

**AN ANALYSIS OF COOPERATIVE PRINCIPLE  
IN “FRONT OF THE CLASS” MOVIE**

**A Thesis**

**Submitted as a Partial Fulfillment of  
the Requirement for S-1 Degree**

**By:**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC  
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## CHAPTER I INTRODUCTION

This chapter the researcher presented about title affirmation, background of the problem, focus on sub focus of the research, identification and limitation of the research, formulation of the problem, objective of the research, significance of the research, relevance studies, research method consists of research design, instrument of the research, data collecting technique, data analysis, and systematic of discussion.

### A. Title Affirmation

The first step introduction to this research is to understand about the tittle, and to avoid misunderstanding, the researcher would explained some terminology contained in this research:

Communication is activities between speakers and listeners in sending and accepting information, in communication between speakers and listeners there is Cooperation. In order to speak correctly, each interlocutor in every communication is required to follow certain conversational rules. Supported this condition, Grice developed the cooperative principles with four maxims which can guide them to understand for a successful communication. And in this occasion the researcher conduct research under the title **An Analysis of Cooperative Principles in Front of the Class Movie**.

According to Grice, “Make your conversational contribution admire is required, at the stage at which it occurs, by the accepted purpose or direction of speak exchange in which you are engaged”<sup>1</sup>. Speakers try to be cooperative when speaking. One way to cooperate is to provide the speaker with as much information as possible. It can only be achieved when people participate<sup>2</sup>. The cooperative principle is the principle that

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<sup>1</sup>Michal Ephratt, October 2011. “*We try harder-Silence and Grice’s cooperative principle, maxims and implicatures*”.Yale University, Language and communication, 32 (2012). <https://doi.org/10.1016/j.langcom.2011.09.001>.p.63

<sup>2</sup>Suswanto I.M and Kenthink D.w, “*An Analysis of the Cooperative Maxims in the ‘OMAR’ Movie*”. Cahaya

Pendidikan, Vol.4, No.1, June 2018. 4 march 2021, p.72

participants in a discourse will collaborate with one another and that there should be an expectation that they will share a certain amount of information<sup>3</sup>.

Movie is an image sequence that is projected onto a screen from developed and prepared film, in particular with associated soundtrack. The movie language describes the way in which the script appeals to the audience and viewers of it. Directors, Producers and Editors, they decipher these meanings in a not dissimilar way to interpret spoken and written language<sup>4</sup>. The researcher chooses movie as type of visual communication usually the same as occur in our daily life.

Front of the Class Movie told regarding the disability of Brad Cohen who had Tourette Syndrome. He forever made silly noises. Within the same time, Brad had a high dream he wants to be a teacher. It appeared nearly impossible. As a result of being a teacher Brad ought to give an explanation about the material to his student and his Tourette will interrupt it. It is like we have to run, but we do not have any legs. Here, Brad faced several problem that internal and external conflicts. How Brad faced his problem inspire us to never give up of reaching our desired job.

## **B. Background of the Problem**

Communication as part of life of human being in this world, therefore they needs to interactions with other human in their activities. Communication is activities between speakers and listeners in sending and accepting information and message to carry their feeling, ideas or the whole a lot of their mind. People use language they do greater to get other individual understanding. One of goals of communication is to prevent misunderstanding among speaker and listeners. Then they should speak cooperatively and collectively receive each other to be understood in selected

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<sup>3</sup>Muhammad Vikry, 2014. *“AN ANALYSIS OF CONVERSATIONAL IMPLICATURE IN IRON MAN 3”* Thesis State Islamic University Syarif Hidayatullah, Jakarta, p.13

<sup>4</sup>Putri Wahyuni Thesis: *“Conversational Implicature in the Movie Script of Hotel Transylvania 2”* (Medan, Sumatera Utara:University of Muhammadiyah,2017), p.16

way. Supported this condition, Grice developed the cooperative principles with four maxims which can guide them to understand for a successful communication Grice states the Cooperative Principles as follows:

“Make your conversational contribution admire is required, at the stage at which it occurs, by the accepted purpose or direction of speak exchange in which you are engaged”<sup>5</sup>.

There is something we do not expect when speaker carry their information, the listeners unable to catch what speakers’ mean correctly. However, people not only deliver what they mean by saying it directly but they also say it indirectly. In communication we occasionally conclude or finish not only primarily what is said, but this purpose on assumptions about what the speaker is making attempt to achieve. That inference is called implicature. Yule states that is Implicature is the implied that means of an utterance<sup>6</sup>.

Grice have distinguish become types of implicature, particularly conventional implicature and conversational implicature. According to Grice conventional implicature is generated with the aid of using meanings of phrase used<sup>7</sup>. And Grice distinguishes both forms of conversational implicature, those are similarly evolved and discussed in Levinson and Horn about generalized conversational implicature (GCI) and particularized conversational implicature (PCI). Generalized implicature does not depend on the context its root is the generally accepted given meaning of the language structure or usually called context-independence. Particularized conversational implicature depends on the context or usually called context-dependence and it based on

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<sup>5</sup>Michal Ephratt, October 2011. “*We try harder-Silence and Grice’s cooperative principle, maxims and implicatures*”.Yale University, Language and communication, 32 (2012). <https://doi.org/10.1016/j.langcom.2011.09.001>.p.63

<sup>6</sup>Geoffrey Leech, “Principles of Pragmatics” (United State of America: Longnam, 1983), p.1.

<sup>7</sup>Muhammad Vikry, 2014. “*AN ANALYSIS OF CONVERSATIONAL IMPLICATURE IN IRON MAN 3*” Thesis State Islamic University Syarif Hidayatullah, Jakarta, p.21

the speaker's obvious flouting of a maxim<sup>8</sup>. Conversational implicature discussed here were based on cooperative principle or maxims. At the stage when the conversation input occurs, provide conversation input as needed for the purpose of acceptance or the direction of participating in the conversation<sup>9</sup>.

Cooperative principle is part of conversational implicature that is appealing component that could be analysed in conversation. Besides that, in daily conversation, we had frequently do implicature and violating it which include in learning process among lecture and student, with buddies or others. However, several from us frequently do not understand about cooperative principle which is can guides our conversation for easy to understand. The readers distracted what approximately cooperative principles itself. Therefore, it was the key of interest for the researcher taken cooperative principles on this research. Also, those motives encourage the researcher to introduce cooperative principles greater recognizable to English Education Department in which this research would described the translation of main character utterance that consist of cooperative principles

Grice divides the cooperative principles into four maxims: maxim of quality, maxim of quantity, maxims of relation, and maxims of manner. Quantity refers to the amount of information expected by the speaker, quality refers to the effort to the speaker to faithfully make his own contribution, Relation is related to relevance and manner ensures the clarity of one's utterances. However Grice observe that in regular conversations (and other perceptual situations), the speaker's behaviour as linguistics and others may not be maximized. Grice states may not be able to pass

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<sup>8</sup>Sonja Kleinke, May 2010. "*Speaker activity and Grice's maxims of conversation at the interface of Pragmatics and Cognitive Linguistics*". Journal of pragmatics.42(2010),

<https://doi.org/10.1016/jpragma.2010.05.008.p.2>

<sup>9</sup>Reza Abdi, et.al. November 2009. "*The cooperative principle in discourse communities and genres: A framework for the use of metadiscourse*". Journal of pragmatics.42(2010),

<https://doi.org/10.1016/j.pragma.2009.11.001.p2>

the maxims in four ways the speaker will violate the four maxims in their conversations<sup>10</sup>.

If the speaker and listeners or interlocutor say that they follow the principle of cooperation or pragmatics principle, it will be a good speech. Maxim is an investigate principle, which is required for opponents of nominalism. Maxims is based on Grice theory of cognitive signs or symbols. In that sense a maxim can inspire people's thoughts.

There are several cases of cooperative principle in our daily life. Example of cases that often occur, when we talk to friends at school or in the home environment when building communication, speakers and listeners often give answers that are not in harmony so they violate or do not obey the maxims. Example of the conversation between 2 people, A: "have you eaten?" B: "I'm not hungry because I'm not feeling well" this answer by B is considered exaggeration the only answer needed is whether have or have not, when asked the reason, the next answer may be presented. The other examples A: "is there any homework from the teacher?" B: "yesterday you were supposed to go to school?" even though the answer needed is there is or there is no, when you have given the right answer, then another statement is issued. From these cases it proves that it is important for us to know the cooperative principle or rules of maxims so that the conversation we build goes well.

Movie is one in all life reflections. Movie is a recording of moving pictures that tells a story watched by folks on a screen or television<sup>11</sup>. One of the motives why movie is selected as the object to be analysed on this research, because in the movie many dialogues and conversations that can be analysed according to the situation and conditions and due the fact maximum of folks like looking movies, now not only people whose stay in massive cities, however people who stay in small town. In this research, the researcher analysed the main character dialogues in this movie

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<sup>10</sup>Michal Ephratt, Loc.Cit p.63

<sup>11</sup>Gerald Gazdar, (1979). "Pragmatics Implicative, Presupposition and Logical Form" (New York: Academia Press)

which contain four maxims. There were similar previous researches that related to this research the first research is the Thesis was conducted by Putri Wahyuni in 2017 under titled “Conversational Implicature in the Movie Script of *Hotel Transylvania 2*”. The second is the Journal was conducted by Suswanto Ismadi Megah and Kenthik Dwi Wahyuni on June 2018 the titled of journal is “An Analysis of Cooperative Maxims in the ‘OMAR’ Movie”. The third is Thesis was conducted by Wiji Lestari in 2017. Under titled “The Analysis of Cooperative Principle in *I Mile To You* Movie” and its Application in Teaching Speaking at Senior High School”.

In this research, the researcher choose “Front of the Class” movie made in 2008 that was belonged to drama movie and adapted from the book of the real life story by Brad Cohen, *Front of the Class: Howver Syndrome Made Me the Teacher I Never Had*, co-authored by Lisa Wysocky. The reason why the researcher chooses this movie because, this movie contain motivational topic is the most effective of all to be seen and be investigated by the researcher. One of the inspirational and about educational movie, considering that we are in the field of education. This movie is very motivating for students or the audience and there are a lot of moral values that can be taken from this movie.

There were differences in all of those researches. The first difference is the title of movie in each research. The first previous research conducted in “*Hotel Transylvania 2*” Movie, the second previous research conducted “OMAR” Movie, and the third previous research conducted “*I Mile to You*” Movie. The second difference in third previous research there is application in Teaching Speaking. The third difference in this research we would know the inference of dominant type utterances found in “Front of the Class” Movie.

