hearer did not tell the truth.

### **C. To violate the maxim of relation**

Grice (1975) said that in conversation the participants need to be relevant to the context and meaning. Maxim of relation refers to how the current utterance must be relevant to the context and it must be connected to what the speakers said before (Birner, 2013). Therefore, to violating the maxim of relation means the speaker is consciously being not relevant to the question or statement before. One of the examples of violation maxim relation performed by Amir and Baba in the Kite Runner movie taken from the article by (Hongli & Meiyong, 2021). When Amir went to Lake Kalka with his Baba, because his father was preparing the next day's speech, Amir wanted to get his attention, and he said to his father, "I think I have cancer." Baba did not give any reaction to what Amir said instead **he told Amir to get a soda by himself** (Hongli & Meiyong, 2021). Baba did not give a relevant response to Amir's statement instead he changed the topic and ended the conversation right away. From the conversation, Baba violated the relation maxim and refused to answer Amir's statement.

### **D. To violate the maxim of manner**

Maxim of manner requires participants to avoid ambiguity in conversation (Grice, 1975). Thus, to fail or to violate the maxim of manner means the participants give an unclear and ambiguous contribution in the conversation.

- A : “What do you think of Cindy?”  
 D : “She is a beautiful girl.”  
 A : “How about her characteristics?”  
 D : “**She is like Ria.**”

(Andy & Ambalegin, 2019)

The conversation above taken from the journal article by Andy & Ambalegin, (2019) with Night at the Museum movie as the data source. The answer from D when A asked about the girl's characteristics was unclear. The reason was that only D knew the meaning of “she is like Ria”. D's response was considered as a violation of the maxim since he was vague and unclear about his statement.

### **2.1.3. The Strategies of Violating Maxim**

According to Brown and Levinson (1987), the relation between implicature and politeness refers to assuming whether the speaker's statement was relevant and appropriate to the context. This then leads to the polite presumptions that are made during the conversation. The off-record strategies invite conversational implicature with hints triggered by a violation of Gricean Maxims. Off-record strategies often use indirect utterances to build a conversation. The participants tend to give general information that consisted of less information and they tend to say something different from what they truly mean. Additionally, the hearer needs to catch what was intended behind the utterances (Brown & Levinson, 1987). Politeness strategies based on off-record invite the conversational implicature applied with 15 strategies as stated below,

### A. Give hints

This strategy refers to instructing the hint without doing it directly. When the speaker said something irrelevant to the conversation the hearer was invited to find the interpretation of the possible relevance. For example the conversation between T and S below,

T: “We will continue listening part 1 and part 2. Then we will check it together.”

S: “**Miss, the speaker is broken**”

T: (laughs) “No, it’s working properly. Especially, now”

(Rahayuningsih et al., 2020)

The conversation started when the teacher asked the students to continue their listening section but one student did off-record by saying “the speaker is broken”. The speaker tried to avoid the responsibility of potential threatening. As stated by Brown & Levinson (1987) when the speaker uttered irrelevant utterances, they invite the hearer to find the potential meaning behind its words. The speaker from the conversation invited the hearer to understand the potential meaning behind the statement.

### B. Give association clue

This second strategy almost has the same interpretation as the first strategy before. The difference between these two strategies is the second strategy required the speaker and the hearer at least to have the same background knowledge or the same experiences.

For the example, “What’s happened to him? **He was like Atticus Finch to me when I was growing up.**” (Leihitu, 2021) The conversation happened between Erin as the speaker and Scot as the hearer. In the above



utterance, Erin employs an off-the-record strategy by providing Scott with association clues. She associates her father with Atticus Finch, a well-known lawyer who was capable of addressing an issue by interrogating witnesses, as portrayed in the novel *To Kill A Mocking Bird* (Leihitu, 2021).

### C. Presuppose

According to Brown and Levinson (1987), a conversation can be perfectly relevant and still violate the maxim relevance just because of its assumptions or presuppositions. This strategy used the word again and invited the hearer to seek relevant assumptions. For example when the speaker said, **“I washed the car again today”** (Brown & Levinson, 1987, p. 217), the speaker then expect the hearer to catch the meaning and relevant events that happened before. The speaker’s statement built an assumption about washing the car by stressing the word again. The speaker makes the hearer draw presumption that he/she had already washed the car before.

