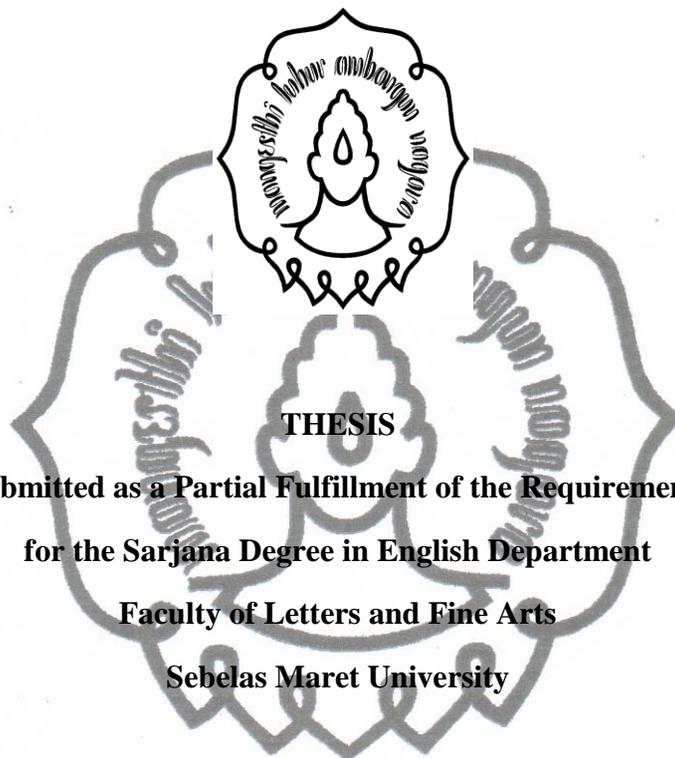


**AN ANALYSIS OF FLOUTING MAXIMS
IN “HARRY POTTER AND THE HALF-BLOOD PRINCE” FILM
BASED ON PRAGMATICS APPROACH**



THESIS
Submitted as a Partial Fulfillment of the Requirements
for the Sarjana Degree in English Department
Faculty of Letters and Fine Arts
Sebelas Maret University

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SURAKARTA

2012

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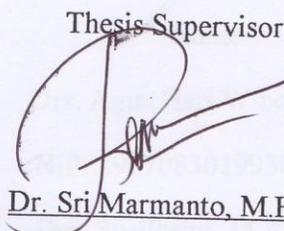
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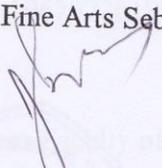


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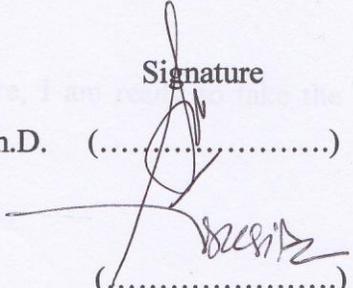
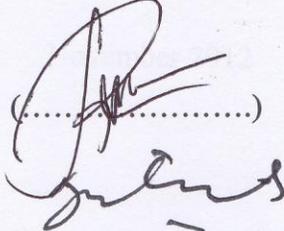
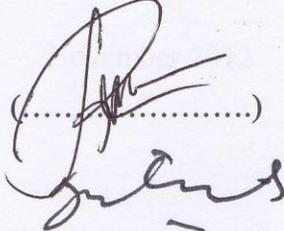
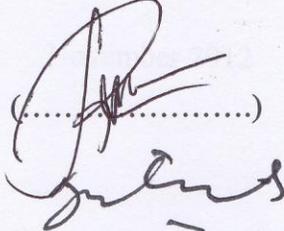
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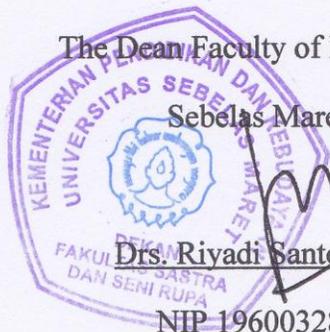
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I stated truthfully that this thesis entitled **AN ANALYSIS OF FLOUTING MAXIMS IN “HARRY POTTER AND THE HALF-BLOOD PRINCE” FILM BASED ON PRAGMATICS APPROACH** is not plagiarism of other's piece of work. The things related to other people's work are written in quotation and included within the bibliography.

If this pronouncement is proved incorrect in the future, I am ready to take the responsibility including the withdrawal of my academic title.

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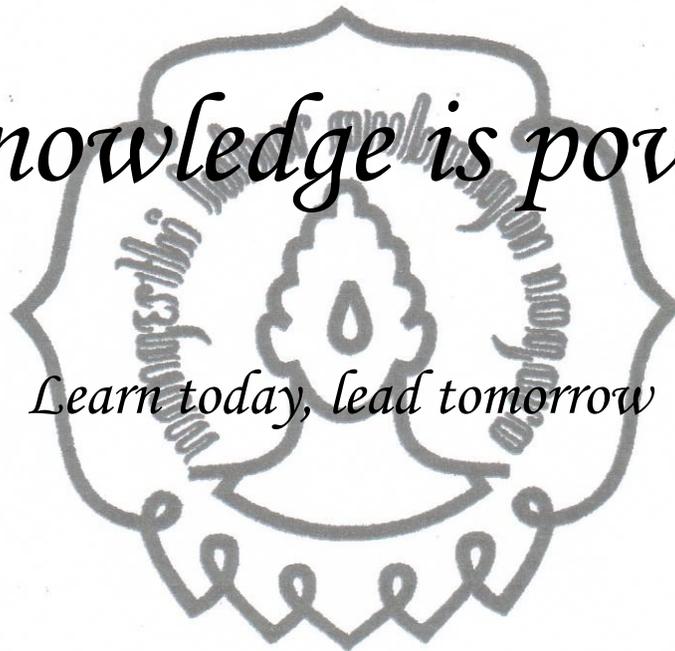
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MOTTO

Knowledge is power

Learn today, lead tomorrow



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DEDICATION

I would like to dedicate this thesis for:

Ir. H. Suhardjono and Hj. Sumarni, S.E., M.M., my beloved parents

Diaswari Dewi Raharjanti, A.Md., my beloved sister

Me, myself

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Alhamdulillahirobbilalamin. All praise is only for Allah SWT. In this opportunity, I would like to express my gratitude to the followings:

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10. All of my friends in English Department, Sebelas Maret University.

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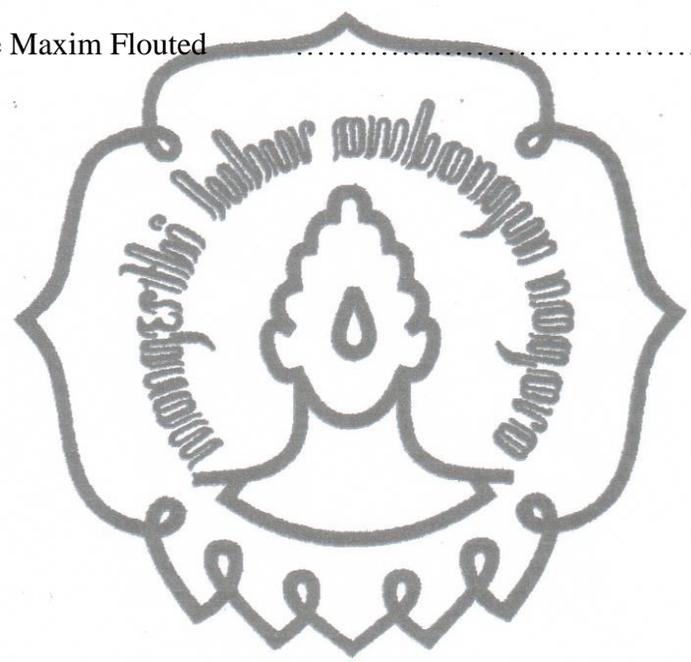
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ABSTRACT

INDRAS METISA RAHARJANI. C1310007. 2012. An Analysis of Flouting Maxims in “Harry Potter and the Half-Blood Prince” Film based on Pragmatics Approach. Thesis: English Department of Faculty of Letters and Fine Arts. Sebelas Maret University.

This research was conducted to describe the kinds of flouting maxims employed by the characters in the film entitled “Harry Potter and the Half-Blood Prince” and to explain the reasons of the characters in the film in employing flouting maxims in their dialogues using Pragmatics approach.

This research was a descriptive qualitative and used total sampling technique. The data of this research were dialogues containing flouting maxims that were uttered by the characters in the film. They were classified based on Grice’s Theory of Flouting Maxims.

The researcher found that firstly, there are thirteen results and four kinds of flouting maxims uttered by the characters in the film, such as three flouting a clash between maxims that can be divided into two groups, they are 2 (15.4%) flouting a clash between Maxims of Quantity and Relevance and 1 (7.7%) flouting a clash between Maxims of Quality and Relevance; 2 (15.4%) flouting the Maxims of Quantity; 6 (46.1%) flouting the Maxims of Relevance; and 2 (15.4%) flouting the Maxims of Manner. Secondly, the reasons of the characters in the film in employing flouting maxims in their dialogues are: privacy and profession reasons are used to flout a clash between Maxims of Quality and Relevance; privacy reason is used to flout a clash between Maxims of Quality and Relevance; confirmation and refusal reasons are used to flout the Maxims of Quantity; safety, education, anger, jealousy and privacy reasons are used to flout the Maxims of Relevance; empathy and love reasons are used to flout the Maxims of Manner.

Keywords: Pragmatics, Flouting Maxims, Harry Potter

CHAPTER I

INTRODUCTION

A. Research Background

In communication, people communicate to each other by using language. They can communicate in two different ways, namely: directly and indirectly. If they are talking directly, the speaker's message can be understood by the hearer easily. However, if they are talking indirectly, maybe the speaker's message cannot be understood by the hearer easily. In other words, the speaker wants the hearer to get the implied meaning of his message.

An implied meaning is something interesting to study. According to Grice in Thomas (1995, p.56-57), implied meaning can be called implicature. Grice's theory explains how a hearer gets from what is said to what is meant, from the level of expressed meaning to the level of implied meaning. The theory can help the hearer to get the real meaning of the implicature. In this case, the kind of implicature which is meant by Grice is conversational implicature. It is one of pragmatics phenomena that the implied meaning is based on the context of utterance.

In conversational implicature, context of utterance can influence the implied meaning. It means that different context can create different meaning. Besides, the speaker and hearer should have cooperation, so that the hearer can interpret the *commit to user*

conversational implicature. Grice in Thomas (1995, p.61-63) states that the cooperation is called the cooperative principles that contain rules called maxims. The maxims can help speaker and hearer in creating effective and efficient communication. If there is no cooperation between speaker and hearer, the utterance can be misleading. No cooperation means a speaker fails to observe a maxim. There are five ways of failing in observing a maxim. One of them is called flouting a maxim.

In flouting a maxim, the speaker blatantly fails to observe a maxim at the level of what is said, with the deliberate intention of generating an implicature. In this case, the speaker has no intention of deceiving or misleading the hearer, (Thomas, 1995, p.65). Flouting maxim phenomena can be found in our daily conversation, dialogues in the films, radio, television programs, etc. Film is one of the media that can be used to show the phenomena, because it contains story, characters, settings (time, place, and situation), norms and values that can be watched by everyone around the world. It gives complete context of utterance that can support the writer in explaining and analyzing about flouting maxims, for example:

Katie Bell, pale but smiling, greets the other girls. After a moment, she looks up and finds Harry standing before her.

Harry : “Katie. How are you?”

Katie Bell : **“I know you are going to ask, Harry. But, I don’t know who cursed me. I’ve been trying to remember, honestly. But, I just can’t.”**

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In the dialogue above, Harry and Katie are students of Hogwarts School of Witchcraft and Wizardry. They are about 16 years old and have become classmate for six years in Gryffindor class, one of four classes in Hogwarts. In the morning, Harry and Katie are in the Hogwarts Great Hall to have breakfast with all Hogwarts students. Harry comes with his two best friends, Ron and Hermione, while Katie comes with a group of girls. Then, Harry greets Katie who looks pale. Harry says **“Katie. How are you?”** and Katie answers **“I know you are going to ask, Harry. But, I don’t know who cursed me. I’ve been trying to remember, honestly. But, I just can’t.”**

From the dialogue, it can be seen that Katie’s answer has no relation with Harry’s question if the hearers or readers do not know the context of the utterance. Her answer looks like flouting the maxim of Relevance, because her answer **“I know you are going to ask, Harry. But, I don’t know who cursed me. I’ve been trying to remember, honestly. But, I just can’t.”** is irrelevant with Harry’s question **““Katie. How are you?”** Meanwhile, maxim of relevance has a rule that there must be a relevancy between the conversation and the topic of the conversation, as stated in Grice’s Theory. It is enough for Katie to answer **“I am fine,”** for example. However, based on the context, Katie’s answer is relevant answer, because Katie can catch Harry’s curiosity about who cursed her near the Three Broomstick Bar yesterday. She is Harry’s classmate for six years, so that she knows one of Harry’s characteristics, such as he has big curiosity about anything. She also understands that Harry thinks she is fine and can give him information about the incident, because she is not in the hospital and can join breakfast in the Great Hall.