“Front of the Class” movie told regarding the disability of Brad Cohen who had Tourette Syndrome. He forever made silly noises. Within the same time, Cohen had a high dream he wants to be a teacher. It appeared nearly impossible. As a result of being a teacher Brad ought to give an explanation about the material to his



student and his Tourette will interrupt it. It is like we have to run, but we do not have any legs. Here, Cohen faced several problem that internal and external conflicts. How Cohen faced his problem inspire us to never give up of reaching our desired job. Meanwhile, “Front of the Class” movie relates to education, as result of it contains of the many academic values and teaching strategies that can be applied by teachers, furthermore after they have special treatment student. It additionally will inspire us that teacher is prestigious and marvellous job<sup>12</sup>.

The cooperative principle is one of the basic principles of guiding human communication. The purpose why this research turns important because the cooperative principle can guide us becomes successful in our communication especially in school, home and social environment for that important for us to know what are the types of cooperative principle. The researcher taught to conduct the research about cooperative principles in main character utterances of the movie. By watched and investigated the movie the readers will know about what are types of cooperative principles, what is dominant type of cooperative principle in dialogues by main character in movie and the inference of dominant type in this movie. The researcher conducted a research about: Cooperative Principles in “Front of The Class” Movie.

### C. Focus and Sub Focus of the Research

According to background of the problem above, the following problem are:

1. Many students and people in social environment cannot answer or respond interlocutors correctly or on target when communication
2. Many students and people in social environment did not know types of cooperative principle to guide their communication.

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<sup>12</sup>Vivid Novitasari, May 2015. “VALUES FOUND IN “FRONT OF THE CLASS” MOVIE DIRECTED BY PETER WERNER” Article English Education Department Faculty of Tarbiyah and Teaching Training State Islamic Institute (IAIN), Tulung Agung, p.5

In this research focused on cooperative principles use Grice theory in the dialogue of main character in the movie: “Front of the Class 2008: However Syndrome Made Me the Teacher I Never Had” Meanwhile sub focuses on this research are maxim of quantity, maxim of quality, maxim of relation, and maxim of manner.

#### **D. Formulation of the Problem**

Based on the identification and Limitation above, the researcher can formulated the problem of this research as follows:

1. What are the types of cooperative principles that found in the main character in “Front of the Class” movie?
2. What is the dominant type of cooperative principles that found in the main character in “Front of the Class” Movie?
3. What is the inference of dominant type utterance of cooperative principle that used in “Front of Class” Movie?

#### **E. Objectives of the Research**

The objectives of the research based on the formulation of the problems above, would be stated below:

1. To describe the types of the cooperative principles that found in the main character in “Front of the Class” Movie.
2. To find the dominant type of the cooperative principles that found in the main character in “Front of the Class” Movie.
3. To know the inference of dominant type utterance of cooperative principle that used in “Front of Class” Movie?

#### **F. Significance of the Research**

The significances of this research are theoretical and practical would be stated below:

1. Theoretically  
As theoretical the result of this research can increase the knowledge of readers about the types of cooperative principle especially the reader known the types of maxims from “front of the class” movie.

## 2. Practically

As practical, this research gave beneficial impacts to the readers as follows:

- a. For the English student in learning and understanding about the use of cooperative principle for daily conversation it helps them to develop their personal character and improve their speaking skill.
- b. For the teacher, this research can to use with teacher who wants apply cooperative principle for daily conversation in teaching learning process.
- c. For other researcher, this research can give general information or knowledge about cooperative principle and can doing the further research.

## G. Relevance Study

There are similar previous researches that related to writer's research topic. Therefore, the research used these researches as the developing of ideas.

There are similar previous researches below are:

1. The first research is the Thesis was conducted by Putri Wahyuni in 2017 under titled "Conversational Implicature in the Movie Script of *Hotel Transylvania 2*" from University of Muhammadiyah Sumatera Utara Medan. This research was conducted to discuss the using conversational implicature based on cooperative principle on movie script. The researcher of this research analyzes the four cooperative principles, which are maxim of quality, maxim of quantity, maxim of manner and maxim of relation in the movie script.

The conclusion is the total number of conversational implicature is 29 utterances. The total number of maxim quality is 12 utterances, 7 of maxim of quantity, 6 of maxim relation, and 4 maxim of manner. The most dominant types of cooperative principle found in the movie script it is maxim

of quality with the total number most widely was 12 utterances.

2. The second is the Journal was conducted by Suswanto Ismadi Megah and Kenthik Dwi Wahyuni on June 2018 the titled of journal is “An Analysis of Cooperative Maxims in the ‘OMAR’ Movie” from English Department, Teacher Training and Education Faculty, University of Riau Kepulauan, Batam. This study was aimed to analyze types of cooperative maxims in the “Omar” movie. The researcher analysed cooperative maxims on Grice theory that Cooperative Principle. To investigated cooperative principle focus on the interrogation between the Israel soldier and the main character (Omar). The data found was the maxim of quantity 16%, maxim of quality 5%, maxim of relevant 47%, and maxim of manner 32%. Therefore in this study the most dominant type of cooperative principle was relevant maxim because the interrogation needed relevant to answer the interrogator.
3. The third is Thesis was conducted by Wiji Lestari in 2017. Under titled “The Analysis of Cooperative Principle in I Mile To You Movie” and its Application in Teaching Speaking at Senior High School” from English Education Program Teacher Training and Education Faculty Purowerejo Muhammadiyah University. There are two sources of the data. First, the primary source is the movie of ‘I Mile to You’ movie. Second, the data is the movie script from it. The result of this study that show the dialogues in I Mile to You movie that obedience cooperative principle are maxim of quality 13.43%, maxim of quantity 47.76%, maxim of relevance 26.87%, and maxim of manner 11.94%. Based on the result the most dominant types of cooperative principle that found in “I Mile to you movie” is maxim of quantity.

4. The fourth is Thesis was conducted by Siti Purwaningsih in 2015. Under the titled “The Pragmatics Analysis of the Cooperative Principle in A Comedy Movie Entitled ‘*Meet the Parents*’”. From English Education Department Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga. There are two sources of maxims and violated maxims: Maxim of quantity, maxim of quality, maxim of relation and maxim of manner. The researcher found 62 conversations in line maxim and 39 conversations violated maxim. There was maxim of quality which was the most spaces in line adage in this movie. It was unexpected that the accomplice of the discussion said the reality of the data.

Based on those four previous researches, there are differences and similarities between this research and those previous researches. The first similarity is all of the researches analyse about cooperative principle in the movie scripts. The second is all of the researches are descriptive qualitative, the third is all of the researches analyse obey utterances in movie script.

There are differences in all of those researches. The first difference is the title of movie in each research. The first previous research conducted in “Hotel Transylvania 2” Movie, the second previous research conducted “OMAR” Movie, and the third previous research conducted “I Mile to You” Movie. The fourth previous research conducted in “Meet the Parents” Movie. The second differences in third previous research there is application in Teaching Speaking. The third differences in fourth previous research there is Socio Cultural Background of American Society the fourth difference in this research we would know the inference of dominant type utterances found in “Front of the Class” Movie.

## H. Research Method

### 1. Research Design

The researcher used descriptive qualitative research design in this research for analysed the subject, because researcher would found the cooperative principle in Front of the Class Movie. Qualitative research is interpretative approach that cause get precise that means and behaviour experience in social phenomena<sup>13</sup>. The qualitative research is social inquiry that focuses how to interpret of the humans and recognize approximately their experience and the word that they use in life. Based on Creswell qualitative research is in shape to investigate problem that we do now no longer realize approximately the variables and want to discover the research<sup>14</sup>.

Qualitative research is research which produces about the background. Researcher used descriptive method to describe about cooperative principle in Front of the Class Movie, because it was described the rules of conversation in cooperative principle of 4 maxims that utterance in this movie. Descriptive method would matched that used in this research because would help the researcher to described Cooperative Principle in Front of the Class Movie.

### 2. Research Instrument

In any qualitative research that the researcher spent in any research grade, the researcher can realize all of the data gathered in the research. Hence, qualitative research has a lot of time within research. This means that the researcher has plenty of time and focus on the research to get a lot of information about the analysis. In this research the researcher used primary instrument and secondary instrument. The primary instrument is the key instrument of this research was

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<sup>13</sup>Cathryne Palmer and Amanda Bolderston, "A Brief Introduce To Qualitative Research". The Canadian Journal of Medical Radiation Technology.2006.p.16

<sup>14</sup>Jhon. W Creswell, "Educational Research" (University of Nebraska:Person.2002).p.16

the researcher itself. The researcher spent a large amount of their time reading, observing and understanding the theory and concept before collecting and analysing the data<sup>15</sup>. The secondary instrument the researcher used the other instrument to support collecting the data. To get correct data, this research notes data in data card. The form of data card would like following table below:

**Table 1.1 Data Card**

No	Context	Utterance	Type CP	Meaning
1				
2				
3				
4				

**Direction:**

**No Data** : Data are numbered based on the order of maxims would be searched.

**Context** : Context of the utterances was written based on the situation and place that is occurred in the conversation of main character in the movie.

**Utterance** : The utterances of the main characters in this movie which produces maxims of cooperative principle.

**Type CP** : Type of Cooperative Principle.

**Meaning** : Meaning or explanation of cooperative principle found.

### 3. Data Collecting Technique

In collecting the data, the researcher used documentary research. The step would be used in collecting data are as following.

In this research there are some steps in collecting data, the steps are:

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<sup>15</sup>Jhon. W Creswell. Op.cit.,p.159

- 1) Choice of topic as Download the Video of “Front of the Class” Movie at <https://youtu.be/P6UWIGrsxM> and
- 2) Download the script of “Front of the Class” Movie, At [https://www.scripts.com/script.php?id=front\\_of\\_the\\_class\\_8649&p=2](https://www.scripts.com/script.php?id=front_of_the_class_8649&p=2)
- 3) General and specific object as Watch the movie from beginning until the end to understand the storyline
- 4) Collection of information as Read all of the dialogue transcription. Underlining cooperative principles of 4 maxims are: maxim quantity, maxim quality, maxim of relevance or relation, and maxim of manner which is found on “Front of the Class” Movie.
- 5) Organization of data as Arrange the dialogues according to data card. After the data have been collected the next is analysis the data.
- 6) Drafting a draft as analysis the data

#### 4. Data Analysis

Miles and Huberman, counsel that qualitative data analysis comprises 3 procedures. They were to be analysed supported the subsequent:

##### 1. Data Condensation

The primary steps in data reduction or condensation is that the researcher selected the data to provide valuable information research, the second the researcher distinguished the cooperative principles in edifice Front of the Class a pair of picture script and also last researcher classified in to forms of cooperative principles in Front of the Class Movie.