### D. Understate

This strategy can be addressed as of maxim quantity which is required to say enough not less or more. This strategy inferred that the speaker can utter utterances by providing less information and expect the hearer to consider why. This strategy generated implicature by saying less than it required. As for the example below,

A: “What do you think of Harry?”

B: **“Nothing wrong with him.”** (c.i. I don’t think he’s very good)  
(Brown & Levinson, 1987, p. 218)

The speaker's statement “nothing wrong with him” was conversationally implicated. Often people were forced to avoid the FTA by society and this phenomenon produced a variety of interpretations. In the conversation, the speaker tried to avoid the threatening and somehow provided a less informative statement. This then leads to an understatement strategy as the speaker gave a too general statement that tends to be less informative (Brown & Levinson, 1987).

#### **E. Overstate**

In contrast with understate strategy, overstate strategy refers to giving information more than it required. This strategy also violated the maxim of quantity by giving unnecessary information and exaggerating the actual events to save face. And the implicature often lied far from what is said as the example below, **“Oh no, Mr. Smith, we never meant to cause you any trouble. Nothing could have been further from our minds. I can’t imagine how you could come to that conclusion. It’s out of the question.”** (Brown & Levinson, 1987, p. 220) According to Brown and Levinson (1987), the statement above was considered as strategy5: overstate as the speaker violated the maxim of quantity and gave too much information. This showed how the speaker exaggerated the statement and overstated their utterances to avoid threatening others.

#### **F. Use Tautologies**

This strategy generates the violating of quantity. By using tautology, the speaker wants the hearer to look for the informative interpretation of the

un-informative utterance. This strategy can be done by excuse, criticism, or complaint.

"The example is as the following utterance **“You’re men, why don’t you do something about it?”** (Brown & Levinson, 1987, p. 221)

The statement gives an image that men often did things to show their masculinity. This statement addressed to man for the assumption that man always needs to do something.

### **G. Contradiction**

This strategy used two contradictories answered to seek the potential meaning. The speakers will make it seems like they can’t tell the truth and invite the hearer to interpret two contradictory answers.

A: “Are you upset about that?”

B: **“I am and I’m not”**

(Brown & Levinson, 1987, p. 221)

The contradictions answer here violated the maxim of quality by uttering two things that contrast to each other. This also can be used to express complaints and criticism. The speaker makes an impression that he/she cannot be telling the truth and wanted the hearer to reconcile the answers.

### **H. Ironic**

Ironic in this strategy means when the speaker saying the opposite of what they mean. This is generated by violating the maxim of quantity and indirectly stating the meaning by giving hints. This strategy refers to the example below,

**John's a real genius** (After John has just done twenty stupid things in a row) (Brown & Levinson, 1987, p. 222)

By saying the opposite from what it means the speaker violated the maxim of quality and indirectly implied the meaning. The speaker uses irony to express her true feelings by adding a contrary-to-a-fact statement.

### **I. Metaphor**

Metaphors are a different type of violating maxim quality since they are untrue. In metaphor words such as sort of or as if were used to make the metaphorical look explicit and indirect (Brown & Levinson, 1987). Moreover, this strategy used metaphor in the conversation to compare the true meaning between the utterances and the real meaning. For the example, **“Harry's a real fish. He swims like a fish”** (Brown & Levinson, 1987, p. 222) the speaker used the metaphor to describe about Harry that probably had an excellent talent in swimming. This conversation was implicated because there is a meaning behind it and **“He swims like a fish”** was referred to how good Harry is in swimming.

### **J. Rhetorical question**

The rhetorical question referred to a question that did not expect any answer. The questions tend to be hung on the air and implicated. This strategy purposed for the hearer to provide information based on the speaker's needs. For instance, **“There you are, Emily. How many times do I have to scream your name?”** (Probosini, 2020, p. 173) The situation happened when the speaker called the hearer's name but the hearer didn't

show any response. The speaker gave a rhetorical question by stating, “How many times do I...” the speaker expects the hearer to understand the meaning behind the rhetorical question.

#### **K. Ambiguous**

Brown and Levinson (1987) stated that the aim of ambiguity can appear with metaphor. It means the connotation is mostly not clear and leads to a certain ambiguity. It is illustrated by Grice (1975) that any off-the-record technique effectively uses ambiguity in this wider sense by expanding the term ambiguity to reflect the ambiguity between the literal meaning of a statement and any of its potential implicatures. As for the example,

**“Jhon is a pretty smooth cookie.”**

(Brown & Levinson, 1987, p. 225)

The above sentence was considered ambiguous since it might be perceived as a compliment or an insult. It could appear different depending on the context of one conversation.