In the dialogue above, it can be seen that Katie’s answer **“I know you are going to ask, Harry. But, I don’t know who cursed me. I’ve been trying to remember,**

honestly. But, I just can't.” also flouts the maxims of Quantity, because she gives more information than Harry requires “**Katie. How are you?**” It is not suitable with rules of maxim of Quantity by Grice that participants must give information which is suitable with what is required, not more or not less. Katie does not answer Harry’s question directly by saying “**I am not fine,**” for example, because she wants to show Harry that she is still in shock and feels fear about the incident near the Three Broomstick Bar where she was cursed by someone yesterday. She does not want Harry to ask her anything about the incident, although she knows that what happens to her still becomes a mysterious accident which is talked by everyone in Hogwarts School and Harry is a curious person and has intention to know the chronologies of the incident, not about her condition. It can be seen from her pale face, although her body looks healthy. Those two flouting maxims indicate that they show Katie’s feeling of the incident and her way to prevent Harry from asking more information about the incident. Katie’s effort is successful, because Harry does not ask her anymore.

Based on the explanation above, the writer is interested in conducting a research about flouting maxims in the film. In this research, the writer chooses a film entitled Harry Potter and The Half-Blood Prince because the film contains flouting maxims and it is one of the most famous films in the world, so that it is very interesting for the writer to do this research. Based on the research, the writer presents a thesis entitled “AN ANALYSIS OF FLOUTING MAXIMS IN “HARRY POTTER AND THE HALF-BLOOD PRINCE FILM” BASED ON PRAGMATICS APPROACH.”

B. Problem Statements

The problem statements are:

1. What kinds of flouting maxims are employed by characters in the film entitled Harry Potter and the Half-Blood Prince?
2. Why do the characters in the film Harry Potter and the Half-Blood Prince employ flouting maxims in their dialogues?

C. Research Objectives

The objectives of the research are:

1. To describe kinds of flouting maxims employed by the characters in the film entitled Harry Potter and the Half-Blood Prince.
2. To explain the reasons of the characters in the film entitled Harry Potter and the Half-Blood Prince in employing flouting maxims in their dialogues.

D. Research Limitation

This research is only focused on flouting maxims uttered by the characters in the film entitled Harry Potter and the Half-Blood Prince.

E. Benefits of the Study

It is expected that this research will give advantages to:

1. English Department Students

This research is expected to give more knowledge and improve students' understanding about flouting maxims found in the film for students who are interested in studying pragmatics approach.

2. The Lecturers

It is expected that this research can be an additional reference to the lecturers in giving examples and explanations to the students about Flouting Maxims found in the film.

3. The other Researchers

Hopefully, this research will be useful for other researchers as a reference and stimulant to conduct deeper research about pragmatics approach, especially about flouting maxims.

F. Research Methodology

This research is a descriptive qualitative research and uses total sampling technique to obtain the data. The researcher takes a film entitled Harry Potter and the Half-Blood Prince as the source of data, while the data are dialogues containing flouting maxims that are uttered by the characters in the film. Further information about research methodology will be explained in CHAPTER III.

G. Thesis Organization

This thesis is organized by some chapters and items, as follows:

CHAPTER I covers **INTRODUCTION** consisting of Research Background, Problem Statements, Research Objectives, Research Limitation, Research Benefits, Research Methodology, and Thesis Organization.

CHAPTER II covers **LITERARY REVIEW** consisting of Pragmatics, Implicature, The Cooperative Principles, Non-observance of the Maxims, Flouting Maxims, Context, Synopsis of the Film and Related Study.

CHAPTER III covers **RESEARCH METHODOLOGY** consisting of the Type of the Research, Data and Source of Data, Sample and Sampling Technique, Equipments of the Research, Technique of Collecting Data, Data Coding, and Technique of Analyzing Data.

CHAPTER IV covers **DATA ANALYSIS AND DISCUSSION.**

CHAPTER V covers **CONCLUSION AND SUGGESTION**

CHAPTER II

LITERARY REVIEW

A. Pragmatics

At this time, Pragmatics becomes a popular and interesting study. Pragmatics is a Linguistic subfield which explains how context influences meaning, as stated in <http://en.wikipedia.org/wiki/Pragmatics>. According to Leech (1993, p.8), pragmatics can be defined as a study of meaning which has correlation with speech context. Meanwhile, Yule (1996a, p.3) states that pragmatics is focused on meaning study which is uttered by a speaker (or writer) and understood by a hearer (or reader). In this case, pragmatics analyzes the real meaning of people utterances, not the meaning of each word or phrases in those utterances. Based on the explanation above, it can be concluded that pragmatics is a study about meaning analysis based on the context of utterance.

By studying pragmatics, people can understand the correlation between a context and its utterance. It helps them in the way to create a good communication, because different context can create different meaning. If a hearer does not know the context of a speaker's utterance, he will not understand the meaning of what the speaker says, for example:

A: "I have a fourteen year old son."

B: "Well, that's alright."

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A: "I also have a dog."

B: "Oh I'm sorry." (*Taken from Yule.1996b.p.127*)

The dialogue above cannot be understood without the context of utterance. By knowing the context that A is trying to rent an apartment from B, a hearer or a reader of the dialogue can get the intended meaning of the utterance. That is way pragmatics can help people in understanding communication well.

In Pragmatics, there are four phenomena that can be studied, such as deixis, presupposition, speech acts and conversational implicature, as stated by Purwo (1990, p.17). According to Yule (1996b, p.130-132), deixis means indicating the speaker's expression about person, place or time using language and presupposition can be described as a condition which is used to show that the speaker's assumption is correct or recognized by the hearer. Yule (1996a, p.46) also says that speech act is actions which are caused by utterances. About conversational implicature, Austin in Thomas (1995, p.56) explains that it is a concept about what a speaker says has different meaning with what a speaker implies in an utterance.

B. Implicature

One of pragmatics phenomena is implicature. It derives from the verb "imply." Thomas (1995, p.58) defines that to imply is to tell certain meaning indirectly using language. An implicature is used by speakers to hide the meaning of their utterances from hearers. Meanwhile, Yule (1996b, p.146) says that an implicature is a further expressed meaning. It can be concluded that implicature is a hidden meaning of an utterance. In

implicature, the speaker is deliberately implied the meaning of his utterance, because he wants the reader to find the real meaning and the reason behind his utterance.

Grice in Thomas (1995, p.57-58) makes a distinction between two different types of implicature, namely conventional implicature and conversational implicature, the definitions are as follows:

1. Conventional Implicature

This type of implicature expresses a further level of meaning, outside the semantic meaning of the words said and without any consideration of context. According to Yule (1996a, p.45), a conventional implicature can be occurred in statement or conversation and related to further expressed meaning of particular words which are applied, such as *but*; *even*; *yet*; and *and*. In this implicature, the hearer can get the implied meaning of the speaker's utterance easily without the context of situation because the implied meaning is based on those particular words which are applied in an utterance, for example:

...she is cursed with a stammer, unmarried but far from stupid. (*Taken from Thomas.1995.p.57*)

In the utterance above, it is not actually stated that unmarried people or people who are stammer are stupid, the word "but" hides the real meaning of the utterance. It means that the word "but" creates contrast meaning of the utterance.

2. Conversational Implicature

According to Grice, this type of implicature can be called as (particularized) conversational implicature which is occurred only in particular context of utterance. The variety of implied meaning depends on the context of utterance. In this implicature, different context of utterance can create different meaning. That is why the hearer must understand the context of utterance to get the real meaning of the speaker's utterance, for example:

Rick: "Hey, coming to the wild party tonight?"

Tom: "My parents are visiting." *(Taken from Yule.2006.p.74)*

In the dialogue, there is implied meaning in Tom's answer. To make sure that Tom's answer is relevant to Rick's question, Rick needs particular context, for example spending time with parents means that Tom is in calm situation, so that he will not come to the party.

C. The Cooperative Principles

In interpreting the conversational implicatures, Grice in Thomas (1995, p.61-62) introduces the cooperative principle that runs as follows: "Make your contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged." The cooperative principle aims at guiding speaker and hearer in the way to talk, so they can create effective and efficient conversation, as stated by Levinson (1983, p.101).

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Thomas (1995, p.61) says that Grice's theory tries to describe about the process of the hearer in understanding implied meaning of the speaker's utterance. It means that the theory can help people to interpret conversational implicature. The theory is called the cooperative principles which contain four rules that can be termed as maxims. Grice in Levinson (1983, p.101-102) identifies the rules as four basic maxims of conversation, as follows:

1. Maxims of Quality

In this maxim, the conditions are "do not say what you believe to be false; and do not say that for which that you lack adequate evidence." It means that the speaker must give true information to the hearer about what is needed. The information must also contain sufficient fact, so that the hearer can get accurate information, for example:

Teacher: "What is the capital city of Republic of Indonesia?"

Student: "Semarang." (Taken from Rohmadi, 2004, p.18)

In the dialogue above, the student gives false answer, because the capital city of Republic of Indonesia is Jakarta, not Semarang.

2. Maxims of Quantity

In this maxim, the conditions are "make your contribution as informative as is required for the current purposes of the exchange; and do not make your contribution more informative than is required." It means that the speaker must give information which is suitable with what is necessary, not more or not less. If the speaker gives

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more or less information than what is needed, it will create ineffective communication, for example:

Anne wanted to make an account in a Bank.

The officer: “What is your name?”

Anne : “My name is Anne.”

The officer: “What is your full name?”

Anne : “Anneke Rosaline.”

In the dialogue, Anne gives less information than is required by the officer. In making an account in Bank, people have to use their full name, not their nick name. It is an ineffective communication for the officer, so that the officer has to repeat the question once again. It is better if Anne answers the question by telling her full name directly to create effective communication.

3. Maxim of Relevance

In this maxim, the condition is “make your contributions relevant.” It means that there must be a relevancy between the conversation and the topic of the conversation. If there is no relevancy, the hearer will not understand about what speaker says. It can create confusion and ineffective communication, for example:

After the lesson is over, Alfred asks something to Jessica.

Alfred : “What do you do on Saturday night?”

Jessica : “By the way, I have to go home now, bye.”

In the dialogue, there is no relevancy between Alfred’s question and Jessica’s answer. She does not give relevance answer to Alfred. She also changes the topic of the conversation by saying “by the way.” If Alfred does not know the context that Jessica is in a hurry, because she has to accompany her mother to check-up in hospital, it can create confusion to him. Alfred may think that Jessica does not want to answer his question or maybe she has a boyfriend.

4. Maxim of Manner

In this maxim, the conditions are “be perspicuous and specifically: avoid obscurity, avoid ambiguity, be brief, and be orderly.” It means that the speaker must give specific, clear, simple and systematic information to the hearer. If one of those conditions is none, it can create ineffective communication, for example:

A: “My bicycle was broken by car. Can you repair it?”

B: “Yes, but it takes half a century.” (*Taken from Rohmadi, 2004, p.18*)

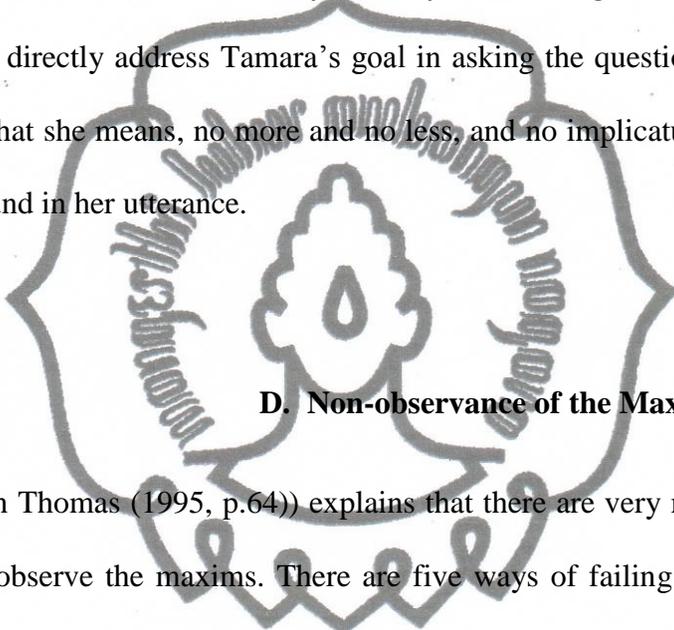
In the dialogue, B’s answer contains unnecessary prolixity (not brief), because “It takes half a century” is a kind of hyperbole expressions. It is also not simple answer. To create effective communication, it is better if B answers the question by saying “Yes.” B answers like in the dialogue, because B wants to create a humor situation.

The following example is an example of utterance which observes the four maxims:

Tamara : “Where do you live?”

Alice : “I live at Orchid Street no. 8, London.”

In the dialogue above, Alice follows four maxims in answering Tamara’s question. She answers clearly (Manner) and truthfully (Quality). She also gives necessary information (Quantity) and directly address Tamara’s goal in asking the question (Relevance). Alice says exactly what she means, no more and no less, and no implicature or additional level of meaning found in her utterance.



D. Non-observance of the Maxims

Grice in Thomas (1995, p.64)) explains that there are very many occasions when people fail to observe the maxims. There are five ways of failing to observe a maxim, such as flouting a maxim, violating a maxim, infringing a maxim, opting out of a maxim and suspending a maxim. Each of the ways has different characteristic. According to Thomas (1995, p.65-77), flouting a maxim happens when a speaker obviously disobey a maxim in his utterance to create an implicature; violating a maxim can arise when the speaker has a purpose to lie to the hearer; infringing a maxim occurs when a speaker has lack understanding of using the language without any purpose to create an implicature and to lie the hearer; opting out of a maxim arises when a speaker indicates refusal to obey rules of a maxim; and suspending a maxim happens because of culture-specific or

specific to particular events although the speaker can provide the needed information to the hearer.