##### 2. Data Display

Data display means that the method to change the data within the sort of table. After that the researcher described the data analysis movie and repair existing data records on the data card. In displaying data, the researcher described data include explanation of the data in every form of maxims and



in the las the researcher attach a pie chart of the results of the presentation of data maxims.

### 3. Conclusion drawing

After displaying the data, the conclusion is drawn. It is accustomed describe all of the data, in order that it would be return clearly. The conclusion answered the formulation of the problems<sup>16</sup>.

## I. Trustworthiness of the Data

In research, trustworthiness of the data is a proof that the information can be accounted for. In qualitative research, findings or data are valid assuming no distinction between the things is being accounted for by researcher with what is occur the subject of the research which is being research. In arrange the trustworthiness test of the data, the researcher apply triangulation. Triangulation is characterized as really looking at the data from different things. Denzin on Moleong clarified that triangulation it is isolated into a few types, in particular:

### 1. Data Triangulation

This type of triangulation is tied in with utilizing different data assets, like time, space, and individuals engaged with a research. Data triangulation will lessen the danger of incorrect understanding and support conclusions of the findings.

### 2. Method Triangulation

In this type of triangulation, the researcher utilizes different techniques while a concentrating on a similar phenomenon in on research. The design is to bring down the insufficiencies and predispositions that come from any single strategy.

### 3. Investigator Triangulation

Investigator triangulation characterizes as the utilization of more than one researcher, investigator, spectator, observer, or data expert in a research. The ability to ensure revelations all through investigator without prior conversation between them can fundamentally increase the validity of the invention.

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<sup>16</sup>Putri Wahyuni Thesis. Op.cit.,p.23

4. To approve the data, the researcher use various theories or point of view while examining a circumstance or phenomenon. The main thing of this type of triangulation is to see at a circumstance according to an alternate perspective<sup>17</sup>. However, from the four types of triangulation over, the researcher just utilizes investigator triangulation. To check whether the data is substantia or not, the approval would be check by the expert to the study identify with this research.

## **J. Systematic of Discussion**

This paper consist of five chapters, the researcher discusses the research into the structure below:

Chapter I is an Introduction which are contains Title Affirmation, Background of the problem, Focus and Sub-focus of the research, Formulation of the Problem, Objectives of the Research, Significance of the Research, Relevance Study, Research method that contains research design, research instrument, data collecting technique, data analysis, and the last of chapter I there is Systematic Discussion.

Chapter II gives some definitions about Pragmatics, Implicature, Conversational Implicature, Cooperative Principle include maxim of quality, maxim of quantity, maxim of relation and maxim of manner, definition about movie and synopsis about Front of the Class Movie.

Chapter III is a Description of Research Object contains Object Overview and Research Data

Chapter IV present the result of the research, how many types that use in Front of the Class Movie, what the dominant type, and what the inference of dominant type that use in Front of the Class Movie.

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<sup>17</sup>Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung:Remaja Rosdakarya,2014), p.330

Chapter V is conclusion and suggestion of this research for research to reader or other researcher.





## CHAPTER II

### REVIEW OF LITERATURE

This chapter the researcher presented about definition of pragmatics, implicature, conversational implicature, cooperative principle that contains maxim of quality, maxim of quantity, maxim of relation, and maxim of manner, conventional implicature, movie, synopsis of movie.

#### A. Pragmatics

Pragmatics connected with the study of linguistic that means as communication by a speaker and understood by a perceiver or listener. This short of study essentially involves the interpretation of what individuals mean particularly context and the way the context influence what is said. Furthermore, pragmatics is likewise approximately language use<sup>18</sup>. It needs a thought of how speaker organize what they need to mention in accordance with who they are talking to, where, once and beneath what circumstance.

Pragmatic is a branch of science that studies the structure of language externally. That's how the unit of language is used in communication. According to Parker in Dewa Putu and Rohmadi: "Pragmatic is distinct from grammar, which is the study of the internal structure of language. Pragmatics is the study of how language is used to communicate"<sup>19</sup>.

Yule states in Wiji Lestari's Thesis, pragmatics is the study of invisible meaning in many aspects, or how do we understand it is meaning even there is no actual meaning of speaking or written<sup>20</sup>. For this reason, the speaker or written must

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<sup>18</sup>Putri Wahyuni Thesis: "*Conversational Implicature in the Movie Script of Hotel Transylvania 2*" (Medan, Sumatera Utara:University of Muhammadiyah,2017), p.6.

<sup>19</sup>I Dewa Putu Wijana and Muhammad Rohmadi. 2009. *Analisis Wacana Pragmatik;Kajian Teori dan Analisis*. Surkarta: Yuma Pustaka. p.4

<sup>20</sup>Wiji Lestari Thesis: "*The Analysis of Cooperative Principle in I Mile to You Movie and its Application in Teaching Speaking at Senior High School*" (Purworejo: Purworejo Muhammadiyah University,2017), p.9.

be able to rely on many general assumptions and expectations when communicating. When we examine these assumptions and expectations, we will glimpse more ways of communicating than said. From a pragmatic point of view, the main purpose of communication is to exchange information.

Richard and Schmidt states in Wiji Lestari's Thesis, Pragmatics is sometimes contrasted with semantics, which deals with meaning without involving the user and the communicative function of sentences<sup>21</sup>. Griffiths also said Pragmatics is deal with the use of these tools in constructive communication. Pragmatic is about the interaction of semantic knowledge and our knowledge of the world in the context use. Pragmatics is the study of the meaning expression.

According to F.X. Nadar in Syaiful Bahri's Thesis, Pragmatics is a department of linguistics that examine language to have verbal exchange in positive situation. Also Morris, Crystal, and Yule states in his thesis offers 4 definitions approximately pragmatics: first, pragmatic is examine of speaker meaning; second, pragmatic is examine of the contextual meaning; third, pragmatics is examine of the way greater receives communicated than is stated; forth, pragmatics is the examine of the expression of relative distance<sup>22</sup>.

According to Yule in Leech, Pragmatic is divisible into Deixis, Reference, Presupposition, Implicature and Speech acts<sup>23</sup>. Implicature is part of pragmatic, and it is will discuss in this research. Grice distinguish have become types of implicature, particularly conventional implicature and conversational implicature.

## **B. Implicature**

Implicature is indirect or implicit which means of an auditory communication that's created by the speaker.

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<sup>21</sup>Ibid., p.9

<sup>22</sup>M.Syaiful Bahri Thesis: "*Conversation Implicatures in Harry Potter and the Deathly Hallows Part I and Part II Movie Transcription*" (Jakarta:Islamic University Syarif Hidayatullah,2015), p.9.

<sup>23</sup> Geoffrey Leech, Op.cit p.3.

Implicature happens once the speaker desires to precise on thing in an implicit or indirect method in a conversation. There are numbers of implicature sorts introduced by Grice. Associate degree implicature's kind is additionally has characteristics<sup>24</sup>. One type as implicature is informal implicature. Informal implicature is implications derived on the conversational principles and assumptions, wishing on over linguistic meaning words in an utterance.

In oral communication people build communication. In true condition, the speakers use other ways to specific their meant. The characteristic of informal implicature is well defined. Varieties of implicature are often known by the characteristics of every type there are conversational implicature and conventional implicature. Completely different with typical implicature that expressed united which means from lexical item. Informal implicature is inferred from the utilization of somebody auditory communication in context<sup>25</sup>

### 1. Conversational Implicature

According to Thomas the term “speaker sense” tends to be preferred by writers who have a largely social view of discipline; it places a strong emphasis on the procedure of the message, but at the same time masking the fact that the process of interpreting what we hear involves moving between several levels of the final definition (interpretation of the statement), which is preferred by those who adopt a largely cognitive approach, avoid this fault, but at the cost of focusing too much on the recipient of the messages, which in practice amounts to largely ignoring social on the production of the statement.

Conversational implicatures became one in every of the principal subjects of pragmatics. A very important abstract and method issue in linguistics is a way to distinguish senses

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<sup>24</sup>Endry Sri Rahayu, “Types of Implicature in Informal Conversations Used by the English Education Study Program Students”, *Journal of Applied Linguistics and Literature*, Vol.1, No 1, June 2016 (Surabaya:2016), p.67.

<sup>25</sup>Ibid., p.67-68.

and entailments from generalized conversational implicature. A connected issue is that the degree to the sentence which means determines what is said. Linguistics traces the evolution of conversational implicatures into idioms.

Grice developed an influential theory to explain and predict conversational implicatures, as well as to describe how they arise and are understood. The principle of cooperation and the associated maxims play a central role. Neo-Gricean theories modify Grice's principles to some extent, and relevance theories replace them with a principle of communicative efficiency<sup>26</sup>. Problems with such principle-based theories include over-generation, lack of certainty, clashes, and the fact that speakers often have different goals. An alternative approach emphasizes that implicatures can be explained and predicted in all possible ways and intentions.

In order to communicate successfully, people at the large are imagined to adapt to a precise mode of interaction. For this reason, the linguist Herbert Paul Grice developed a mode of interaction successful communication referred to as within the Cooperative principle and its maxims supported normal language philosophy<sup>27</sup>. The cooperative principle has been mentioned in several linguistics works comparable to Yule and Grundy for its influence on the sector of pragmatics.

#### a. Cooperative Principles

For success in conversation, each interlocutor in every oral communication is required to follow certain conversational rules. According to Grice speakers try to be cooperative when speaking. One way to cooperate is to provide the speaker with as much information as possible. It can only be achieved when people participate<sup>28</sup>. He said that in the speech, both the speaker and these opponent's realized

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<sup>26</sup>Plato."Implicature".(<https://plato.stanford.edu/entries/implicature>. December 27 2020)

<sup>27</sup>Agnes Herawati, "The Cooperative Principle: Is Grice's Theory Suitable to Indonesian Language Culture?" Journal LINGUA CULTURA, Vol.7, No 1, May 2013 (Jakarta:2013), p.44.