#### **L. Vague**

This strategy refers to the vague statement. It means that the statement expressed vaguely addressed to a specific person whom the speaker hopes will understand the potential meaning. The speakers consider off-record and went FTA by uttering vague statements about who the object was and what the offense was (Brown & Levinson, 1987). For instance, **“Perhaps someone did something naughty”** (Brown & Levinson, 1987, p. 226). The statement vaguely pointed to the object by saying “someone”.

### **M. Over-generalize**

This strategy relates to proverbs where the hearer has the ability to decide whether the general rules apply to him in the context. This strategy refers to the example below,

**“Mature people sometimes help do the dishes.”** (Brown & Levinson, 1987, p. 226)

The hearer in this case had a choice of whether the general rule applied to them (Brown & Levinson, 1987).

### **N. Displace H (example utterance)**

This strategy refers to the speaker who pretended to do FTA hopes the target would understand the meaning without being threatened (Brown & Levinson, 1987). In certain places these strategy indirect requests are frequently made in this manner, the speaker complains about his demands to a stranger while the intended object of the request is listening. For example, there is a secretary in the office who asked to pass the stapler using negative politeness, in the situation where the professor is much nearer to the stapler. The professor's face was not threatening, and he can choose to do it himself (Ervin as cited in Brown & Levinson, 1987).

### **O. Be Incomplete, Use Ellipsis**

This strategy used rhetorical questions so that the speaker can leave an FTA half-done and leave the implicature hanging in the air. For example, **“Well, if one leaves one’s tea on the wobbly table. . .”**(Brown & Levinson, 1987, p. 227) the speaker intentionally leaves the utterance half done and wanted the hearer to catch the meaning.

## 2.2. Previous Research

Huang (2020) investigated conversational implicature to improve learning and communication skills in English by using humorous utterances. The difference found from this research was the media used to collect the data. This previous study used the sitcom *2 Broke Girls* as the media. This research used theory from Grice (1975) to analyze the production of humor from the perspective of the cooperative principle and conversational implicature. Lastly, the result of this research revealed that verbal humor from the perspective of conversational implicature can be found by violation maxims. The types of violation maxim found from this research are violation maxim quantity, violation maxim quality, violation maxim relation, and violation maxim manner.

Chen and Zhang (2020) found out the utterances in the movie and identify the conversational implicature and hidden meanings in the utterances. The movie titled *Flipped* was used as the media in this study. This research used the perspective of Grice (1975) cooperative principle and Leech's politeness principle. The result of this study showed the use of cooperative principle and politeness principle to analyze the dialogues so that the target reader can be more understand about conversational implicature. Moreover, the data in this research dominated by violation maxim quantity and violation maxim quality.

Dwiwulandari (2020) explored the conversational implicature in BBC Learning English Podcast. This research aimed to find out how the participants applied the types and the functions of implicature in conversation. This study used the Grice (1975) theory of conversational implicature and cooperative principle.

The findings of this study were directed to show examples of conversational implicature so that the readers can avoid misunderstandings in conversation. Additionally, from 104 data the particularized conversational implicature dominated the results produced by flouting and violating the maxims.

Rich-adigun (2020) identified the conversational implicature's types. The theory used in this research is from the cooperative principle proposed by (Grice, 1975). The research using the data source from *The Lion and Jewel* by Wole Soyinka drama script specifically analyzed the utterances uttered by the responder. The result of this study found that the speaker floated or violated the maxims of the cooperative principle and generated by the implicature. Moreover, this also showed the presence of intended meaning in conversation which delayed the communication process and Grice (1975) theory of conversational implicature helped to make this communication work.

Auliyah (2020) analyzed the types of Conversational Implicature along with the explanation of the context in implicature and the way to perform the implicature. The theory used in this research was conversational implicature by Grice (1975) and this study analyzed conversational implicature in Arsy and Arya's YouTube channel. The finding of this research showed the types of conversational implicature, the process of conversational implicature through politeness strategies, and the reasons for the conversational implicature.