E. Flouting Maxims

One of the ways of non-observance of the maxim is that flouting a maxim. It also becomes the focus of this research. According to Grice in Thomas (1995, p.65), flouting a maxim happens when a speaker obviously disobeys a maxim in his utterance to create an implicature. The speaker wants to stimulate the hearer that the expressed meaning is different from the implied meaning. The implied meaning is the additional meaning of the expressed meaning that can be called as conversational implicature. It means that the expressed meaning or what speaker says is not the real meaning that speaker wants to say to the hearer, because it has an implied meaning that have to be unfolded by the hearer based on the context of utterance. Grice also describes that a flout can be occurred by one maxim in each utterance and more than one maxim in an utterance. The examples of flouting maxims as stated by Grice in Thomas (1995, p.65-72) are:

a. Flouting A Clash Between Maxims

This kind of flouting maxims arises when a speaker flouts more than one maxim in an utterance, for example:

Harry is asking Hermione about a boy who will accompany her in attending Professor Slughorn's Christmas party.

Harry : "Who are you going with?"

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Hermione : “Um... it’s a surprise. Anyway, it’s you we need to worry about. And you can’t pick just anyone. See that girl over there. That’s Romilda Vane. Rumor has it she’s trying to slip you a love potion.” (*Taken from Harry Potter and the Half-Blood Prince movie*)

Hermione is flouting the maxim of quantity and relevance, because Hermione gives less answer to Harry’s question about the boy’s name (Quantity) and gives unrelated answer to Harry (Relevance). It is better for Hermione to answer the question by mentioning a boy’s name, for example.

b. Flouting the Maxim of Quality

This type of flouting maxims happens when the speaker disobeys the Maxims of Quality in his utterance by giving obviously false information or insufficient facts to the hearer, for example:

B was on a long train journey and wanted to read her book. A was a fellow passanger who wanted to talk to her:

A: “What do you do?”

B: “I’m a teacher.”

A: “Where do you teach?”

B: “Outer Mongolia.”

A: “Sorry I asked!” (*Taken from Thomas.1995.p.68*)

B is flouting the maxim of quality, because Outer Mongolia is an isolated area, but B says as if it is a nearby area. B's answer contains implicature that B is annoying with A's question. Knowing this, A apologizes to B to end the conversation.

c. Flouting the Maxim of Quantity

In this flouting maxim, a speaker flouts the maxim of Quantity by obviously giving more or less information than the situation needs to the hearer, for example:

Hermione is asking Harry why he comes late in new school year dinner.

Hermione : "Where've you been? What happened to your face?"

Harry : "Later." (*Taken from Harry Potter and the Half-Blood Prince movie*)

Harry is flouting the maxim of Quantity, because Harry does not answer Hermione's question by giving less information than she demands. "Later" in Harry's answer contains implicature that Harry does not want to tell her the answer at that time, because he comes late and does not want to miss the next event.

d. Flouting the Maxim of Relevance

This kind of flouting maxim appears when the speaker gives a response or observation which is clearly unrelated to the conversation topic (e.g. by suddenly changing the topic or by clearly lacking to catch the objective of other person in asking a question), for example:

Tom Riddle meets Dumbledore at the first time.

Tom Riddle : “How are you?”

Dumbledore : “Well, I’m like you Tom. I’m different.” (*Taken from Harry Potter and the Half-Blood Prince movie*)

Dumbledore flouts the maxim of Relevance, because there is no relation between the question and his response. He responds like that because the implicature is that he wants Tom feels close to him.

e. Flouting the Maxim of Manner

This type of flouting maxims occurs when the speaker has incapability to speak obviously to the hearer, for example:

Harry asks Dumbledore about a potion that must be drunk by Dumbledore.

Harry : “Why can’t I drink it, sir?”

Dumbledore : “Because I am much older much cleverer... and much less

valuable” (*Taken from Harry Potter and the Half-Blood Prince movie*)

Dumbledore is flouting the maxim of manner, because he gives obscurity of expression. It has implied meaning that Dumbledore does not want Harry drinks the very dangerous potion. It is better if Dumbledore answer the question by explaining about the potion.

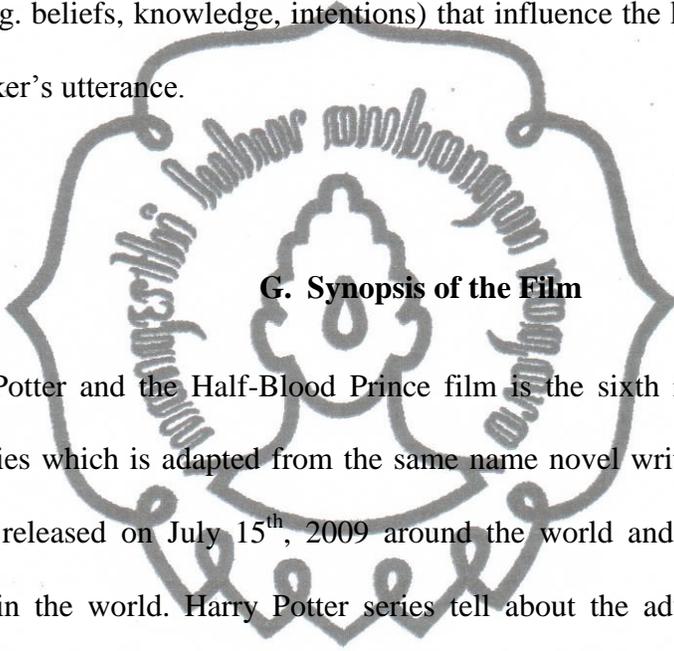
Based on the examples above, it can be seen that there are various intentions why people flout a maxim or more than one maxim and many ways of people flout maxims in their utterance. Because of this, the writer interested to show the readers about flouting maxims phenomena in film that is Harry Potter and the Half-Blood Prince film through this research.

F. Context

In the previous explanation, Grice gives explanation that the implied meaning of particularized conversational implicature is based on the context of utterance. According to Carnap in Levinson (1983, p.5), context contains the participant’s identities, time and place limits of the speech event and background of the participants (including beliefs, knowledge and intentions) in that speech event. Meanwhile, Van Dijk in Levinson (1983, p.24) defines that a context is a complex event that can be divided into two events, such

as the first event is the speaker's utterance and the second event is the hearer's interpretation about the speaker's utterance.

From the explanation above, it can be concluded that context contains several components, such as participants' (the speaker and hearer) identities, speech event, setting of the speech events (time, place, and situation), and background of the participants (e.g. beliefs, knowledge, intentions) that influence the hearer's interpretation about the speaker's utterance.



G. Synopsis of the Film

Harry Potter and the Half-Blood Prince film is the sixth installments of Harry Potter film series which is adapted from the same name novel written by J.K. Rowling. The film was released on July 15th, 2009 around the world and becomes one of the famous films in the world. Harry Potter series tell about the adventure of three best friends, Harry Potter, Ronald Weasley and Hermione Granger, students of Hogwarts School of Witchcraft and Wizardry in the mission of fighting the Dark Wizard, Voldemort and his followers which is called Death Eaters.

In Harry Potter and the Half-Blood Prince, the story begins with Voldemort choosing Draco Malfoy to do a secret mission. Because of this, Bellatrix, Draco's aunt and one of Death Eaters asks Professor Snape, Hogwarts Potion teacher to do unbreakable vow with Narcissa, Draco's mother that he will protect Draco and take over the mission if Draco cannot do it. Draco is Harry Potter's rival in Hogwarts, because they

are students of two classes in Hogwarts that always compete to be the best. Harry is Gryffindor class student and Draco is Slytherin class student.

At night, Harry accompanies Professor Dumbledore, Hogwarts headmaster to visit Professor Slughorn, Hogwarts former Potion teacher. Dumbledore asks him to teach again in Hogwarts because of a crucial factor. In the next day, Harry, Ron and Hermione see Draco and his mother do a secret ceremony in *Borgin and Burke's*, a furniture shop in *Diagon Alley*, a magic alley where many shops sell magic things for witchcraft and wizardry society, with Death Eaters. On the way back to Hogwarts by Hogwarts Express, Harry tells his two best friends, Ron and Hermione that Draco is one of Death Eaters, but they disbelieve Harry.

Arriving at Hogwarts, Harry and Ron are admitted to join Professor Slughorn's Potion class and are borrowed the needed books. In Harry's copy, he finds that the previous owner copy is Half-Blood Prince who has given additional instructions in the copy causing Harry becomes the best student in Potion class. He also gets a gift that is *Felix Felicis*, a liquid luck from Professor Slughorn. In Dumbledore office, Harry sees a memory between Slughorn and Tom Riddle, the real name of Voldemort at the past. Dumbledore tells Harry that the memory was changed by Slughorn, so that Harry has to be closer to Slughorn to get the real memory.

In Hagrid's hut, Harry can get the real memory because of *Felix Felicis* potion. The memory shows that Tom Riddle asks Slughorn about *Horcrux*, a kind of dark magic that can make someone live forever. Then, Dumbledore asks Harry to accompany him in finding one of Voldemort's *Horcruxes*. They go to a cave by *apparate*, move on to other

place using magic and get a basin containing potion in there. The potion has to be drunk to get the *Horcrux*. Then, Dumbledore drinks it causing him becomes weak and pale. The *Horcrux* is a locket. After that, they back to Hogwarts by *apparate* again.

Arriving at Hogwarts Astronomy Tower, Harry worries about Dumbledore's condition. Harry wants to take the headmaster to the hospital, but he declines it. Dumbledore asks Harry to call Professor Snape, the Defense Against the Dark Arts teacher. Suddenly, Dumbledore hears footsteps sound, so that the headmaster asks Harry to hide himself in the level below the rooftop and do not do anything. Then, Harry sees Draco and Death Eaters come to meet Dumbledore to do a secret mission from Voldemort. However, Draco cannot do the mission, killing Dumbledore by himself. Later, Snape comes and wounds Dumbledore with *Avadra Kedrava* curse that kill him. Harry cannot do anything to safe the headmaster. Harry is angry to Snape, so that he wounds him with *Sectumsempra* curse, but Harry fails. Snape tells Harry that he is the Half-Blood Prince and the creator of *Sectumsempra* curse. Finally, Harry knows that the *Horcrux* is imitation. He tells Ron and Hermione that he will not back to Hogwarts next year, because he wants to find the real *Horcruxes*. (Taken from http://en.wikipedia.org/wiki/Harry_Potter_and_the_Half-Blood_Prince_%28film%29)

H. Related Study

The previous research about flouting maxims has been done by Mulyani (2010) in her thesis entitled "*An Analysis of Flouting Maxims in "Forest Gump" Film Based on Grice Cooperative Principles (A Pragmatic Approach)*." She analyzed 21 data that can

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be classified into three groups, such as 13 data of flouting clash between maxims, 7 data of flouting maxim of quantity and 1 data of flouting maxim of quality. She concluded that the flouting maxims found containing particularized conversational implicature and the reason why the characters flout the maxims is that depends on the context of situation.

The other researcher who conducts research about flouting maxims is Andi Dian Rahmawan (2010) in his thesis entitled "*The Intentions of Flouting the Conversational Principles and the Factors of the Smoothness of Communication (A Study of Pragmatics)*." He analyzed 14 data that can be classified into two groups, they are: nine data of flouting maxim of quantity and 5 data of flouting maxim of relevance. He gave conclusion that the intention of flouting maxim of quantity is used to emphasize the speaker's message, while the intention of flouting maxim of relevance is used to deny the hearer's perception. He also found that the communication can run smoothly while the flouting maxims occur in conversation caused by two factors, namely: the understanding of the speaker and hearer about the context of utterance and the closeness between speaker and hearer in a conversation.

Based on the explanation above, the writer is interested in conducting a research about flouting maxims in different area. The writer wants to identify kinds of flouting maxims found in the film Harry Potter and the Half-Blood Prince and to describe the reasons why the characters in the film employ flouting maxims in their dialogues based on Grice's Theory about flouting maxims in Levinson (1983), Thomas (1995) and Yule (1996a); and Carnap's and Van Dijk's Theories about context in Levinson (1983). Meanwhile, Mulyani (2010) had three objectives, such as to explain the kinds of flouting maxims in the film, to describe how the cooperative principles help the addressee to

understand the intended meaning, and to explain the reasons of the characters in employing flouting maxims. She also used Malinowski's, Leech's, Mey's and Yan Huang's Theories about context. Moreover, Rahmawan (2010) has two objectives, such as to explain the intention of the characters in flouting the maxims and to identify the factors of the smoothness of communication. He also used Yule's and Adisutrisno's Theories about context.



CHAPTER III

RESEARCH METHODOLOGY

A. The Type of the Research

The writer uses descriptive qualitative method in conducting the research. According to Moleong (2000, p.6), descriptive means that data collected are words and pictures, not numbers. The data can be from interview manuscripts, field notes, photographs, videotape, private documents, notes or memos, and other formal documents. Meanwhile, Kirk and Miller (1986:9) in Moleong (2000, p.3) define qualitative research as a certain tradition in social science which fundamentally depends on human observation in its area and related to the human languages and terms. Based on the explanation above, it can be concluded that descriptive qualitative method is a research procedure in social science that describes human observation based on spoken or written data collected that is not in numbers form.