<sup>28</sup>Suswanto I.M and Kenthink D.w, Op.cit p.4



that their actions, language and the use of interpretations of the opponent's actions and statements. Each participant is responsible for speech acts and deviations from language rules in speech interactions. Supported this condition, Grice developed the cooperative principles which each person ought to adapt so as understand a successful communication.

Grice states the Cooperative Principles as follows:

“Make your conversational contribution as required, at the stage at which it occurs, by the accepted purpose or direction of speech exchange in which you are engaged<sup>29</sup>.”

If there is a deviation, there are certain implications to be achieved by the speaker. If the implication does not exist, then the speaker concerned does not cooperate or is not cooperative. Therefore, in summary, it can be assumed that there is a kind of cooperative principle that the speaker and the interlocutor must carry out then that the communication process runs smoothly<sup>30</sup>.

Express that in the cooperative principles the speaker must obey four maxims. In interaction either in text form or in person to improve process communication. The four maxims are:

### 1) Maxim of Quality

1. Try to make the contribution one is true
2. Do not say what is believed to be false
3. Do not say that for which lack evidence

Add Grundy, the maximum quality can be defined as true required. That means that the speaker must report the truth and is not allowed to say what they thinks is false and give the statement that does not reach the goal. They were expected to write that they only say what they believe true and have evidence of what they say; however the speaker should be aware of this

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<sup>29</sup>Michal Ephartt, Op.cit p.62

<sup>30</sup>I Dewa Putu Wijana and Muhammad Rohmadi., Op.cit p.44

expression, that listeners expect them to respect the highest quality<sup>31</sup>.

Greg : So, Jack, couldn't this maybe be construed as illegal? You know invasion privacy?

Jack : Trust me, Greg, when you start having little Fockers running around, you'll understand the need for this level of protection, impressive, isn't it?

This conversation contains in line maxim of quality, since Jack showed his job as spy who made Nanny Camera. When Greg asked him that it was something illegal and invasion of privacy, then Jack gave the right answer to him about Nanny Camera for level protection to his children<sup>32</sup>.

## 2) Maxim of Quantity

1. Make the contribution as informative as required
2. Do not make the contribution more informative than is required.

Grundy expressed that maxim of amount as one of the cooperative is bothered in giving the knowledge because it is required<sup>33</sup>. The speakers simply say the information needed, it should not less informative or a lot of informative. In every traditional circumstance, the maxim of quantity provides that the speaker say just enough, they are doing not supply less information or more that is necessary. Below are the examples of an utterance that obeys the maxim of quantity.

Greg : That's incredible. How did you teach the cat to use the toilet?

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<sup>31</sup>Peter Grundy, "Doing Pragmatics" second edition (United States of America: Oxford University Press Inc, New York, 2000), p.74-75.

<sup>32</sup>Siti Purwaningsih Thesis: "The Pragmatic Analysis of Cooperative Principle in Comedy Movie Entitled "Meet the Parents" (Salatiga: Institute for Islamic Studies (IAIN) Salatiga, 2015), p.73.

<sup>33</sup>Peter Grundy. Loc.cit., p.74.

Jack : Oh, that was very easy, Greg. I just designed a litter box to put inside the toilet, and then once he got used to it, I took it away. Mr. Jinx was a jack's pet. It was great cat and can to use the toilet.

This conversation belongs to in line maxim of quantity. Because Jack gave a complete answer complied which Greg requested<sup>34</sup>

### 3) Maxim of Relation

Maxim of relation or relevance means that the utterance must be relevant to the topic being discussed. Cutting states that speakers are expected to give information about something that is relevant to what was said before. Next Grundy states that the maxim of relevance is fulfilled when the speaker gives information relevant to the topic<sup>35</sup>. Therefore, each speaker should be relevant to the topic of conversation.

Greg : What's wrong with saying "bomb" on airplane?

Man : You can't say "bomb" on an airplane.

This conversation between Greg and a Man belongs to in line maxim of relation, because passenger might not say Bomb on the airplane. That would make all passengers on the airplane panic and noisy. Therefore, there were relevant between question and answer<sup>36</sup>.

The contribution of the participants in the speech acts that does not always relevance of speaker meaning of the utterance, but also in what is implied by the utterance. The tendency of the existence of a relation between parts of utterances in conversation is explicitly emphasized by Grice as follows:

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<sup>34</sup> Siti Purwaningsih. Op.cit., p.64

<sup>35</sup> Peter Grundy. Loc.cit., p.74.

<sup>36</sup> Siti Purwaningsih. Op.cit., p.83

“Our talk exchanges do not normally consist of a succession of disconnected remarks, and would not be rational if they did. They are characteristically, or to some degree at least, cooperative efforts; and each participants recognizes is them”<sup>37</sup>.

#### 4) Maxim of Manner

Maxim of manner is giving the clear information.

1. Avoid unclearness of expression
2. Avoid ambiguity
3. Be brief
4. Be orderly

Add by Cutting maxim of the manner, if the speaker reproduces information briefly and orderly, the speaker must avoid the obscure and ambiguous information of the listener<sup>38</sup>. Therefore, each participant must give the information directly and sensibly, and this should not be vague, ambiguous or exaggerated.

This maxim relates to the form of language we use. The speaker should not use the words they know, but the audience should not understand or say things. Also the speaker should not say anything in a long drawing out of the way when they could easily say them. Then from that Parker give example of the following discourse.

Greg: Wait, wait! Excuse me!

Man: Don't worry. It'll be waiting for you on the other side.

The conversation between Greg and Man contains in line maxim of manner, because when Greg

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<sup>37</sup> I Dewa Putu Wijana and Muhammad Rohmadi. Op.cit.,p.49

<sup>38</sup> Peter Grundy. Op.cit.,p.74

tried to stop his bag, a man gave answer clearly and briefly<sup>39</sup>

Levinson stated that Grice's maxims above specify what participants have to do in order to converse in a maximally efficient, rational, cooperative way: the participant should speak sincerely, relevantly, and clearly while providing sufficient information.

## 2. Conventional Implicature

As indicated by Grice, conventional implicature is the implicature that have regular significance of the words utilized. Conventional implicature are related with explicit words and result in extra conveyed. Conventional implicature are not founded on the cooperative principle or maxims. They do not occur in the conversation, and they do not rely upon special setting for their meaning<sup>40</sup>.

Conventional implicature or understanding implications are general and conventional, in other words everyone in general definitely know and understand the meaning of a specific case. The comprehension of the implication of the conventional expects the audience or the listeners have the experience and general information. Grice gives an example of conventional implicature: *He is an English man, therefore he is brave*<sup>41</sup>.

Example of sentence above several components that decide the importance of convention that has implication of discourse, the English people have the boldness since he is English. Although the meaning of such a convention can in any case be discussed, yet it is normal the audience

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<sup>39</sup>Siti Purwaningsih. Loc.cit., p.84

<sup>40</sup>Muhammad Vikry. Op.cit.,p.21-22

<sup>41</sup>Wahyu Zulfa Lailah Thesis: "Conversational Implicature Analysis in "Facing the Giants" the Movie" (Cirebon,Syekh Nurjati State Islamic Institute Cirebon,2016), p.7.

or listeners can comprehend and tolerate conventional nature.

### b. Politeness Principle

In pragmatics Yule defines politeness as the strategy used to demonstrate awareness of another person's face. In this sense, being polite can be done in intimate or distant social relationships. When two people appear to be socially distant from one another, it's common to use the words respect or reverence to express how one should behave. It is common to use phrases like friendliness, camaraderie, or solidarity to indicate displaying the same awareness when the other socially close<sup>42</sup>. George Yule identified two politenesses which are follows:

#### 1) Positive Politeness

Positive politeness is an act of face-saving that emphasizes that both speakers are working toward the same purpose and that they are in solidarity with one another.

#### 2) Negative Politeness

Negative Politeness is defined as a face-saving action that is focused on hiding the person's negative face. It often emphasizes differences, highlights the value of the other person's time or worries, and may even include an apology for the intrusion or interruption.

### C. Movie

Movie is an image sequence that is projected onto a screen from developed and prepared film, in particular with associated soundtrack. The movie language describes the way in which the script appeals to the audience and viewers of it. Directors, Producers and Editors we decipher these meanings

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<sup>42</sup>Putri Wahyuni. Op.cit., p.13

in a not dissimilar way to interpret spoken and written language<sup>43</sup>. As with words but even more, we do not just justify what we specifically seen in script. We bring all of already existing expectations, knowledge and shared experiences to our interpretation of moving images, which determine the research consist of what the script sees relates to the what they said in the movie. An important aspect of the language of movie is its compelling nature and its appearance of reality. It is not just like we are watching an authentic window of the world it is a window that we want to keep curious at an observation like climax. Through the window during an argument on street, enjoy guessing where it is going will lead. In this wat, moving images work to entertain, inform and educate, but also to convince us to see the world in certain way.

#### D. Synopsis of Movie

Title of movie : Front of the Class  
 Release date : December 7, 2008  
 Directed by : Peter Wener  
 Written by : Thomas Rickman  
 Based on : Front of the Class by Brad  
 Cohen and Lisa Wysocky  
 Running time : 95 minutes

Front of the Class is a 2008 American docudrama movie directed by Peter Wener that is based on the 2005 book *Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had* by Brad Cohen and co- authored Lisa Wysocky, which tells of Cohen's life with Tourette Syndrome and how it inspired him to teach other students<sup>44</sup>.

Twelve-year-old Brad lives in Missouri with his divorcée mother, Ellen, and younger brother, Jeff. He

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<sup>43</sup>Putri Wahyuni, Op.cit p.16.

<sup>44</sup>*Front of the Class*, [https://subslikescript.com/movie/Front\\_of\\_the\\_Class-1292594](https://subslikescript.com/movie/Front_of_the_Class-1292594), December 19<sup>th</sup> 2021, 23.00.

constantly gets into trouble with his father Norman and his teachers at school due to his tics. In one class, his teacher calls him to the front to make him apologize to his class for disrupting the class and promise he won't do it again. Determined to find out what is wrong with her son, Ellen seeks medical help. A psychiatrist believes that Brad's tics are the result of his parents' divorce. One lady suggests an exorcism. Ellen takes her search to the library and comes across Tourette syndrome (TS) in a medical book. She shows this to the psychiatrist, who agrees with the diagnosis, and says that there is no cure. Brad and his mother attend a support group for the first and last time. From then on, Brad aspires to never be like the other members of the support group and to become successful.