Yudith, Natsir, and Lubis (2021) examined the types and the aim of conversational implicature uttered by all characters in the movie titled *The Heart of The Sea* Movie by using the pragmatics approach. This study using theory



Grice (1975) to analyze conversational implicature found in the data source. The result of this study shows the types of conversational implicature and the purpose of conversational implicature. The types found were particularized conversational implicature and generalized conversational implicature. Additionally, the five purposes of conversational implicature were to protect the speaker, to show power and politeness, give information, to entertain the audience, and to have lack specific information.

Wijiningtias, Arifin, and Setyowati (2021) aimed to analyze implicature and its context found in the movie named *the proposal*. To analyze and identify the data they used theory implicature by Grice (1975). The result of this study shows conversational implicatures are the most frequent implicature that appeared in the movie done by the characters. Furthermore, from the data collected 23 of them was conversational implicature and 14 data were conventional implicature.

In conclusion, this research applied Grice (1975) theory for analyzing the data as well as the previous research shown above. The difference found from this research was the researcher used different media to collect the data. Specifically, the data from this research were collected using a movie titled Avenger Endgame.

### **2.3. Theoretical Framework**

This research adopted pragmatics as the approach. For the object of this research, the researcher analyzed the particularized conversational implicature. Moreover, the focuses of this research were the types of violation maxims in particular conversational implicature and the strategies. The types of violating maxim in particularized conversational implicature used the theory by Grice

(1975). Then, the researcher used the strategies by Brown and Levinson (1987). The types and strategies theory analyzed by using Avenger: Endgame movie as the media to collect the data.

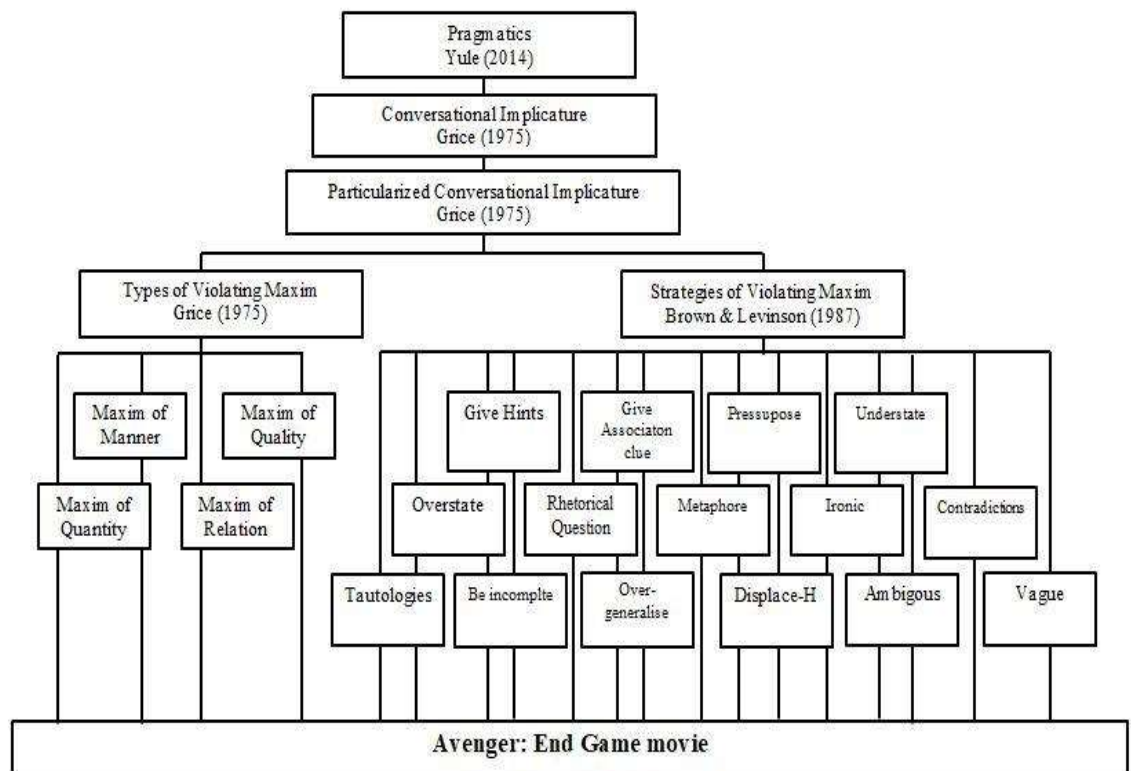


Figure 2.1 Theoretical Framework