This research is called descriptive qualitative because it observes and describes dialogues containing flouting maxims that happen in daily conversation of witchcraft and wizardry society which are taken from Harry Potter and the Half-Blood Prince film.

B. Data and Source of Data

Lofland and Lofland (1984:47) in Moleong (2004, p.157) states that the main source of data in qualitative research are words and actions, moreover it is an additional *commit to user*

data like documents and etc. In this research, the source of data is Harry Potter and the Half-Blood Prince film and the data are dialogues containing flouting maxim uttered by characters in the Harry Potter and the Half-Blood Prince film.

C. Sample and Sampling Technique

The writer uses total sampling technique in conducting the research, because the data which are used as sample are all characters' dialogues which contain flouting maxims in the film.

D. Equipments of the Research

In conducting this research, the writer uses some equipments, such as VCD of Harry Potter and the Half-Blood Prince film, a computer set to play the VCD and to download the film script from the internet, and references to analyze the data.

E. Technique of Collecting Data

The writer is doing some steps in collecting the data, as follows:

1. Downloading the film transcript from the internet to help the writer in understanding the dialogues and context of situation in the film.
2. Replaying the VCD for many times to identify the dialogues containing the flouting maxim phenomena in the film.

3. Doing cross-check the dialogues containing flouting maxim uttered by the characters in the film with the film transcript.
4. Classifying the data based on Grice's Theories about types of flouting maxims.

F. Data Coding

Data coding is used to ease the data identification, for example:

Datum 1/ CD1/ 00:10:55/FMQt means:

Datum 1 represents datum number 1

CD1 represents the first disc/ CD number 1

00:10:55 represents time when the dialogue containing flouting maxim occurs in the film

FMQt represents Flouting the Maxim of Quantity

The other data codes of this research are as follows:

- a. The kinds of flouting maxims uttered by the characters in their dialogues

FCBM-QtR : Flouting a Clash between Maxims of Quantity and
Relevance

FCBM-QIR : Flouting a Clash between Maxims of Quality and
Relevance

FMR : Flouting the Maxims of Relevance

FMM : Flouting the Maxims of Manner

b. The disc number of the movie

CD2 : the second disc/ CD number 2

CD3 : the third disc/ CD number 3

G. Technique of Analyzing Data

The writer analyzes the data by using some techniques, namely:

1. Describing data by explaining the context of situation.
2. Explaining the kinds of flouting maxim based on Grice's Theories of flouting maxims in Levinson (1983), Thomas (1995) and Yule (1996a).
3. Explaining the reasons why the characters in the film employ flouting maxim based on Grice's in Levinson (1983), Thomas's (1995) and Yule's (1996a) examples about flouting maxims.
4. Drawing conclusion from data analysis.

CHAPTER IV

ANALYSIS AND DISCUSSION

A. Introduction to Analysis

This chapter is the most important part of the research, because it explains data analysis of flouting maxims found in the film entitled Harry Potter and the Half-Blood Prince and discusses findings based on data analysis. This chapter is divided into three sections, such as introduction, data analysis and discussion.

In this research, there are thirteen data of flouting maxims that are uttered by characters in the film entitled Harry Potter and The Half-Blood Prince that can be seen in the table below:

Table 4.1 The Maxims Flouted

No.	Maxims Flouted	Data Number	Number of Data	Percentage
1	Quantity and Relevance	10,11	2	15.4%
2	Quality and Relevance	12	1	7.7%
3	Quantity	3, 4	2	15.4%
4	Relevance	1, 2, 5, 6, 7, 8	6	46.1%
5	Manner	9, 13	2	15.4%
TOTAL			13	100%

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In the table above, it shows that there are three data of flouting a clash between maxims, such as two data of flouting a clash between Maxims of Quantity and Relevance and one data of flouting a clash between Maxims of Quality and Relevance. Meanwhile, flouting a maxim can be seen in ten data, such as two data of flouting the Maxims of Quantity, six data of flouting the Maxims of Relevance and two data of flouting the Maxims of Manner.

In data analysis section, all of data containing flouting maxims are analyzed based on Grice's Theory of Flouting Maxims and other theories in chapter two. The data are analyzed to answer two problem statements in chapter one, such as kinds of flouting maxims that are employed by the characters in the film entitled Harry Potter and the Half-Blood Prince and the reasons of the characters in the film employ flouting maxims in their dialogues. Firstly, in analyzing the data, the writer classifies the data based on Grice's Theory of Flouting Maxims. Secondly, the writer does three steps to explain evidences that can support the classification, as follows:

1. Data Description

It shows dialogues that containing flouting maxims in the film entitled Harry Potter and the Half-Blood Prince.

2. Context of Situation

It describes context of situation of the dialogues, including participants' identities, speech events, setting of the speech events (time, place, and situation), and background of the participants (e.g. beliefs, knowledge, and intentions).

3. Data Interpretation

It explains analysis the kinds of flouting maxims that are employed by the characters in the film, how the characters flouts the maxims, and the reasons why the characters employ flouting maxims in their dialogues.

In discussion, the analyzed data are discussed to get the findings, so that the problem statements can be answered and the conclusion can be drawn.

B. Analysis

1. Flouting A Clash Between Maxims

Datum 10/ CD 2/ 00:00:00/ FCBM-QtR

a. Data Description

- Hermione : “He’s at perfect liberty to kiss whoever he likes. I really couldn’t care less. Was I under the impression that he and I would be attending Slughorn’s Christmas party together? Yes. Now, given the circumstances, I’ve had to make other arrangements.”
- Harry : “Have you?”
- Hermione : “Yes. Why?”
- Harry : “I just thought, seeing as neither of us can go with who we’d really like to... we should go together. As friends.”
- Hermione : “Why didn’t I think of that?”
- Harry : “**Who are you going with?**”
- Hermione : “**Um... it’s a surprise. Anyway, it’s you we need to worry about. And you can’t pick just anyone. See that girl over there. That’s Romilda Vane. Rumor has it she’s trying to slip you a love potion.**”
- Harry : “Really...?”
- Hermione : “Hey! She’s only interested in you because she thinks you’re the Chosen One. ”
- Harry : “But I am the Chosen One.”
- Harry : “Okay. Sorry. I’m kidding. I’ll ask someone I like. Someone cool.”

b. Context of Situation

Harry and Hermione are in the library at night. They are best friends and sixth grade students in Hogwarts School of Witchcraft and Wizardry. They talk about Professor Slughorn's Christmas party. Professor Slughorn is their Potion teacher in Hogwarts. Hermione tells Harry that she cannot attend the party with Ron who has had a girlfriend, although she really wants it. Consequently, she has to attend the party with the other boy. She does not want to tell Harry about the boy. However, she tells Harry about the girl in front of them, Romilda Vane who is interested in Harry and tries to give him a love potion, a kind of dangerous potion that can make someone who drinks it will fall in love with the one who gives the potion, because she thinks that Harry is the Chosen One, a designation for someone who is believed by witchcraft and wizardry society that has capability to kill Lord Voldemort, the cruelest people in the society. Hermione also gives advice to Harry that he cannot pick just anyone to the party.

c. Data Interpretation

Harry's question is **"Who are you going with?"** and Hermione's answer is **"Um... it's surprise. Anyway, it's you we need to worry about. And you can't pick just anyone. See that girl over there. That's Romilda Vane. Rumor has it she's trying to slip you a love potion."** Harry asks Hermione about someone who will accompany her in Professor Slughorn's Christmas party, but she just answers that it is a surprise and tells Harry about a girl named Romilda Vane. Hermione does not answer Harry's question. She gives less information than *commit to user*

Harry needs and unrelated answer with Harry's question. She can simply answer the question by mentioning a boy's name, for example. It can be considered that Hermione's answer is flouting the clash between Maxims of Quantity and Relevance.

Firstly, Hermione's answer is flouting the Maxim of Quantity by blatantly giving less information than Harry requires. It has implied meaning that she does not want to tell Harry about the boy who will accompany her in the party. Secondly, Hermione's answer is flouting the Maxim of Relevance by suddenly changing the conversation topic, because she does not answer Harry's question, but she tells him about a girl, Romilda Vane who is interested in Harry and thinks Harry is the Chosen One who can kill Voldemort, the cruelest person in witchcraft and wizardry society. It can be seen in the word "Anyway" that is used by Hermione in answering Harry's question. The real meaning of Hermione's answer is she wants to change the topic of the conversation to prevent Harry asking further information about the boy, because she really wants to give surprise for her two best friends, Harry and Ron in the party. Hermione flouts the maxim of Relevance by giving advice to Harry that the boy who will go to the party with her is none of Harry's business. It is Hermione's privacy that she has right whether she answers Harry's question or not. Because of this, Hermione gives suggestion to Harry that it will be better for Harry if he worries about a girl who will accompany him to the party, because Harry does not choose anyone yet. In other words, it can be said that it will be better for Harry if he worries his own business.

From the data interpretation above, it shows that Hermione succeeds to prevent Harry asking more information about someone who will accompany her in the party. It also shows that Hermione's answer **"Um... it's surprise. Anyway, it's you we need to worry about. And you can't pick just anyone. See that girl over there. That's Romilda Vane. Rumor has it she's trying to slip you a love potion"** is flouting the clash between Maxim of Quantity and privacy reason by giving unrelated answer to Harry's question **"Who are you going with?"**

Datum 11/ CD 2/ 00:14:24/ FCBM-QtR

a. Data Description

- Slughorn : "I'd like to know where you get your information. More knowledgeable than half the staff, you are." (as the other boys laugh)
- Tom Riddle : **"Sir, is it true that Professor Merrythought is retiring?"**
- Slughorn : **"Now, Tom, I couldn't tell you if I knew, could I? By the way, thank you for the pineapple — you're quite right, it is my favorite. But, how did you know?"**
- Tom Riddle : "Intuition."
- Slughorn : "Good gracious, is it that time, already? Off you go, boys, or Professor Dippet will have us all in detention."
- Slughorn : "Look sharp, Tom. Don't want to be caught out of bed after hours."
- Slughorn : "Something on your mind, Tom?"
- Tom Riddle : "Yes, sir. I couldn't think of anyone else to go to. The other professors, well, they're not like you. They might... misunderstand."
- Slughorn : "Go on."
- Tom Riddle : "I was in the library the other night, in the Restricted Section, and I read something rather odd, about a bit of rare magic, and I thought perhaps you could illuminate me. It's called as I understand it"
- Slughorn : "I beg your pardon? I don't know anything about such things and if I did, I wouldn't tell you! Now get out of here at once and don't ever let me catch you mentioning it again!"

b. Context of Situation

The conversation above happens in Professor Slughorn's office at night. He is a potion teacher in Hogwarts School of Witchcraft and Wizardry. Slughorn talks with his four students, including Tom Riddle, a talented and clever student in Hogwarts. Slughorn does not answer Tom's question about Professor Merrythought, Professor of Defence Against the Dark Arts in Hogwarts who has retired, but he says thanks to Tom about the pineapple. Then, Slughorn asks all of the students to go out and to come back to their dormitory. However, Tom is still in Slughorn's office because he wants to ask the professor about a bit rare of magic. Unfortunately, it causes Slughorn's anger.

c. Data Interpretation

Tom's question is **"Sir, is it true that Professor Merrythought is retiring?"** and Slughorn's answer is **"Now, Tom, I couldn't tell you if I knew, could I? By the way, thank you for the pineapple — you're quite right, it is my favorite. But, how did you know?"** In the dialogue above, Tom's question is Yes/No question. It is enough for Slughorn if he answers **"Yes, it is,"** for example. However, Slughorn answers **"Now, Tom, I couldn't tell you if I knew, could I? By the way, thank you for the pineapple — you're quite right, it is my favorite. But, how did you know?"** It shows that Slughorn's answer looks like flouting two maxims, the Maxims of Quantity and the Maxim of Relevance.

Firstly, Slughorn's answer, **"Now, Tom, I couldn't tell you if I knew, could I?"** is flouting the Maxim of Quantity because he gives more information than

Tom requires and does not answer Tom's question. Slughorn can simply answer the question **"Yes, it is,"** for example, because Professor Merrythought is his colleague, so it is impossible if he does not know about Professor Merrythought's retirement and his answer **"Now, Tom, I couldn't tell you if I knew, could I?"** gives clue to the hearer that he knows about Professor Merrythought's retirement. In fact, it is true that Professor Merrythought has retired and Slughorn knows it. Unfortunately, no one knows whether the professor is still alive or not. It becomes a serious problem for Hogwarts staffs. The real meaning of Slughorn's answer is that he wants to give advice to Tom that problem about Professor Merrythought is none of students' business, but it is Hogwarts staffs' business. Because of this, Slughorn does not have to answer Tom's question although he knows it.