At the beginning of middle school, Brad is sent to the principal's office for being disruptive. The principal invites him to the school concert later in the afternoon. At the end of the concert, which Brad's Tourette's tics had disturbed, he calls Brad up to the stage and asks Brad to talk about his TS. As Brad makes his way back to his seat, the school applauds him.

As an adult, Brad lives with his house mate Ron in Georgia, and is looking for work as an elementary school teacher. He is turned down after 24 interviews because of his TS. He finally gets an interview where staff is accepting and they give him the job.

On his first day, Brad explains his TS to the children. He helps Thomas with reading and makes an impression on Heather, a girl with terminal cancer. Another student's father pulls her out of Brad's class as he fears Brad will distract her.

Brad meets Nancy on an online dating site. After dating her for some time, he invites her over for Thanksgiving back at Ellen's house, where he tells Nancy he loves her, and the feeling is reciprocated. He confides in Ellen his concern that Nancy will get fed up with his tics, but she reassures him that he must not let his TS get in the way.



An observer at the school assesses Brad's teaching, and the head teacher announces that Brad has been chosen to receive the Teacher of the Year award, which he accepts in front his family, friends and students. The ending titles tell that Brad got his master's degree; he dressed up as Homer, (Atlanta Braves) mascot; he married Nancy in 2006; and a photograph of the real Brad Cohen teaching his class is shown<sup>45</sup>.



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<sup>45</sup>Vivid Novitasari, May 2015. "VALUES FOUND IN "FRONT OF THE CLASS" MOVIE DIRECTED BY PETER WERNER" Article English Education Department Faculty of Tarbiyah and Teaching Training State Islamic Institute (IAIN), Tulung Agung, p.5



## CHAPTER III

### DESCRIPTION OF THE RESEARCH OBJECT

In this chapter, the researcher presents about Research Object Description contain maxim of quality, maxim of quantity, maxim of relation and maxim of manner. Data of the Research include table percentage and diagram pie.

#### A. Research Object Description

Cooperative Principle is a guiding principle in pragmatics that should be abided by the communication. When the speakers build communication, speaker want to be understood and interpreted accurately and listeners want to be effective decoders of the messages they receive<sup>46</sup>. As explained in the chapter II the definition of cooperative principle. Grice states the Cooperative Principles as follows:

“Make your conversational contribution as required, at the stage at which it occurs, by the accepted purpose or direction of speak exchange in which you are engaged”.

Express that in the cooperative principles the speaker must obey four maxims. In interaction either in text form or in person to improve process communication. The four maxims are:

1. Maxim of Quality
2. Maxim of Quantity
3. Maxim of Relation
4. Maxim of Manner

This research focused on analysis of cooperative principle for main character's conversation or dialogues in Front of the Class Movie. Here the movie is as an object of the research.

#### B. Data of the Research

1. The researcher categorized cooperative principle that would be found by watching the movie. This research focused on dialogues or conversation in Front of the Class Movie based on

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<sup>46</sup>Wiji Lestari. Op.cit.,p.10

Herbert Paul Grice theory. Therefore the researcher wrote the frequency and explanation data of cooperative principle each maxims.

The example form as table below:

**Table 2.1 Data Instrument Classification**

No	Type CP	Utterance	Context	Meaning
1	Maxim of Quality			
2	Maxim of Quantity			
3	Maxim of Relation			
4	Maxim of Manner			

**Direction:**

**No Data** : Data are numbered based on the order of maxims will be searched.

**Type CP** : Type of Cooperative Principle.

**Context** : Context of the utterances is written based on the situation and place that is occurs in the conversation of main character in the movie.

**Utterance** : The utterances of the main characters in this movie which produces maxims of cooperative principle.

**Meaning** : Meaning or explanation of cooperative principle found.

2. After write all the data from the movie, the researcher counted the total types of cooperative principle on the movie as table below.

The presentation of cooperative principle categorized can be sum up as the data in the table below:

**Table 2.2 Frequency of Cooperative Principle**

No	Type of CP	Number of Cases	Percentage (%)
1	Maxim of Quality		... (%)
2	Maxim of Quantity		... (%)
3	Maxim of Relation		... (%)
4	Maxim of Manner		... (%)
	<b>Total</b>		

The percentage (%) each classification of cooperative principle calculate by Bungin's Formula

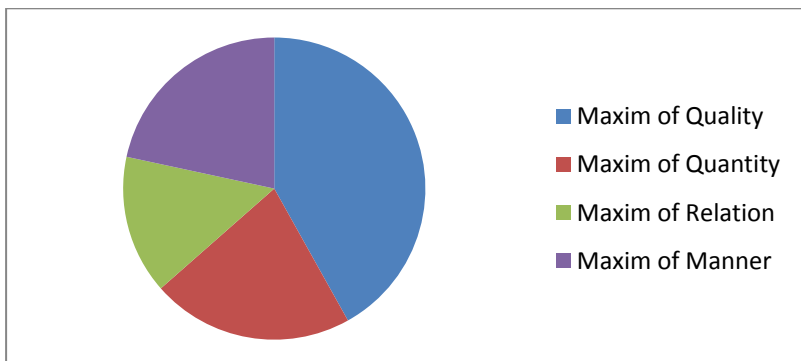
$$n = \frac{fx}{N} \times 100\%$$

Where, n= Percentage of types

fx= Total types of frequency of the sub category

N= Total types of all categories

The result of percentage cooperative principle categorized can be present in the diagram pie below



After recording data of categorized types of cooperative principle, therefore the researcher would be created conclusion maxim of cooperative principle dominates in Front of the Class Movie. After the researcher categorized maxim of cooperative principle dominates, the researcher explained the inference of dominant type utterance of cooperative principle that used in “Front of Class” Movie.



## CHAPTER IV

### DATA ANALYSIS AND FINDINGS

In this chapter, the researcher presented about the data types of maxims include context and explained the meaning each utterance based on Cooperative Principle which is used by main Character in a Front of Class Movie. Also the researcher found the dominant type of maxims and explained the inference of dominant type in Front of the Class Movie

#### 1.Data Analysis

##### 1. Types of Cooperative Principle in Front of the Class Movie

###### 1) Maxim Quality

###### a. At street (3:23 - 3:27)

Police : Son, you have been drinking?

Brad : *No. No, Sir. I have Tourette Syndrome.*

Brad makes noises that sound strange to the police. Then he wonders if Brad was drunk. Then the police asked if Brad had been drinking. The words: *No. No, Sir. I have Tourette Syndrome* is cooperative. This conversation is categorized as maxim of quality because Brad gave truth answer that he has Tourette Syndrome.

###### b. In the office (4:07 – 4:12)

Mrs. Sandra : I see you got B.A from Bradley University that's in Illinois, isn't it?

Brad : *Yes Ma'am!*

The conversation between Brad and Mrs. Sandra in line maxim of quality the words *Yes Ma'am* Is cooperative principle. Brad gave the right answer about located of his university.

###### c. In the car (13:27 – 13:38)

Brad : So, what the announcement, Dad?

Dad : *I've been seeing someone*  
 Jeff : What do you mean seeing somebody?  
 Dad : *Her name is Diane, and she ... Brad, please!*  
 Stop doing that!  
 Brad : *I can't*

Dad told to Brad and Jeff on the way home. The words: *I've been seeing someone* Dad wants to announce that he has found a woman named Diane. This conversation included maxim of quality because the father gave the right information and besides that when father told Brad to be quiet, Brad also gave the truth answer by words: *I can't* that he could not control the strange sound he was making.

d. At school (16:17 – 16:54)

Teacher : Now, this has got to be the last chance, the very last chance. Brad, look, I sent for your mother because things have just gotten out of control here. Now, she's going to take you home today. You can come back...

Brad : *Can't help it.*

Teacher : Sorry, what did you say?

Mrs Cohen : *He said he can't help it.*

Teacher : Right.

Mrs Cohen : What if he's telling the truth?

Teacher : You've got a bright boy, Mrs. Cohen, but making excuses for him... Making excuses is not going to help. Now, he needs to use this time to ask himself.

Mrs Cohen : Brad! Come on. Let's go.

The principal calls Brad's mother because he can't handle Brad's weirdness anymore. When he asked Brad answered honestly by words: *Can't help it.* that he can't stop the strange noises he was making. The principal still confused even though Brad's mother help explained that it was not Brad's will.



This conversation included maxim of quality because Brad gave the right answer.

e. Front of the library (16:58 – 17:07)

Brad : I don't care if they expel me. *I hate school.*

Mom : Well, it's that school or another school

Brad : *I hate all schools.* Why are we going here?

Mom : *To find some answers.*

Brad and his mom went to the library. The words: *I hate all schools* Brad gave an honest statement when he said he hates all of schools he has been visited because none of them have accepted him well. This conversation included in the maxim of quality when Brad asked why they were going to the library, his mom gave the truth answer about wanting to find out about Brad's oddity in medical books.

f. At the café (27:26 – 27:34)

Girl : Don't look now

Brad : *OK*

Girl : *Don't look now, but there's this guy behind us and I don't know what his problem is. He keeps staring.*

The conversation between Brad and the girl included maxim of quality because when the girl said "don't look now" she gave the truth reason, by words: *but there's this guy behind us and I don't know what his problem is. He keeps staring.*

g. At workplace (29:08 – 29:26)

Dad : Diane's wondering when you're gonna come by. I guess you've been pretty busy with the job hunt, any luck?

Brad : *Still interviewing.*

Dad : How's that going? Are they giving you any trouble with your uh...?

Brad : You can say the word Dad, Tourette's. *Some of them are. Some of them aren't.*

This conversation contains in line maxim of quality, since Dad asked if there was any luck, Brad answered still interviewing. And when Dad asked if there was a problem with his disability, Brad replied that there were schools that had a problem and some didn't. Therefore Brad gave the right answer to his father's question.

- h. In the school orchestra's concert (32:17 – 33:31)

A chief : The person making those noises is Brad Cohen. Come on up here, Brad. Do you like making noises and upsetting people, Brad?

Brad : *No, sir.*

A chief : Then why do you do it?

Brad : *Because I have Tourette Syndrome.*

A chief: What's that?

Brad : *It's a thing in my brain that causes me to make weird noises.*

A chief: But you could control it if you wanted to, right?

Brad : *No, sir. It's a sickness.*

The conversation above is in line maxim of quality because Brad gave the right answer in every question given by principal. And Brad explained and convinces everyone at his school.

- i. At the school office (36:18 – 36:31)

Interviewer : Ahh, you got something stuck in your throat? Would you like a drink?

Brad : *I have Tourette Syndrome. I'd like to tell you about it.*

Interviewer : It's a neurological ... Tourette's? is not that where you yell out obscenities?

Brad : *That's corprolalia, it's, ahh it's a rare symptom that a small percentage of people with Tourette's have.*

The conversation between Brad and Principal included maxim of quality because Brad explained about his illness and he gave the right answer in every questions

- j. At the school office (44:37 – 44:47)

Hillarie Straka : You must have had some pretty inspiring teachers.

Brad : *Ah, well. I had an inspiring principal Mr. Mayorbut my teachers, they really only inspired me to be the kind of teachers they never were.*

Hillarie suspects Brad has a teacher who inspired him. Hillarie's guess was right because Brad answered that the principal of his school when he was in middle school was very inspiring person. Brad gave the right answered to Hillarie about it. Therefore this conversation contains maxim of quality.

- k. In the classroom (1:00:32 – 1:00:51)

Student: Is it catching...?

Brad : *No. Absolutely not. You have to be born with it. Like I was.*

Student: does it hurt?

Brad : *well sometimes, when my neck jerks. But the noises do not hurt at all. These are great questions, keep em .. coming. It's okay to ask me anything about tourette's.*

*Yes.*

The conversation contains maxim of quality, since Brad allowed the students in the class to ask about his disability. Brad gave the right answer in

every question given by his students and he explained well.

l. In the classroom (1:00:53 – 1:01:13)

Student: can you go to movie?

Brad : *yes, I can go to movies. But sometimes I get kicked out and that makes me sad.*

Heater: what is the bunny's name?

Brad : *waffle*

Student: wa wa waffle!

Heather: his name just waffle!

The conversation above in line maxim of quality, because Brad gave the right answer his student's questions and explained that he could go to the cinema but the people inside would be disturbed by his voice and another question about the name of his bunny. Brad answered honestly that Waffle is the name of the Bunny.

m. In the school yard (1:02:36 – 1:02:41)

Amanda : *I really like your class Mr. Cohen*

Brad : *Oh well, thank you Amanda!*

Brad : *How are you doing you Mr. Wright?*

Amanda's Dad: *I'm fine*

Amanda told Brad the truth that she like Brad's class. And Brad gave a sincere and happy thank you. Then Brad also met Amanda's Dad and they greeted each other. Therefore this conversation contains maxim of quality.

n. At school (1:08:02 – 1:08:26)

Mrs. Chief : *He concerned about Amanda's ability to concentrate, he just thought that you'd make it a little harder for her.*

Brad : *Can't he just give me a chance? We've only just started*

Mrs. Chief : I pointed that out

Brad : And?

Mrs. Chief : *He said he was sympathetic but Amanda needs as he put it a "normal teacher". Don't take it to heart, Brad. Parents are the hardest part of job.*

This conversation was dealing with maxim of quality. Since Brad saw Amanda restless because of her father moved her from Brad's class. Brad asked to Hillarie "why not give me a chance?" then Hillarie explained what happened to Amanda and her father to Brad. And Hillarie gave the right answer to Brad's questions.

- o. In the school yard (1:09:58 – 1:10:07)

Heather: I really like your hat Mr. Cohen

Brad : *Well, thank you Heather I like your hair*

Heather: *It's just short cause of the medicine, bye.*

The conversation between Brad and Heather happened when Heather said she likes hat wear by Brad and Brad also likes the Heather new hair. Heather answered if that short because medicine. The conversation contains maxim of quality because Brad and Heather were telling the truth.

- p. In the building of test (1:12:25 – 1:12:50)

Receptionist : Brad Cohen, here you are Mr. Cohen. All right I need you take this packet, and I need you to go right in there

Brad : *I'm supposed to have special accommodations*

Receptionist : *I don't have any notation of that I mean, everybody test the same conditions today.*

Brad : *Okay yeah, but I called and they said, they that I could have a space to myself*

Receptionist : You know what? I need you to talk to administrator about that his office is right over there.

The conversation above happened when Brad wanted to take a test and took the form to the receptionist. But there was misunderstanding because Brad had a got a special accommodation for the test but the receptionist did not know about it. This conversation included maxim of quality because both are telling the truth.

- q. In the classroom (1:17:10 – 1:17:29)

Thomas: No, it's easy for me. But how can you be a teacher if you hate books?

Brad : Hate books? *I don't hate books everything in the world is in books I just have to work extra hard to get it out I'm going to give up on you, buddy Ok? And I'm not going to let you give up on yourself now keep reading, right here.*

Thomas said that reading was easy for him. And how can Brad be a teacher if reading was hard for him. Brad explained that he does not hate books. He just needs more effort to be able to read and have a lot of knowledge from books. This conversation included maxim of quality because Brad explained and was telling the truth.

- r. At school (1:29:24 – 1:29:32)

Brad : Dad, what are you, ah, what are you doing here?

Dad : *You said you need bookcases didn't you?*

Principal: You're father built us new bookshelves for the library.

The conversation happened when suddenly Dad visited the school. And Brad asked "what are you doing here?" then Dad replied with Brad's statement a

few days ago that his school needs bookshelf. Then the principal explained that Dad brought new bookshelf for school. This conversation included maxim of quality because they telling the truth.

## 2) Maxim Quantity

### a. At street (3:08 – 3:17)

Brad : Afternoon, officer. Was I speeding?

Police : *Twelve miles over the limits. St. Louis, huh? You a tourist?*

Brad : *No, I live in Atlanta now, I just moved here. I guess I was little distracted*

Brad was too fast while driving. Then the police stopped him. Brad asked if he was driving too fast. Police replied he was 25 miles over the limit. The conversation above included in the maxim quantity because when the police asked if Brad was a tourist, Brad gave a complete answer, that he is not a tourist and has settled in Atlanta.

### b. At street (3:30 – 3:38)

Police : Take it easy son. I'm going to need you to sign this. So, what kind of job you looking for?

Brad : *Teaching. I'm going to be a teacher.*

Conversation belongs to maxim of quantity, because Brad gave a complete answer about he would to be a teacher. The answer complied which police requested.

### c. At the school office (4:30 – 4:55)

Ma'am : Why choose Atlanta? I mean ... Missouri's your home

Brad : *I'm thinking of becoming a Braves fan. So, ah... Georgia honors my Illinois teaching certificate. Plus I fell in love with Atlanta when I worked here as a camp counsellor.*

I live here now. So does my Dad and Stepmom.

Ma'am : Well, it's nice to have family here to give you support.

In this conversation Ma'am Sandra asked to Brad about why Brad chooses Atlanta to teach when Missouri is his home. Then Brad gave complete answer and explained the history that he chooses Atlanta because he fell in love with Atlanta and besides that in Atlanta there are his Dad and Stepmom. Therefore this conversation belongs to maxim of quantity.

d. At the school office (5:05 – 5:39)

Ma'am : No. The Americans with Disabilities Act doesn't allow me to ask you. . .

Brad : *I know, but I'd like to tell you just like I tell the kids in my classes. See, I explain to them that it's a brain thing that causes me to make strange noises they're like sneezes, irrepressible. When you have to, you have to.*

Ma'am : How do they react?

Brad : *Once they understand, they're fine with it. It's never caused any problems in a classroom. All I want is a chance. Just get me the interviews, and let me prove to them that I can do the job. The Americans with Disabilities Act says I'm entitled to a chance.*

Ma'am Sandra said if the Americans with Disabilities Act does not allow her to ask Brad to be a teacher but Brad told he known it and he can do it well. Brad tries to convince Ma'am Sandra by explained her about disability and how he will teach his students in the class. This conversation included in the maxim quantity because Brad gave complete answer and explained as required.



## e. In Psychology (10:44 – 11:05)

Doctor : Do you feel any anger toward your mother, because of the divorce, Brad?

Brad : *No. No*

Doctor : Do you resent your father because he doesn't live with you anymore?

Brad : *No.*

Doctor : Do you blame yourself for the divorce, Brad?

Brad : *It happened when I was little kid, I don't even remember it.*

Brad visited a psychologist with his mother and when Brad was interviewed by a psychologist with some questions about himself and his parent's divorce. Then Brad gave answer as informative that doctor required. Therefore this conversation included maxim of quantity.

## f. At the school office ( 21:39 – 21:44)

Interviewer : Well, I see you only your bachelor's degree. Are you planning to get your Master's?

Brad : *Yes, Sir. As soon as I can*

The interviewer was checking Brad's file and he saw Brad bachelor's degree and he asked if Brad want to continue to master degree or not. The conversation above included maxim of quantity because Brad gave sufficient and complete answer.

## g. At the café (26:31 – 26:39)

Girl : So, Ron tells me that you're on big job hunt. How's it going?

Brad : *Ah... pretty good.* Except no one's hired me yet

I guess they're all too busy fighting to get me.

The girl asked Brad about his job hunt and Brad gave answer as informative that girl required. He

said “Pretty good”. Then the conversation belongs to maxim of quantity.

h. In the school orchestra (33:34 – 34:24)

A Chief: Well, why can't you just get cured?

Brad : *There isn't any cure. I don't like making noises any more than you like hearing them. They're even worse when I get stressed, when you don't accept that I can't stop them. But when I feel accepted then they're not so bad.*

A Chief: What can we do and I mean everyone in this school. What can we do to help you, Brad?

Brad : *I just want to be treated like everybody else.*

A Chief: Good job. Sit down.

This conversation deals with maxim of quantity, since the principal called him on stage when there was a music performance at school. And he asked about his disability and what they could do for Brad. Brad gave a complete answer and explained to everyone in the room that they just need to treat like everyone else.

i. In the meeting room (47:23 – 47:45)

Second grade staff: So, Brad. What do you think is the most important thing you have to teach?

Brad : *Yeah. Ah, well. Besides the importance of reading and the value of math...that it's okay to be yourself. It's okay to colour outside the lines if that's who you are.*

Brenda : So it's okay to ignore the boundaries?

Brad : *No, and I didn't...*

Brad was gathering with 2<sup>nd</sup> grade staff. Then one of the staff asked what the most important thing to teach. Then Brad explained to all the staff the important things he wanted to teach. The conversation

above included maxim of quantity because Brad gave complete answer to all staff there.