Secondly, Slughorn's answers, **"By the way, thank you for the pineapple — you're quite right, it is my favorite. But, how did you know?"** looks like flouting the Maxim of Relevance by suddenly changing the conversation topic. Slughorn does not answer Tom's question, **"Sir, is it true that Professor Merrythought is retiring?."** The word **"by the way"** shows that Slughorn wants to change the conversation topic. It is suitable with Grice's Theory that Flouting the Maxim of Relevance appears when the speaker gives a response or observation which is clearly unrelated to the conversation topic (e.g. by suddenly changing the topic or by clearly lacking to catch the objective of other person in asking a question). Slughorn changes the conversation topic, because he wants to anticipate if Tom will ask further information about Professor Merrythought. Slughorn succeed to lead Tom changing the topic of the conversation that can be

seen in the dialogue above. Slughorn also knows Tom's character very well, because Tom is his beloved student. Tom is a clever student and has big curiosity about everything, especially the lost of Professor Merrythought that becomes a mysterious problem in Hogwarts.

Based on the data interpretation above, it can be seen that Slughorn's answer **"Now, Tom, I couldn't tell you if I knew, could I? By the way, thank you for the pineapple — you're quite right, it is my favorite. But, how did you know?"** is flouting the clash between Maxim of Quantity and profession reason by giving unrelated answer to Tom's question **"Sir, is it true that Professor Merrythought is retiring?"** because the lost of Professor Merrythought becomes a secret problem for Hogwarts staffs which is none of students' business.

Datum 12/ CD2/ 00:17:21/ FCBM-QIR

a. Dialogue

- Slughorn : "Aha! If it isn't the Prince of Potions himself! To what do I owe this pleasure?"
- Harry : "Well, sir, I wondered if I might ask you something."
- Slughorn : "Ask away, dear boy, ask away!"
- Harry : "The other day I was in the Library, in the Restricted Section and I came across something rather odd about a very rare piece of magic."
- Slughorn : "Yes? And what was this rare piece of magic?"
- Harry : "I don't know. I can't remember the name exactly. But it got me wondering... **Are there some kinds of magic you're not allowed to teach us?"**
- Slughorn : **"I'm a Potions Master, Harry. I think your question would better be posed to Professor Snape."**
- Harry : "Yes, you know, he and I don't exactly see eye-to-eye, sir. What I mean to say is, he's not like you. He might... misunderstand."
- Slughorn : "Yes. There can be no light without the dark. And so it is with magic. Myself, I have always strived to live within the light. I suggest you do the same."

Harry : “Is that what you told Tom Riddle, Sir? When he came asking questions?”
Slughorn : “Dumbledore put you up to this. Didn’t he? Didn’t he!”

b. Context of Situation

In the morning, Professor Slughorn teaches first year students in the classroom. He is a Potions Professor in Hogwarts School of Witchcraft and Wizardry. Later, the bell rings and the students go off. Then, Harry, a sixth grader comes to the classroom to ask the Professor about a bit of rare magic. Slughorn does not answer it and become angry when Harry asks about Tom Riddle, one of Slughorn’s students in the past who becomes the cruelest people in witchcraft and wizardry society and changes his name to Lord Voldemort now. The Potions Professor knows that Dumbledore, Hogwarts headmaster asks Harry to get real information about what he said to Tom with the same question at the past. After that, he goes out the classroom angrily.

c. Data Interpretation

Firstly, Harry’s question is “**Are there some kinds of magic you’re not allowed to teach us?**” and Slughorn’s answer is “**I’m a Potions Master, Harry. I think your question would better be posed to Professor Snape.**” It shows that Slughorn gives insufficient facts that he does not know the answer of Harry’s question. In facts, he knows that there are dark and light magic as stated in the conversation above, “**Yes. There can be no light without the dark. And so it is with magic. Myself, I have always strived to live within the light. I suggest you do the same.**” Besides, all of Hogwarts Professors knows any kinds of

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magic, including the Dark Arts that is asked by Harry to Slughorn. It is clear that Slughorn's answer flouts the Maxims of Quality, because he gives lack of adequate evidence that he does not know about the kind of magic which is asked by Harry. He does that because he wants to prevent Harry asking further information about Dark Arts, kinds of magic that are not allowed to be taught in Hogwarts School, and does not want Harry to know his secret with Tom Riddle in the past. Slughorn also knows that Harry asks the question because of Dumbledore's order. Dumbledore, Hogwarts headmaster and Slughorn were Tom Riddle's teacher in the past before Harry was born, so that it is impossible for Harry if he knows about Tom Riddle's question to Slughorn in the past without any information from Dumbledore. Moreover, Harry is Dumbledore's beloved and trusted student in Hogwarts.

Secondly, Harry's question is **“Are there some kinds of magic you're not allowed to teach us?”** and Slughorn's answer is **“I'm a Potions Master, Harry. I think your question would better be posed to Professor Snape.”** Harry's question is Yes/No question. It is enough for Slughorn, if he answers **“Yes, there are,”** for example. However, Slughorn does not do that, his answer is unrelated to Harry's question. Harry asks about kinds of magic that are not allowed to teach by Slughorn, but Slughorn tells Harry that he is a Potions Professor and asks Harry to meet Professor Snape, Professor of Defence Against the Dark Arts. According to Grice's Theory, when a speaker gives a response or observation which is clearly unrelated to the conversation topic (e.g. by suddenly changing the topic or by clearly lacking to catch the objective of other person in asking a question), it can

be called as flouting the Maxim of Relevance. Slughorn's answer is flouting the Maxim of Relevance by clearly lacking to catch the objective of other person in asking a question. Slughorn's answer has implied meaning that he does not want to answer Harry's question, because he is a Potions Professor who only teaches Potions in Hogwarts School, not like Professor Snape, who teaches Defence Against the Dark Arts. In other side, Harry looks like asking about Dark Arts, kinds of magic that are not allowed to be taught in Hogwarts School, but his real intention is that he wants to get information about what Slughorn said exactly to Tom Riddle in the past, because it is very important information to kill Tom Riddle known as Voldemort now, the Dark Wizard who wants to live forever and terrorizes witchcraft and wizardry society. It can be proven by asking **"Is that what you told Tom Riddle, sir? When he came asking questions"** that causes Slughorn's anger.

From the data interpretation above, it can be concluded that Slughorn's answer **"I'm a Potions Master, Harry. I think your question would better be posed to Professor Snape"** is flouting the clash between Maxim of Quality and privacy reason by giving unrelated answer to Harry's question **"Are there some kinds of magic you're not allowed to teach us?"** Slughorn does not want to answer Harry's question by flouting the Maxim of Quality and the Maxim of Relevance, because he does not want Harry knows his privacy, in this case his secret with Tom Riddle in the past.

2. Flouting Maxims of Quantity

Datum 3/ CD 1/ 00:27:25/ FMQt

a. Data Description

Luna : **“Would you like me to fix it for you? Personally I think you look a bit more devil-may-care this way. But it’s up to you.”**

Harry : **“Have you ever fixed a nose before?”**

Luna : “No. But I’ve done several toes and how different are they really?”

Harry : “Um... Okay, yeah. Give it a go.”

Luna : *“Episkey.”*

Harry : “Ah! How do I look?”

Luna : “Exceptionally ordinary.”

Harry : “Brilliant.”

b. Context of Situation

Harry and Luna are the sixth grader in Hogwarts School of Witchcraft and Wizardry. They arrives in Hogwarts at night by Hogwarts Express, a Hogwarts train which is used to deliver Hogwarts students from Platform 9¾ at King’s Cross Station in London to Hogwarts and on the contrary. They are the last students who get off from the train and miss the carriage, so they have to walk to Hogwarts Castile. Harry’s face is blood-spattered and his nose is slightly off-center because Draco Malfoy, the sixth grader student who becomes Harry’s rival to be the best in Hogwarts, brings his boot down hard to Harry’s face in the train. When walking, Harry and Luna stopped by Professor Flitwick who has duty to call the roll of coming students. They see Malfoy in a trouble with security officers. Malfoy looks at Harry and mocks Harry’s face. Harry put a hand to his nose while watching Malfoy disappears into the darkness, trails by Professor

Snape. Then, Luna offers to fix Harry's nose. She uses magic spell "Episkey" to fix it.

c. Data Interpretation

Luna offers to fix Harry's nose. Luna's question is "**Would you like me to fix it for you? Personally I think you look a bit more devil-may-care this way. But it's up to you.**" and Harry's answer is "**Have you ever fixed a nose before?**" Harry does not answer Luna's question, but he asks another question back to Luna. Harry wants to confirm whether Luna ever fix a nose or not. It is relevant, because Harry worries about Luna's ability. He worries if his nose condition will be worst than before. Unfortunately, Harry's answer flouts the Maxim of Quantity, because he does not answer Luna's question directly and gives less information than what Luna is needed. Luna's question is "**Would you like me to fix it for you? Personally I think you look a bit more devil-may-care this way. But it's up to you.**" and Harry's answer is "**Have you ever fixed a nose before?**" Luna's question is a kind of Yes/No question. Harry can simply answer the question by "**Yes, I would,**" for example. According to Grice's Theory, when a speaker blatantly gives either more or less information than the situation requires, it can be considered as flouting the Maxim of Quantity. Harry's answer can be considered as flouting the Maxim of Quantity because he does not answer Luna's question directly and gives less information than Luna requires. It has implied meaning that Harry wants to confirm about Luna's ability in fixing a nose.

Datum 4/ CD 1/ 00:28:06/ FMQt

a. Data Description

Ron : “Don’t worry. He’ll be here in a minute.”
 Hermione : “Will. You. Stop. Eating! Your best friend is missing!”
 Ron : “Oi! Turn around, you lunatic.”
 Ginny : “He’s covered in blood again. Why is it he’s always covered in blood?”
 Ron : “Looks like it’s his own this time.”
 Hermione : “**Where’ve you been? What happened to your face?**”
 Harry : “**Later.** (to Hermione)
 What’ve I missed?” (to Ron)
 Ron : “Sorting Hat urged us all to be brave and strong in these troubled times. Easy for it to say, huh? It’s a hat, isn’t it?”
 Harry : “Thanks...” (to Ginny)

b. Context of Situation

There are so many students in Hogwarts great hall at night, because it is new school year. All of students come back to Hogwarts School of Witchcraft and Wizardry after spending their holiday in their own home. They sit in chairs around several long tables where foods and beverages are served for dinner. Hermione is sitting in the chair close with Ron and Ginny and waiting for Harry. Harry, Hermione and Ron are sixth grader, while Ginny, Ron’s young sister is a fifth grader. Hermione cranes her neck to look for Harry, Ron’s and Hermione’s best friend who does not come yet while Ron stuffs his face with pudding. Ron mumbles because he is mouthful causing Hermione’s anger.

c. Data Interpretation

Hermione worries about Harry who comes late for dinner in Hogwarts Great Hall. When Harry comes, she sees that Harry’s face is covered with blood.

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Hermione's question is **Where've you been? What happened to your face?"** and Harry's answer is **"Later."** Harry's answer is obviously giving less information to Hermione. According to Grice, if a speaker obviously giving more or less information than the situation needs to the hearer, it can be called as flouting the Maxim of Quantity. Harry's answer is flouting the Maxim of Quantity, because he gives less information than what Hermione is required. Harry does not answer Hermione's question. The real meaning is that he does not want to tell her at that time because he comes late and does not want to miss the next event. In Hogwarts, there are many important announcements or information in every new school year, so that Harry does not want to miss the next event by rejecting to answer Hermione's question completely.

3. Flouting Maxim of Relevance

Datum 1/ CD 1/ 00:10:55/ FMR

a. Data Description

Harry : "Sir, exactly what was all that about?"

Dumbledore : "You are talented, famous and powerful — everything Horace values. Professor Slughorn is going to try to collect you, Harry. You would be his crowning jewel. That is why he is returning to Hogwarts. And it is crucial he should return..."

Dumbledore : "I fear I may have stolen a wondrous night from you, Harry. She was, truthfully, very pretty. The girl."

Harry : "It's alright, sir. I'll go back tomorrow, make some excuse —"

Dumbledore : "Oh, you'll not be returning to Little Whinging tonight, Harry."

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Harry : **“But, sir. What about Hedwig? And my trunk?”**

Dumbledore : **“Both are waiting for you.”**

b. Context of Situation

Harry is an orphan and Professor Dumbledore's beloved student in Hogwarts School of Witchcraft and Wizardry. In the night, Harry is talking to a beautiful waitress in a coffee shop. Then, he sees Dumbledore outside the shop. The professor asks Harry to accompany him in visiting Professor Horace Slughorn, Dumbledore's old friend and colleague at Budleigh Babberton village. The professor asks Slughorn to teach in Hogwarts School of Witchcraft and Wizardry, a school of magic where Dumbledore is the headmaster. After that, Dumbledore leads Harry back toward the Village Square. He says that Harry will not back to Little Whinging, Harry's house where Harry lives with his uncle, aunt and cousin who do not love him as family and do not have magic skill like Harry. Harry asks his headmaster about Hedwig, his owl and his trunk. Then they move to somewhere by *apparate*, move on to other place using magic.

c. Data Interpretation

Harry's question is **“But, sir. What about Hedwig? And my trunk?”** and Dumbledore's answer is **“Both are waiting for you.”** Harry asks Dumbledore about Hedwig, his owl and his trunk, because he is confused how to get the things if the professor does not want him to back home in Little Whinging. Dumbledore answers the question by giving unrelated answer to Harry's question. According

to Grice's theory of conversation principles, if a speaker gives a response or observation which is clearly unrelated to the conversation topic (e.g. by suddenly changing the topic or by clearly lacking to catch the objective of other person in asking a question), it can be classified as flouting the principle of Maxim of Relevance. Harry's question is **"But, sir. What about Hedwig? And my trunk?"** and Dumbledore's answer is **"Both are waiting for you."** It can be seen that Dumbledore's answer flouts the Maxim of Relevance by clearly lacking to catch the objective of other person in asking a question, because Dumbledore only answers that Hedwig and Harry's trunk are waiting for Harry without any information about the place of those things. It seems to be unrelated answer for Harry and shows Dumbledore's response about Harry's worry. Dumbledore's answer has implied meaning to calm down Harry who worries about his own things.