- j. In the meeting room (47:49 – 48:19)
- Brenda : I'm sorry but how can you expect kids to learn when you're doing that all the time?
- Teacher : Oh. Come on, Brenda
- Brad : *No, no, no. It's OK. It's a valid question. I want to answer it. Before they know me, kids sometimes do think I'm just weird, even scary. But, once I educate them about my Tourette's and they see that Mr. Cohen is a real person who just happens to make funny noises, well, then they accept me as a good teacher just like they accept all of you.*

The conversation above included maxim of quantity, because Brad gave the complete answer to all staff when Brenda one of the staff asked how can Brad teach if he keeps making annoying noises like that. Brad explained that, it's okay and he can overcome it by educating his students.

- k. At the workplace (48:59 – 49:08)
- Brad : You know what, Dad? This gonna be my last day here?
- Dad : Well, why don't you wait and see if you got the job first?
- Brad : *I'm gonna get the job Dad. I just have to stay focused*

Brad took a part time job while interviewing at schools and one day he was sure that it was his last day working with his dad. But his dad was pessimistic and suggested to work with him first before actually being accepted into a school. Brad insisted on focusing on the interview. Well the conversation included maxim of quantity because Brad gave the complete answer.

l. At the golf course (52:01 – 52:08)

Jeff : How can you stand living in a world where everybody's so ignorant?

Brad : *Everybody's not. You saw those golfers back there. They went to bat for me. My life is full of people like that.*

Brad and Jeff went to the golf course. When they were there Brad was expelled by the guard because his noisy, worried about disturbing the concentration of other players Even though many other players were okay with it. Then Jeff asked Brad how he lived his day meeting people like that. But Brad replied not everyone. There are also many good people that Brad has met. This conversation included maxim of quantity because Brad answered as informative that Jeff required.

m. At the coffee shop (56:18 – 56:33)

Nancy : Umm, OK. Do you think I could get a, get a cup of coffee first?

Brad : Cup of coffee?

Nancy : *Yeah*

Brad : Right. Yeah! of course. Coming up

Nancy : *Thanks*

Brad : Ah. Do you want, like a muffin?

Nancy : I'm on a diet. But *I would love a muffin.*

Conversation between Brad and Nancy at the coffee shop included maxim of quantity because both are gave answer as informative as required.

n. In the classroom (1:01:13 – 1:01:30)

Brad : All right guys, any more questions about tourette's? Anyone?

Student: Are they ever gonna make you well Mr.Cohen?

Brad : *Well. Right now there's medicine that can cure Tourette's but its okay because I've learned to accept it and I don't let it run my life.*

The conversation above included the maxim of quantity when Brad allowed his students to ask about his Tourette. One of the students asked if are they ever gonna make him well? Then Brad explained to all students in his class that there is already the medicine but Brad so far has learned to accept the disability. Brad gave the complete answer as required.

- o. In the classroom (1:02:11 – 1:02:18)

Brad : - Excuse me, where are you going?

Thomas: *Bathroom*

Brad : What's your name?

Thomas: *Thomas*

Brad : Ok. Well Thomas if you want to leave your seat, you have to ask for permission.

Conversation between Brad and Thomas at the classroom included maxim of quantity because both are gave answer as informative as required. Brad explained to Thomas and all people in the class. He should ask permission if want to leave his seat.

- p. In the park (1:05:41 – 1:06:06)

Brad : So, it really doesn't bother you, does it?

Nancy : What?

Brad : You know what my tourette's my noises

Nancy : *Not when I compare them to the noises other guys make you know like braggers, loud takers, egocentric, humor-challenged idiots seriously no, your noises don't bother me at all. As long as you keep me laughing.*

Brad asked Nancy about his Tourette's. Does not Brad's voice bother her? Nancy explained to Brad that it did not bother her at all. This conversation

included maxim of quantity because Nancy gave an informative and complete answer.

- q. In the parking lot (1:06:51 – 1:07:04)  
 Heather: Mr. Cohen, my mom said to ask if it's okay?  
 Brad : Is what okay, Heather?  
 Heather: If I give this (Carrot) to Waffle?  
 Brad : *You tell your mom that I said that's fine, Ok?*  
 Heather's Mom: Did he say it was okay?  
 Heather: Yeah.

The conversation above included maxim of quantity since Heather asked if she could give carrots to waffle (Brad's Bunny) and Brad replied "Tell your mother that you can give it" and Heather told her mother. Brad gave answer as informative as Heather required.

- r. In the classroom (1:14:52 – 1:15:00)  
 Heather: Are you gonna have a good thanks giving Mr. Cohen?  
 Brad : *Yes, I am. Me and waffle are going to take a little trip to see my moon in St. Louis.*  
 Heather: I know where that

The conversation between Brad and Heather included maxim of quantity because Brad provided informative answers that Heather required when she asked if Brad has a good thank giving this time. Brad gave complete answer.

- s. In the classroom (1:15:27 – 1:15:38)  
 Amanda: Why can't I be in your class Mr. Cohen?  
 Brad : *Well, ah. Your father had to do what best for you, Amanda. And you know what? You've got a great teacher.*  
 Amanda: Okay see you later Mr. Cohen.

The conversation above deals with maxim of quantity because when Amanda asked why she could not get into Brad's class. Brad gave complete answer and not exaggerating explanation to Amanda.

t. In the Car (1:18:41 – 1:18:57)

Brad : Hey, what's wrong?

Nancy : *Oh, I'm so nervous*

Brad : What's there to be nervous about? You're just gonna meet my mom

Nancy : *Thank you Brad, that's helpful*

Brad : And Jeff and my aunt and my uncles, and anybody I've ever loved in my entire life.

The conversation between Brad and Nancy contain maxim of quantity when they were on their way to Brad's house in St. Louis to meet his mother. Nancy looked very restless and nervous. Brad explained that Nancy just need to meet his family. Nancy calmed down a bit about it. Because Brad's utterance were informative as Nancy required.

### 3) Maxim of Relation

a. In church (22:36 – 22:54)

Brad : It's a church, Mom!

Mom : *Honey, you're not going to have to get a Bible lesson. This is just a support group*

Brad : Do I have to?

Mom : *You need to connect with other people who have Tourette's. Find out how they live with it. Ok? Let's do it.*

Brad and his mom headed to church and Brad little surprised. Brad asked his mother why they go to church. And his mom gave relevant answer that they should see and learn how people with Tourette's were doing too. This conversation included in the maxim of relation.

## b. At lunch (29:31 – 29:49)

Dad : I know that. You never ask me for anything

Brad : *No.*

Dad : But if you ever do get short, you know you gotta job with me here.

Brad : *OK. I'm just saying there's nothing wrong ... with keeping your options open in case things don't work out.* You know, there are other things besides teaching.

Brad : *Not for me.*

The conversation between Dad and Brad about the reality, that work and money are our necessity. There is relation between what Dad said and Brad's answer when his Dad offered to keep working with him but Brad remained steadfast in his conviction that teaching is the only job for him.

## c. In the school office (36:03 – 36:17)

Interviewer : But I do have to tell you this is a thought place to work. We've got some really hard cases.

Brad : *Well, I take that as a challenge. I don't believe that any kid is hopeless. You know, they all want to learn, you can't ever give up. Let me just ... you just gotta find the right way to teach them.*

Brad was doing interview at a school. Then the interviewer said that at his school there was hard case of delinquency on children. Then Brad gave an explanation if he considered it a challenge for him in teaching. The conversation above included in the maxim of relation because there is relation between the interviewer's utterance and Brad response's.

## d. In the school office (36:31 – 37:15)

Interviewer : - OK, listen. They did not tell me that you were going to be handicapped. How do you



expect to handle a bunch of wild student with a handicap like that?

Brad : *Not ... not when they understand – it's simply a matter of ...*

Interviewer : OK. I have seen teachers with disabilities before ... but never with what you've got. I just don't see how you could ever teach a class.

Brad : *I can teach! Look at my resume. Look at it! OK? I was very successful as a student teacher my Tourette's never posed a problem! I can teach!*

The conversation between Brad and Principal included in maxim of relation, because Brad's answer was relevant to the principal's question about how Brad can teach with handicapped like that while he has seen teachers with disabilities not being able to teach optimally. Brad explained that his disability would not be a problem, he can teach well. Therefore there is relation in their conversation.

e. At home (42:02 – 42:58)

Diane : Brad, your dad loves you ... so much. He just doesn't want to see you get hurt

Brad : *The only thing that hurts is the fact that he has never accepted who I am. See, he's got this idea of a perfect son, who is "normal" and does "normal" things. Well, I'm never gonna be "normal"*

Diane : Well, maybe that's not his idea, Brad. Maybe that's yours. And you're right, you are not normal. You have this gift to teach, and it's not in spite of your tourette's, it's because of it. I have to go

Diane, Brad's stepmother visited Brad and she explained that his father loves him so much and intends to take Brad to work with him. But Brad feels that his father demands perfection from him and Brad

still wants to be a teacher. Therefore there is relation in their conversation; it's called maxim of relation.

f. Via call (54:35 – 54:47)

Mom : Honey, that is, that is wonderful news!  
That's wonderful

Brad : *Yes, yes, Mom. It is absolutely wonderful,*  
but you know they've only given me a contract for  
year. OK? I still have to prove to them that they made  
the right choice.

The conversation above contains maxim of relation since Brad called his mother to tell her that he has been accepted as a teacher at a school. And his mother very excited when she heard the news. Then Brad said that he also had to try harder because Brad in a year training period, therefore Brad should to prove that the school was not wrong in choosing him.

g. In front of the class (1:02:50 – 1:03:04)

Brad : Eli! Thomas! Which one of you  
guys thinks that you can help me? Huh?

Eli and Thomas: *I can, I can*

Brad : All right, all right here's the deal. I  
need to get this ball and put it back in that bin. Why  
don't you guys shoot for it?

Eli and Thomas : *rock, paper, scissor, shoot!*

Brad : Whoa, all right Eli you win today  
boom!

The conversation above, there is relation between what Brad said and what Thomas and Eli did. When Brad called them to help him tidy up the ball, Brad told them to shoot for win it. Then they followed the order. Therefore the conversation is line maxim of relation.