In the next scene, Harry moves from the village to Ron's house. He is still confused with Dumbledore's answer. Later, he knows that Hedwig, his owl and his trunk are in his best friend house, Ron where Harry always feels homey in there.

Based on the explanation above, it is clear that Dumbledore flouts the principle of Maxim of Relevance. It will be better if the professor answer Harry's question by saying **"Don't worry, both are waiting for you in Ron's house,"** for example. Harry thinks that Dumbledore do that to give him a surprise, but the implied meaning is that Dumbledore wants to calm down Harry and protects Harry from the Death Eaters, Voldemort's followers who want to kill Harry, by

sending him to Ron's house. The professor thinks that Ron's house will be a safe place for Harry, because all of Ron's family has magic skill that can protect Harry from Death Eaters. The flouting maxim indicates Dumbledore's responsibility as headmaster to protect his students from danger, especially the safety of his beloved student, Harry.

Datum 2/ CD 1/ 00:22:10/ FMR

a. Data Description

- Harry : "So, what was Draco doing with that weird-looking cabinet? And who were all those people?"
 "Don't you see, it was a ceremony. An initiation."
 Hermione : "Stop it, Harry, I know where you're going with this –"
 Harry : "It's happened. He's one of them."
 Ron : "One of what?"
 Hermione : "Harry is under the impression Draco Malfoy is now a Death Eater."
 Ron : **"You're barking. What would You-Know-Who want with a sod like Malfoy?"**
 Harry : **"So what's he doing in Borgin and Burke's? Browsing for furniture?"**
 Ron : "It's a creepy shop. He's a creepy bloke."
 Harry : "Look. His father's a Death Eater. It only makes sense. Besides, Hermione saw it with her own eyes."
 Hermione : "I told you. I don't know what I saw."
 Harry : "I need some air."

b. Context of Situation

Harry, Ron, and Hermione are sixth grade students of Hogwarts School of Witchcraft and Wizardry. They are best friends and classmates in Gryffindor class, one of four classes in Hogwarts. In the afternoon, they sit together when they are on the way to Hogwarts, their school by Hogwarts Express. Hermione

has a book entitled *Advance Rune Translation* open on her lap, while Ron lets Harry's *Invisibility Cloak*, a cloak that makes the wearer is invisible, plays through his fingers. They talk about what they saw yesterday in *Diagon Alley*, a magic alley where many shops sell magic things for witchcraft and wizardry society, that Draco Malfoy, their friends in Hogwarts and his mother went to *Borgin and Burke's*, a furniture shop to do something suspicious with a cabinet and some people.

c. Data Interpretation

Ron's question is **"You're barking. What would You-Know-Who want with a sod like Malfoy?"** and Harry's answer is **"So what's he doing in Borgin and Burke's? Browsing for furniture?"** You-Know-Who in Ron's question means Voldemort, the cruelest people in witchcraft and wizardry society who wants to live forever and terrorize the society with death, fear, and sadness. It is taboo for people in witchcraft and wizardry society to call the Dark Wizard with his name, Voldemort. In the film, Draco Malfoy is a sod boy, while Voldemort and Death Eaters, his followers are very brave and cruel to kill anyone who tries to fail his aims to live forever and to create darkness and sadness life in the society. Because of this, Ron thinks that it is impossible for Voldemort if he asks Malfoy to be one of Death Eaters. Meanwhile, Harry thinks that it is possible, because Draco Malfoy's father and aunt are Death Eaters. Harry also thinks and believes that it is impossible if Draco and his mother only seek furniture in *Borgin and Burke's*, a furniture shop located in *Diagon Alley*, because they look doing a ceremony by using a cabinet with some people who are Death Eaters. Harry

thinks that it is like an initiation of Draco Malfoy becoming a Death Eater. Harry tries to convince Ron that his opinion and assumption are true, but Ron distrusts him. It is better for Harry if he answers Ron's question **"You're barking. What would You-Know-Who want with a sod like Malfoy?"** with **"I don't know, but I think Malfoy is a Death Eater now,"** for example.

In the dialogue above, Ron's question is **"You're barking. What would You-Know-Who want with a sod like Malfoy?"** and Harry's answer is **"So what's he doing in Borgin and Burke's? Browsing for furniture?"** Harry does not answer Ron's question, but he asks Ron back with another question. It shows that Harry's answer is flouting the Maxim of Relevance by suddenly changing the conversation topic. Harry's answer is flouting the Maxim of Relevance, because there is no relation between Ron's question **"What would You-Know-Who want with a sod like Malfoy?"** and Harry's answer **"So what's he doing in Borgin and Burke's? Browsing for furniture?"** Harry does not simply answer Ron's question with **"I don't know, but I think Malfoy is a Death Eater now,"** for example, because he wants to convince and open Ron's mind that Draco Malfoy is one of the Death Eaters, Voldemort's followers. The implied meaning is that Harry is angry to Ron because Ron distrusts what he says about Draco Malfoy. It can be seen when he says **"I need some air"** and leaves Ron and Hermione.

Datum 5/ CD 1/ 00:39:40/ FMR

a. Data Description

- Tom Riddle : **“Who are you?”**
 Dumbledore : **“Well, I’m like you, Tom. I’m different.”**
 Tom Riddle : “Prove it.”
 Dumbledore : “I think there is something in your wardrobe trying to get out, Tom.
 Dumbledore : “Thievery is not tolerated at Hogwarts, Tom. At Hogwarts, you will be taught not only how to use magic, but how to control it. You understand me?”
 Tom Riddle : “I can speak to snakes too. They find me. Whisper things. Is that normal for someone like me?”

b. Context of Situation

Harry is a sixth grade student of Hogwarts School of Witchcraft and Wizardry. He is the beloved student of Professor Dumbledore, the Hogwarts headmaster. Harry visits Professor Dumbledore’s office after receiving Dumbledore’s message. Harry gets a stoppered vial from him that contains a particular memory of the professor and Tom Riddle, known as Voldemort, the Dark Wizard and the cruelest person in witchcraft and wizardry society, when they met at the first time many years ago. Harry tips the contents into the *Pensieve*, a magic basin contains water to see the memory. Then, Dumbledore nods and Harry leans into the iridescent liquid, his face breaking the surface. Harry sees a young Dumbledore visits an orphanage. He talks to Mrs. Cole, one of orphanage staffs about a boy named Tom Riddle. He wants to visit Tom although he is not Tom’s family. Then, he talks to Tom that makes Tom curious.

The professor shows Tom about what his different to the others by making Tom's wardrobe bursts into flames.

c. Data Interpretation

Tom is not familiar with Professor Dumbledore when they meet at the first time. He feels curious to the professor by asking **“Who are you?”**, but Dumbledore answers **“Well, I'm like you, Tom. I'm different.”** It can be seen that Dumbledore's answer is flouting the Maxim of Relevance by clearly lacking to catch the objective of other person in asking a question, because he gives unrelated answer to Tom's question. It will be better if Dumbledore answers it by saying **“I am Professor Dumbledore, Hogwarts headmaster and a different people, like you Tom,”** for example. Dumbledore's answer also shows his response towards Tom's curiosity and wants to tell Tom that he is also different from other people, because he has great magical ability. The professor answers like that because he wants Tom feels close to him. If Tom feels close to Dumbledore, it will be easy for Dumbledore to talk and know more about Tom. Tom is an orphan. He lives in the orphanage since he was a baby. His friends and the orphanage staffs think that he is a weird boy and different from other boys, because he has great magical ability, for example he can speak to snakes. His magical ability makes him stronger than other boys. He can intimidate and hurt them. Because of this, the orphanage staffs isolate him. Tom has no friends and none of his family is visiting him. Dumbledore wants Tom to study in Hogwarts, because he wants to guide Tom in controlling his magical ability to prevent from magical ability misuse. By answering the question **“Well, I'm like you, Tom.**

I'm different," Dumbledore has implied meaning that he wants Tom feels close to him, because Tom Riddle is a young boy who has great magical ability that is uncontrolled yet. By flouting the Maxim of Relevance, Dumbledore can ask Tom to study in Hogwarts easily.

Datum 6/ CD 1/ 00:50:47/ FMR

a. Data Description

Professor McGonagall : "You're sure Katie did not have this in her possession when she entered the Three Broomsticks?"

Leanne : "It's like I said. She left to go to the loo, and when she came back she had the package. She said it was important that she delivers it."

Professor McGonagall : "Did she say to whom?"

Leanne : "To Professor Dumbledore."

Professor McGonagall : "Very well, thank you Leanne. You may go."
(as Leanne exits)

"Why is it, when something happens, it is always you three?"

(to Harry, Ron, and Hermione)

Ron : **"Believe me, Professor, I've been asking myself the same question for six years."**

b. Context of Situation

Harry, Ron, Hermione, Leanne are sixth grade students in Hogwarts School of Witchcraft and Wizardry. They are also classmates in Gryffindor class, one of four classes in Hogwarts where Professor McGonagall becomes the homeroom teacher. They are in Professor McGonagall's office at late afternoon because they

are asked to give information about an accident happens to their classmate, Katie Bell. When walking outside the Three Broomsticks bar, Katie and Leanne are arguing about something. Katie holds a slender package that suddenly makes her rises six feet into the air, screams and then falls to the snow. Everybody in Hogwarts thinks that Katie is cursed by someone. After asking information to Leanne, Professor McGonagall asks her three students, Harry, Ron and Hermione about the accident.

c. Data Interpretation

Professor McGonagall question's is **“Why is it, when something happens, it is always you three?”** and Ron's answer is **“Believe me, Professor, I've been asking myself the same question for six years.”** Professor McGonagall asks Harry, Ron, and Hermione about the reason of why they always take part if something happens in Hogwarts, but Ron does not answer the professor's question directly and gives unrelated information to the professor. According to Grice's Theory, if a speaker gives a response or observation which is clearly unrelated to the conversation topic (e.g. by suddenly changing the topic or by clearly lacking to catch the objective of other person in asking a question), it can be called as flouting Maxim of Relevance. It shows that Ron's answer is flouting the Maxim of Relevance by clearly lacking to catch the objective of other person in asking a question, because there is no relation between the professor's question and Ron's answer. It is also not effective conversation. It is enough if he answers **“I do not know,”** for example.

Ron's answer "**Believe me, Professor, I've been asking myself the same question for six years**" looks like he wants to show his confusion and convinces the professor that he does not know the answer. Besides showing his confusion, he wants to show his superiority towards Harry and Hermione by answering Professor McGonagall's question, although the question is for all of the three students. Ron has lower achievement in the school than Harry and Hermione. Harry has great magical ability that makes people in witchcraft and wizardry society believe that he can kill Voldemort, the cruelest person in witchcraft and wizardry society, while Hermione is the cleverest sixth grade students in Hogwarts. However, the real meaning of Ron's answer is that he wants to show his response towards the professor's question by teasing Professor McGonagall about Hogwarts' safety for students. An incident happens to Katie Bell, Ron's classmate indicates that Hogwarts is not the safe place for students.

Datum 7/ CD 1/ 00:52:43/ FMR

a. Data Description

Ron : "**What do you suppose Dean sees in her? Ginny.**"
 Harry : "**What does she see in him?**"
 Ron : "Dean? He's brilliant."
 Harry : "You called him a slick git not five hours ago."
 Ron : "Yeah, well, he was running his hands all over my sister, wasn't he? Something snaps. You've got to hate him. You know, on principle."
 Harry : "I suppose."
 Ron : "So what is it? He sees in her?"
 Harry : "I don't know. She's smart. Funny. Attractive..."
 Ron : "Attractive?"
 Harry : "You know. She's... got nice skin."
 Ron : "Skin? You're saying Dean's dating my sister because of her skin?"
 Harry : "Well, no. I mean... I'm just I'm just saying it could be a contributing

factor.”
Ron : “Hermione’s got nice skin. Wouldn’t you say? As skin goes, I mean.”
Harry : “I’ve never really thought about it. But I suppose, yeah. Very nice.”
Harry : “I think I’ll be going to sleep now.”
Ron : “Right.”

b. Context of Situation

Harry and Ron are best friends. They are sixth grade students in Hogwarts School of Witchcraft and Wizardry and classmates in Gryffindor class, one of four classes in Hogwarts. Harry and Ron lie awake in the darkened Gryffindor dormitory. Ron stares at the ceiling. Harry eyes Draco Malfoy, a sixth grader student of Slytherin class, on the *Marauder’s Map*, a magical map of Hogwarts that can display the location of everyone and direction of some places in Hogwarts school area. They talk about Dean Thomas dated Ginny in the Three Broomsticks bar this afternoon. Dean Thomas is sixth grader and Ron’s and Harry’s classmates, while Ginny is Gryffindor fifth grader and Ron’s young sister.

c. Data Interpretation

Ron’s question is “**What do you suppose Dean sees in her? Ginny**” and Harry’s answer is “**What does she see in him?**” Ron asks Harry about what Dean Thomas sees in Ginny, Ron’s young sister. However, Harry does not answer Ron’s question, he asks another question to Ron. Harry asks about what Ginny sees in Dean Thomas. Harry also gives unrelated answer to Ron’s question. According to Grice’s Theory, if a speaker gives a response or observation which is clearly unrelated to the conversation topic (e.g. by suddenly changing the topic
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or by clearly lacking to catch the objective of other person in asking a question), it can be categorized as flouting the Maxim of Relevance. From the dialogue above, it shows that Harry's answer is flouting the Maxim of Relevance by giving unrelated answer to Ron's question, because he change the conversation topic by asking Ron back with another question. Harry's answer has implied meaning that he wants to confirm whether Dean is better than him or not based on Ron's opinion about Dean. Ron is Ginny's older brother, so that Harry thinks that Ron knows more about Ginny than him. Harry is jealous with Dean. He loves Ginny, so that he wants to know more why she chooses to date with Dean, not with him. Harry's love to Ginny can be seen when he says his opinion about Ginny that she is smart, funny, attractive, and got nice skin. The real meaning of Harry's answer is that Harry wants to give his response towards Ron's question and express his jealousy towards Dean and Ginny by confirming Ron's opinion towards Dean.

Datum 8/CD 1/ 00:55:46/ FMR

a. Data Description

Slughorn : "Potter."
 Harry : "I am sorry, sir, I was just admiring your hourglass."
 Slughorn : "Oh, yes. A most intriguing object. The sand runs in accordance with the quality of the conversation. If it is stimulating, the sand runs slowly." If it is not...
 Harry : "I think I'll be going."
 Slughorn : "Nonsense. You have nothing to fear, dear boy. As to some of your classmates, well, let's just say, they're unlikely to make the shelf."
 Harry : "The shelf, sir?"
 Slughorn : "Anyone who aspires to be anyone hopes to end up here. But, then again, you already are someone, aren't you, Harry?"
 Harry : "Did Voldemort ever make the shelf, sir?"

- Harry : **“You knew him, didn’t you, sir? Tom Riddle. You were his teacher.”**
- Slughorn : **“Mr. Riddle had a number of teachers whilst here at Hogwarts.”**
- Harry : “What was he like?”
- Harry : “I’m sorry, sir. Forgive me. He killed my parents...”
- Slughorn : “Of course. It’s only natural you should want to know more. But, I’m afraid I must disappoint you, Harry. When I first met young Mr. Riddle, he was a quiet, albeit brilliant, boy committed to becoming a first-rate wizard. Not unlike others I’ve known. Not unlike yourself in fact. If the monster existed, it was buried deep within.”

b. Context of Situation

Harry, Hermione, Ginny and five other students are attending occasional supper limited invitation in Professor Slughorn’s office, because they are Slughorn’s favorite students. Slughorn talks to his students about their family while having supper. After that, he says his goodbyes to the students. He closes the door because he thinks that all of the students are out. However, he finds Harry in his office seeing his hourglass.

c. Data Interpretation

Harry’s question is **“You knew him, didn’t you, sir? Tom Riddle. You were his teacher”** and Professor Slughorn’s answer is **“Mr. Riddle had a number of teachers whilst here at Hogwarts.”** Harry’s question is Yes/No question. It is enough to Slughorn to answer **“Yes, I did,”** for example, because Tom Riddle was one of Slughorn’s students in the past. It is clear that Slughorn’s answer is flouting the Maxim of Relevance by clearly lacking to catch the objective of other person in asking a question. In facts, Slughorn was close to

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Tom when Tom became a student in Hogwarts, because he is Tom's homeroom teacher, but Slughorn does not confess it to Harry. The reason is that Slughorn tries to avoid Harry's further questions about Tom Riddle, known as Voldemort now, the Dark Wizard, because he does not want his privacy, especially his secret with Tom Riddle in the past known by Harry.

4. Flouting Maxim of Manner

Datum 9/ CD 1/ 01:01:45/ FMM

a. Data Description

Hermione : "Charms spell. I'm just practicing."
 Harry : "Well, they're really good."
 Hermione : **"How does it feel, Harry? When you see Dean with Ginny?"**
 I know. I see the way you look at her. You are my best friend."
 Lavender Brown : "Oops. I think this room's taken."
 Ron : "What's with the birds?"
 Hermione : "Oppugno!"
 Harry : **"It feels like this."**

b. Context of Situation

Harry, Ron, Hermione are sixth grade students and classmates in Hogwarts School of Witchcraft and Wizardry which have four classes, such as Gryffindor, Ravenclaw, Hufflepuff and Slytherin. Ron becomes the hero when his class, Gryffindor wins the Quidditch game against Malfoy's class, Slytherin. Gryffindor

common room teems with students celebrating Gryffindor victory. It looks like a riot and Ron is right smack in the middle of it. Harry and Hermione see it and talk about Ron's success. After that, they see Lavender Brown comes and kisses Ron causing Hermione's jealousy. Then, Hermione goes out to a chamber. Harry follows her and finds a small ring of twittering birds circling her head. The birds change color as they orbit, from sunny yellow to a dark, angry scarlet. When they are talking, suddenly the door bursts wide by Ron and Lavender. Ron asks Harry about the birds, but before Harry can answer it, Hermione says "*Oppugno*" spell to the birds to race like angry toward Ron. Then he flees and slams shut the door. Later on Hermione sobs in Harry's arm while Harry answers her question.

c. Data Interpretation

Hermione's question is "**How does it feel, Harry? When you see Dean with Ginny?**" and Harry's answer is "**It feels like this.**" Hermione wants to know about Harry's feeling when he sees Dean with Ginny, but Harry does not answer clearly about his feeling. According to Grice in his theory of conversation principles, a speaker should avoid obscurity of expression, avoid ambiguity, be brief and be orderly in giving information that the situation is required. If it does not occur, it can be classified as flouting the principle of Maxim of Manner. It can be seen that Harry's answer is flouting the Maxim of Manner by giving obscurity of expression. It is enough to Harry to say "**It feels so sad,**" for example. The real meaning is Harry wants to tell Hermione that he has the same feeling with her when she is jealous looking Ron with Lavender without making Hermione

becomes sadder. By flouting the Maxim of Manner, Harry wants to express his empathy to his best friend, Hermione

Datum 13/ CD3/ 00:00:14/ FMM

a. Data Description

Harry : “Do you think the Horcrux is in there, sir?”
 Dumbledore : “Oh yes.”
 Dumbledore : “It has to be drunk. All of it has to be drunk.
 (as Harry reacts)
 You remember the condition on which I brought you with me?”
 Dumbledore : “This potion might paralyze me. Might make me forget why
 I’m here. Might cause me so much pain that I beg for relief. You
 are not to indulge these requests. It is your job, Harry, to
 make sure I keep drinking this potion even if you have to force it
 down my throat. Understood?”
 Harry : “**Why can’t I drink it, sir?**”
 Dumbledore : “**Because I am much older, much cleverer... and much less
 valuable.**”
 (taking the goblet)
 “Your good health, Harry.”
 Harry : “Professor? Professor?”

b. Context of Situation

Harry is a sixth grade student in Hogwarts School of Witchcraft and Wizardry where Professor Dumbledore becomes the headmaster. Harry and Professor Dumbledore are in a cave to find one of Voldemort’s *Horcruxes*. *Horcrux* is an object used to hide a part of someone’s soul. It makes someone live forever, because when his body is destroyed, the part of the soul that is hidden lives on. Voldemort is the cruelest people in witchcraft and wizardry society. He uses Horcrux to reach one of his aims that is to live forever. The professor finds a basin containing water and a crystal goblet sits beside it. He knows that the water

is potion that has to be drunk to get the *Horcrux*. He asks Harry to keep him drinks all the potion.

c. Data Interpretation

Harry's question is **"Why can't I drink it, sir?"** and Dumbledore's answer is **"Because I am much older, much cleverer... and much less valuable."**

Harry asks the question to Dumbledore because he wants to substitute Dumbledore in drinking the potion. Harry is Dumbledore's beloved student. The professor loves and cares Harry like his own son, because Harry is an orphan, a kind-hearted boy and has great magical ability. Harry also loves Dumbledore like his own father, because the professor is the closest teacher with Harry in Hogwarts. The potion is very dangerous and can create so much pain. That is why Dumbledore answers Harry's question with **"Because I am much older, much cleverer... and much less valuable."** If the hearer or reader does not know the context, Dumbledore's answer can be called flouting the Maxim of Manner by giving obscurity of expression. It is better if Dumbledore answers Harry's question by explaining to Harry about the potion.

In the dialogue above, Dumbledore's answer, **"Because I am much older, much cleverer... and much less valuable"** has implied meaning that he warns Harry to drink the potion that is very dangerous, because Harry is still young and has bright future. Dumbledore also thinks that Harry's life is more valuable than his life, because he is about 150 years old, while Harry is sixteen years old. Moreover, Dumbledore wants Harry to continue finding all Voldemort's

Horcruxs. The dialogue also shows that there is love between Dumbledore and Harry like father and son. Harry wants to substitute Dumbledore in drinking the potion, while Dumbledore warns Harry to drink it. By flouting the Maxim of Manner, Dumbledore wants to show Harry about his love.

C. Discussion

This is the subchapter that discusses the findings of data analysis. The findings are some interesting things that can be discussed, as follows:

1. Privacy Reason

In this research, there are three data that contain privacy reasons in flouting the maxims, such as data number 10, 12 and 8. In datum 10, the speaker flouts a clash between the Maxim of Quantity and the Maxim of Relevance. In datum 12, the speaker flouts a clash between the Maxim of Quality and the Maxim of Relevance. Meanwhile in datum 8, the speaker only flouts the Maxim of Relevance.

In datum 10, the speaker, Hermione answers Harry's question **"Who are you going with?"** with **"Um... it's a surprise. Anyway, it's you we need to worry about. And you can't pick just anyone. See that girl over there. That's Romilda Vane. Rumor has it she's trying to slip you a love potion."** Hermione does not want to answer Harry's question, because she really wants to give surprise to her two best friends, Harry and Ron about the boy who will accompany her in Professor Slughorn's Christmas party. Hermione also has right whether she answers Harry's

question or not. It shows that Hermione's answer is flouting the clash between Maxim of Quantity and privacy reason by giving unrelated answer to Harry's question.

In datum 12, the speaker, Slughorn answers Harry's question "**Are there some kinds of magic you're not allowed to teach us?**" by saying "**I'm a Potions Master, Harry. I think your question would better be posed to Professor Snape.**"

Slughorn does not want to answer Harry's question by flouting the Maxim of Quality and the Maxim of Relevance, because he does not want Harry knows his privacy, in this case his secret with Tom Riddle in the past. It can be seen that Slughorn's answer is flouting the clash between Maxim of Quality and privacy reason by giving unrelated answer to Harry's question.

In datum 8, the participants are Harry and Professor Slughorn. Harry's question is "**You knew him, didn't you, sir? Tom Riddle. You were his teacher.**" and Professor Slughorn's answer is "**Mr. Riddle had a number of teachers whilst here at Hogwarts.**" Slughorn gives unrelated answer to Harry question, because he does not want Harry to ask further information about Tom Riddle, one of Slughorn's students in the past. It is also Slughorn's way to prevent Harry knowing his secret with Tom Riddle in the past. Besides, Slughorn has the right whether he wants to answer Harry's question or not. It is clear that Slughorn's answer is flouting the Maxim of Relevance because of privacy reason.

Meanwhile, according to Thomas (1995, p.70-71), a speaker can flout a clash between the Maxim of Relevance and the Maxim of Quantity because of privacy reason, for example the participants are Olivia and her mother. Olivia finishes

working in her face. She grabs her bag and a coat. Then, she tells her mother that she is going out. Her mother's question is **"Where are you going?"** and Olivia's answer is **"Out."** In the example above, Olivia gives unrelated answer to her mother's question. Olivia's answer flouts the maxim of Relevance by lacking to catch her mother's objective in asking the question: her mother can see that she is going out, but what her mother wants to know is where she is going. Besides, Olivia's answer also can be called as flouting the maxim of Quantity, because she gives less information than her mother needs. Olivia's answer is flouting a clash between the maxim of Quantity and the maxim of Relevance; because she does not want her mother knows where she is going. She has privacy whether she wants to tell her mother about where she is going or not. In this case, Olivia only wants to tell her mother that she is going out.

Based on the explanation above, it can be concluded that it is possible for a speaker to flout the Grice's Theory of Principal Maxims because of privacy reason. In this research, it is proven that Maxim of Relevance can be used by a speaker to hide his privacy reason in their dialogues, not only by flouting a clash between the Maxim of Relevance and the Maxim of Quantity, but also by flouting the maxim of Relevance and flouting a clash between the Maxim of Relevance and the Maxim of Quality.

2. The speaker's reasons in flouting the Maxim of Quantity

According to Thomas (1995, p.69), a speaker can flout the Maxims of Quantity to express refusal, for example:

A: "How are we getting there?"

B: "Well *we're* getting there in Dave's care."

In the dialogue above, B blatantly gives less information than A needs, because "we're" in B's answer has implied meaning that B and her friends will go travelling without A. It means that B refuses A to join travelling with B and her friends.

In this research, the writer found that there is another reason of a speaker in flouting the Maxims of Quantity, such as confirmation. The explanation can be seen below:

Confirmation

Expressing confirmation can be seen in datum 3. The participants are Luna and Harry. Luna's question is "**Would you like me to fix it for you? Personally I think you look a bit more devil-may-care this way. But it's up to you.**" and Harry's answer is "**Have you ever fixed a nose before?**" Harry does not answer Luna's question, but he asks another question back to Luna. Harry wants to confirm whether Luna ever fix a nose or not. It is relevant, because Harry worries about Luna's ability. He worries if his nose condition will be worst than before. Harry flouts the Maxim of Quantity by giving less information to Luna, because he has implied meaning that he wants to confirm Luna's ability in fixing a nose.

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Based on the explanation above, it is clear that it is possible for a speaker to flout the Maxims of Quantity in his or her dialogue. In this research, it is proven that flouting the Maxim of Quantity can be used by a speaker to hide not only his refusal reason, but also confirmation reason.

3. The speaker's reasons in flouting the Maxims of Relevance

According to Grice in Levinson (1983, p.111-112), a speaker can flout the Maxims of Relevance because of warning and education reasons, as follows:

Warning

In warning reason, the participants are A and B. A's question is **"I do think Mrs. Jenkins is a windbag, don't you?"** and B's answer is **"Huh, lovely weather for March, isn't it?"** B gives irrelevant answer to A by changing the conversation topic, because he wants to tell and warn A that Mrs. Jenkins' nephew is standing right behind A.

Education

In education reason, the participants are Johnny and his mother. Johnny's question is **"Hey Sally, let's play marbles"** and his mother's answer is **"How is your homework getting along Johnny?"** The mother's answer has implied meaning that Johnny may not yet be free to play. She reminds Johnny to do his homework.

Meanwhile, Yule (1996a, p.43) stated that a speaker flouts the Maxim of Relevance because of profession reason. The explanation can be seen below:

Profession

In his example, the participants are Leila and Mary. Leila just walks into Mary's office and notices all the work on her desk. Leila's question is **"Whoa! Has your boss gone crazy?"** and Mary's answer is **"Let's go get some coffee."** Mary flouts the Maxim of Relevance, because there is no relation between the question and her answer. She answers like that because the implicature is that she worries if her boss is around them when she answers the question.

In this research, the writer found that there are other reasons of a speaker in flouting the Maxims of Relevance, such as safety, anger, jealousy, and privacy reasons. The explanations are as follows:

a. Safety

In this research, there are two data that contain safety reasons in flouting the Maxims of Relevance, such as data number 1 and 6.

In datum 1, the participants are Harry and Professor Dumbledore. Harry's question is **"But, sir. What about Hedwig? And my trunk?"** and Dumbledore's answer is **"Both are waiting for you."** Dumbledore gives unrelated answer for Harry by clearly lacking to catch the objective of other person in asking a question and shows Dumbledore's response about Harry's worry, because Dumbledore wants to calm down Harry and protects Harry

from the Death Eaters, Voldemort's followers who want to kill Harry, by sending him to Ron's house, not in Harry's house in Little Whinging. The professor thinks that Ron's house will be a safe place for Harry, because all of Ron's family has magic skill that can protect Harry from Death Eaters. The flouting Maxim of Relevance indicates Dumbledore's responsibility as headmaster to protect his students from danger, especially the safety of his beloved student, Harry.

In datum 6, the participants are Professor McGonagall and Ron. Professor McGonagall question's is **"Why is it, when something happens, it is always you three?"** and Ron's answer is **"Believe me, Professor, I've been asking myself the same question for six years."** The dialogue shows that Ron gives unrelated answer by clearly lacking to catch the objective of other person in asking a question and shows his response towards the professor's question. Ron's answer has implied meaning that he wants to tease Professor McGonagall about Hogwarts' safety for students. An incident happens to Katie Bell, Ron's classmate indicates that Hogwarts is not the safe place for students.

b. Anger

Expressing anger can be seen in datum 2. The participants are Ron and Harry. Ron's question is **"You're barking. What would You-Know-Who want with a sod like Malfoy?"** and Harry's answer is **"So what's he doing in Borgin and Burke's? Browsing for furniture?"** Harry does not answer

Ron's question, because he gives unrelated answer to Ron by suddenly changing the conversation topic. Harry flouts the Maxim of Relevance to express his anger towards Ron who distrusts that Draco Malfoy is a Death Eater, the followers of Voldemort, the cruelest people in witchcraft and wizardry society.

c. Jealousy

Expressing jealousy can be seen in datum 7. The participants are Ron and Harry. Ron's question is "**What do you suppose Dean sees in her? Ginny**" and Harry's answer is "**What does she see in him?**" Ron asks Harry about what Dean Thomas sees in Ginny, Ron's young sister. However, Harry does not answer Ron's question, he asks another question to Ron. Harry asks about what Ginny sees in Dean Thomas. Harry flouts the Maxim of Relevance by giving unrelated answer to Ron's question, because he change the conversation topic by asking Ron back with another question.. He has implied meaning that he wants to express his jealousy with Dean by confirming Ron's opinion towards Dean. He loves Ginny, so that he wants to know more why she chooses to date with Dean, not with him.

d. Privacy

Privacy reason can be seen in datum 8. The participants are Harry and Professor Slughorn. Harry's question is "**You knew him, didn't you, sir? Tom Riddle. You were his teacher**" and Professor Slughorn's answer is

“**Mr. Riddle had a number of teachers whilst here at Hogwarts.**” Slughorn gives unrelated answer to Harry question by clearly lacking to catch the objective of other person in asking a question, because he does not want Harry to ask further information about Tom Riddle, one of Slughorn’s students in the past. It is also Slughorn’s way to prevent Harry knowing his secret with Tom Riddle in the past. Besides, Slughorn has the right whether he wants to answer Harry’s question or not.

From the explanation above, it can be seen that it is possible for a speaker to flout the Maxim of Relevance in his or her dialogue. In this research, it is proven that flouting the Maxim of Relevance can be used by a speaker to hide not only warning, education and profession reasons, but also safety, anger, jealousy and privacy reasons.

4. The speaker’s reasons in flouting the Maxims of Manner

According to Thomas (1995, p. 71), a speaker flout the Maxims of Manner because of political reason, the example is:

Political

Thomas gives an example about a radio interview between an interviewer and an un-named official from the United States Embassy in Port-au-Prince, Haiti. The interviewer’s question is “**Did the United States Government play any part in Duvalier’s departure? Did they, for example, actively encourage him to leave?**” and the official’s answer is “**I would not try to**

steer you away from that conclusion.” The official’s answer flouts the Maxim of Manner, because she does not give brief and clear answer. She can simply answer the question by saying “yes,” for example. It has implied meaning that the government is letting the intervention be known that the United States was behind Jean-Paul Duvalier’s decision to quit the island, although it is not stated directly.

Meanwhile, Yule (1996a.p.43) stated that a speaker flouts the Maxims of Manner because of deception reason, the explanation is below:

Deception

He gives an example about a dialogue between Ann and Sam. Ann’s question is **“Where are you going with the dog?”** and Sam’s answer is **“To the V-E-T.”** Sam is flouting the maxim of manner, because he gives less brief information by spelling the word “vet.” In the local context of the speaker, the dog is known to recognize the word “vet” and to hate being taken there, so Sam spells out the word. It has implied meaning that Sam does not want the dog to know his answer of Ann’s question, so that he can bring the dog to the vet easily.

In this research, the writer found that a speaker flouts the Maxims of Manner to show his or her feelings, such as empathy and love, as follows:

a. Empathy

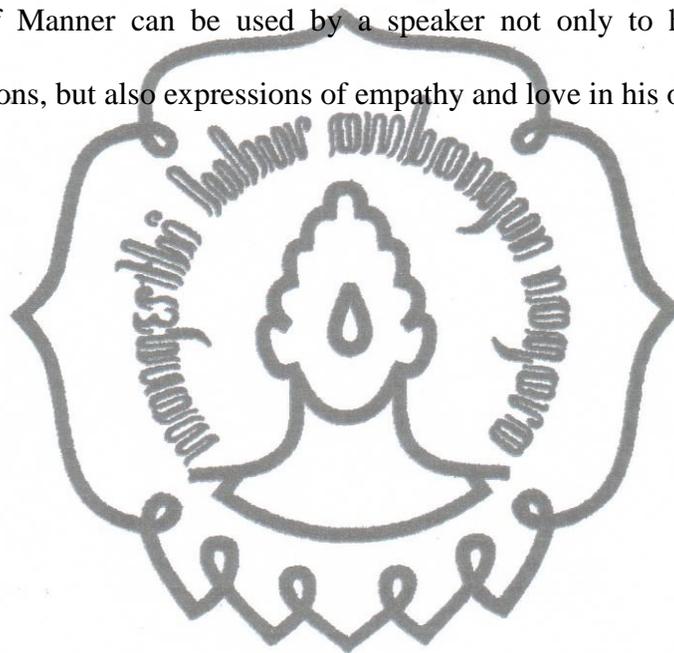
Expressing empathy can be seen in datum 9. The participants are Hermione and Harry. Hermione's question is "**How does it feel, Harry? When you see Dean with Ginny?**" and Harry's answer is "**It feels like this.**" Hermione wants to know about Harry's feeling when he sees Dean with Ginny, but Harry does not answer clearly about his feeling. Harry's answer is flouting the Maxim of Manner by giving obscurity of expression. The real meaning of Harry's answer is that Harry wants to tell Hermione that he has same feeling with her when she is jealous looking Ron with Lavender without making Hermione becomes sadder. By flouting the Maxim of Manner, Harry wants to express his empathy to his best friend, Hermione.

b. Love

Expressing love can be seen in datum 13. The participants are Professor Dumbledore and Harry. Harry's question is "**Why can't I drink it, sir?**" and Dumbledore's answer is "**Because I am much older, much cleverer... and much less valuable.**" It has implied meaning that he warns Harry to drink the potion that is very dangerous, because Harry is still young and has bright future. Dumbledore also thinks that Harry's life is more valuable than his life, because he is about 150 years old, while Harry is sixteen years old. Moreover, Dumbledore wants Harry to continue finding all Voldemort's *Horcruxes*. The dialogue also shows that there is love between Dumbledore and Harry like father and son. Harry wants to substitute Dumbledore in drinking the potion, while Dumbledore warns

Harry to drink it. By flouting the Maxim of Manner, Dumbledore wants to show Harry about his love.

Based on the explanation above, it is clear that it is possible for a speaker to flout the Maxims of Manner in his or her dialogue. In this research, it is proven that flouting the Maxim of Manner can be used by a speaker not only to hide his political and deception reasons, but also expressions of empathy and love in his or her dialogue.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation in the previous chapter, there are some conclusions that can be concluded from this research, as follows:

1. Kinds of flouting maxims that are employed by the characters in the film entitled Harry Potter and the Half-Blood Prince

In this research, there are thirteen results and four kinds of flouting maxims that are uttered by the characters in the film, such as three flouting a clash between maxims that can be divided into two groups, they are two flouting a clash between Maxims of Quantity and Relevance and one flouting a clash between Maxims of Quality and Relevance; two flouting the Maxims of Quantity; six flouting the Maxims of Relevance; and two flouting the Maxims of Manner.

2. The reasons of the characters in the film employ flouting maxims in their dialogues.

In this research, the writer found that there are some reasons of the characters in the film employ flouting maxims in their dialogues, namely:

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a. Flouting a Clash between Maxims

The reasons of the characters in the film flout a clash between maxims are: privacy and profession reasons are used by the characters in flouting a clash between maxims of Quantity and Relevance; and privacy reason is used by the characters in flouting a clash between maxims of Quality and Relevance.

b. Flouting the Maxims of Quantity

The reasons of the characters in the film flout the maxims of Quantity are expressing their feelings, for example confirming about something and expressing refusal.

c. Flouting the Maxims of Relevance

The characters in the film flout the maxim of Relevance because of privacy reason by flouting the maxim of Relevance, flouting a clash between maxims of Quantity and Relevance, and flouting a clash between maxims of Quality and Relevance. Flouting the maxim of Relevance also can be used to hide safety and education reasons and to express the character's feelings, for example expressing anger and jealousy.

d. Flouting the Maxims of Manner

The reason of the characters in the film flout the maxim of Manner is expressing the characters' feelings, for example expressing empathy and love.

B. Suggestion

Based on this research, the writer will give some suggestions for the students of English Department and the other researchers. It is hoped that the suggestions gives valuable contribution for them.

1. For the English Department Students

There are many reasons of the speakers in flouting maxims in their utterances. By studying flouting maxims, it can help students to improve and increase their communication and language skills, especially about implied meaning that can be found in daily conversation or mass media, in this case film.

2. For the other Researchers

In this research, the writer found that there are three kinds of flouting maxims that can be used by a speaker to hide his privacy reason, such as by flouting the maxim of Relevance, flouting a clash between maxims of Quantity and Relevance, and flouting a clash between maxims of Quality and Relevance. The weakness of this research is that the writer only can show one reason of the characters in flouting maxims that can be applied in three kinds of flouting maxims. Therefore, it is recommended to study about others reasons of speaker that one reason can be applied in different kinds of flouting maxims.