- h. In the parking lot (1:10:17 – 1:10:52:52)
- Mom's Heather : Ok. Hey, umm I've been meaning to come and speak to you about Heather
- Brad : *I think I know*
- Mom's Heather : Yeah, umm we were just reluctant to tell anybody at first, of course it was only a matter of time before the chemo became obvious so
- Brad : Is she, ah... going to be okay?
- Mom's Heather : *Umm, Heather just loves your class she can't wait to get to school every day and, umm I'd be grateful if you kept our secret a little longer I just don't want her to be singled out*
- Brad : Yeah

This conversation belongs to in line maxim of relation, since Heather's mom wanted to tell Brad about her daughter's condition that she was sick. Thus, Brad's questions are relevant with Mom Heather's utterance

- i. In front of the building (1:13:47 – 1:13:54)
- Brad : Hey dad
- Dad : *Yeah?*
- Brad : Thanks
- Dad : Good luck on the test
- Dad helped clear up any misunderstanding between the Brad and the examiner. When he wanted to test his master's degree but Brad was not provided a separate room. Dad came, it was really helpful Brad. Then Dad gave the relation answer with Brad's utterance. The conversation above included maxim of relation.
- j. In the kitchen (1:21:12 – 1:22:03)
- Mom : Look, Brad. She understands about your noises, she doesn't care. You know you make her happy, she told me that Brad. You make her laugh.

*Brad : Well, what if one day she stops laughing?  
What if one day she gets fed up of living with someone  
who ... I just don't want to hurt her mom*

Mom : Maybe you don't want to get hurt

Brad : *Both*

Mom : The only things that can hurt either of you if you Tourette's drive her away from you if you let it win.

This conversation belongs to line maxim of relation, since mom and Brad were talking about Nancy. Mom said that Nancy accepts Brad for who he is but Brad worried that he would hurt Nancy. Thus, Brad's answer is relevant with mom utterances.

k. In church (1:23:25 – 1:23:45)

Heather's Mom : Mr. Cohen, aren't you coming in?

Brad : *I'm sorry I thought I could but I think I'd be too disruptive*

Heather's Mom : You made such a huge difference in Heather's life you were her favourite teacher, please don't leave without saying goodbye to her.

The conversation above, there is relation between Brad's answer and mom's question. At Heather's funeral, Heather's mom checked out and asked Brad if he was not in then Brad replied he worried about disturbing the atmosphere of the funeral because of his voice. But mom convinced Brad that he had to come in to say goodbye to Heather.

l. At school (1:30:02 – 1:30:06)

Brad : Hey class, that's my dad

Students: *Hi Mr. Cohen ...*

Dad : Hi ...

The conversation above contains in the maxim of relation. Brad show his father to his

students then there is a relation between Brad's statement and the children's utterance

m. In the meeting room (1:31:35 – 1:31:52)

Brad : this shirt's too tight. The label's digging in my back

Nancy : *I cut out the label* I don't know what you're so nervous about you're in front of a crowd every day

Brad : *well, these aren't second graders.* Oh man I wish I was invisible

Nancy : well, that is something you'll never have to worry about hold still, hold still.

Nancy helps Brad get ready for this year's award ceremony for him as the best teacher of the year. Brad was nervous about it. Their utterances were included in the maxim of relation because Nancy helps cut the labels of clothes when Brad was in trouble and calms Brad when he was nervous.

**4) Maxim of Manner**

a. In the school office (4:13 – 4:29)

Ma'am Sandra : Graduated cum laude, high recommendations, your student teaching evals are outstanding. Excellent! What made you decide to go into teaching?

Brad : *It's all I've ever wanted. I feel like I was born to teach*

Brad's utterance belongs to maxim of manner, because Brad gave answer to Mam Sandra about his desire to teach since childhood briefly.

b. In the car (13:42 – 13:51)

Dad : I mean, nothing's happened yet, but ... how would you guys feel about having stepmom?

Jeff : *No way!*

Brad : We've already got a Mom!

The conversation above included maxim of manner since Dad asked Brad and Jeff about what if they had a stepmother. They gave the answer that they did not want to have stepmother briefly and clearly.

c. Front of the library (17:09 – 17:23)

Brad : I can't go in the library they'll throw me out. Please, Mom

Mom : *All right, come here. Sit over here.* Well, maybe we're just going down the wrong track.

Brad : Who?

Mom : All of us

Brad's utterance included maxim of manner, because when his mom brought him to library, Brad told to his mom if he can't go to the library clearly and orderly and Mom understand about it and asked Brad to waiting front of the library.

d. In front of the office (22:10 – 22:15)

Interviewer : A couple of weeks, and I'll give you a call

Brad : *Ok! Ok. Thank you very much.*

Interviewer : Take Care

The conversation between Brad and interviewer contains maxim of manner because after Brad finished the interview, the interviewer explained in couple of weeks they would give an answer and call Brad. The utterance interviewer gave to Brad was clearly and concisely.

e. At the school office (25:10 – 25:18)

Principal : You seem to have been very successful ... in spite your Tourette's

Brad : *I have worked very hard to become the best teacher I can be*

Principal : Thank you for coming in. I will let you know

Brad : Thanks

Brad was doing an interview at one of the schools. The principal was very impressed with Brad's achievements even though he has Tourette Syndrome. Brad's utterance included in the maxim of manner because Brad gave a brief, clear and orderly answer about how hard he's been studying all this time.

f. At the school office (37:17 – 37:46)

Interviewer : I need somebody now for fifth grade. You want to teach here, you are gonna have to refrain from making these noises in class

Brad : You know what? Thank you very much for the interview

Interviewer : But, don't you want the job?

Brad : *Yes, actually. I want it really bad. But I would never, ever work for a man who doesn't care about his students.* So, I'll take my portfolio and, ah, take no more of your time. You got great boss (talk to the assistant)

The conversation above between Brad and Principal contains maxim of manner because Brad gave answer to the principal utterances clearly and orderly about how he don't want teach in that school because feel insulted.

g. At the school office (45:56 – 46:06)

Jim Ovbey : Well, Brad. It was pleasure to meet you

Brad : *You, too. You too.*

Hillarie Straka : *We have still got a few more teachers to interview. But we will let you know when we have made a decision*

Jim Ovbey : OK. Great, thank you  
 Brad : Thank you ...

Brad did an interview at Mountain School. The principal and vice principal were very happy to meet Brad. And the utterance that Hillarie gave was so clear and orderly that they would still be interviewing several more teachers and after that Brad will be notified. The conversation contains maxim of manner.

- h. In the classroom (1:00:18 – 1:00:23)

Brad : Did your teachers warn you that Mr. Cohen makes funny noises?

Students: Yes ...

Brad question contain maxim of manner because Brad asked to his students about him clearly and informative and his students also gave answer briefly.

- i. At the accessories shop (1:11:18 – 1:11:23)

Nancy : Hey, what is wrong?

Brad : *Oh nothing I'm just focusing on my school stuff*

Brad and Nancy were at the accessories store and Nancy saw Brad always silent. Then he asked how Brad was. Brad gave a brief and orderly answer that he was silent because he was focusing on school stuff. The conversation above included the maxim of manner.

- j. In the class room (1:15:27 – 1:15:39)

Amanda : Why can't I be in your class Mr. Cohen?

Brad : *Well, ah. Your father had to do what was best for you Amanda. And you know what? You have got a great teacher*



Amanda : Okay see you later Mr. Cohen

The conversation between Brad and Amanda included maxim of manner because when Amanda asked why she couldn't be in Brad's class anymore. Brad gave clearly and orderly answer that her father wants the best for Amanda and explained that she has other great teachers too.

k. At school (1:26:45 – 1:26:52)

Brad : Sorry Maxine

Maxine : *That's all right kids will be kids*

Brad : Yes, yeah they will

Maxine came too school with her red truck, the students were very happy and they learn while playing. And there were some kids messing up the truck. Brad apologizes to Maxine and Maxine gave clearly and briefly answer that child is still a child. The conversation above contains the maxim of manner.

## 2. The Dominant Maxim in Front of the Class Movie

After analysing the data, the researcher explained about percentage of the data, to accounting the percentage the researcher used Bungin's formula to found percentage of the cooperative principle and to found the most dominant of cooperative principle:

### a. Maxim of Quality:

$$n = \frac{fx}{N} \times 100\%$$

$$n = \frac{18}{62} \times 100\%$$

$$n = 29\%$$

**b. Maxim of Quantity:**

$$n = \frac{fx}{N} \times 100\%$$

$$n = \frac{20}{62} \times 100\%$$

$$n = 32.2\%$$

**c. Maxim of Relation:**

$$n = \frac{fx}{N} \times 100\%$$

$$n = \frac{13}{62} \times 100\%$$

$$n = 20.9\%$$

**d. Maxim of Manner:**

$$n = \frac{fx}{N} \times 100\%$$

$$n = \frac{11}{62} \times 100\%$$

$$n = 17.7\%$$

**3. The Inference of Dominant Maxim in Front of the Class Movie**

From the results of analysis above that the dominant type of the cooperative principle in front of the class movie is the maxim of quantity, it can be easily seen in the pie chart percentage above that the maxim of quantity occupies 32.2%. Maxim of quantity becomes the dominant type in the front of the class movie because the dialogue used by the main character and other characters tends to be more precise and their statements not too much and too spacious and

informative as required. Because this film contains an educational element, which used a lot of school environment settings, therefore there are many polite and well-organized conversations one of the activities is when the main character namely Brad, conducts interview in several schools. Therefore, the conversation used more formal language. Likewise, when Brad teaches in the class he used organized language. A lot of appropriate dialogue, informative as required between speakers and listeners, therefore the maxim of quantity to be dominant type in front of the class movie.

## B. FINDINGS

After analysis and described all the data based on Cooperative Principle in Front of the Class Movie, the finding can be presented in the following table.

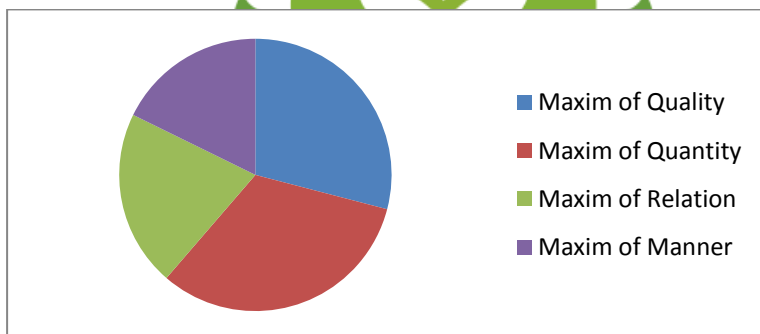
**Table 4.1 Frequency of Cooperative Principle**

No	Type of CP	Number of Cases	Percentage (%)
1	Maxim of Quality	18 Data	29%
2	Maxim of Quantity	20 Data	32,2%
3	Maxim of Relation	13 Data	20,9%
4	Maxim of Manner	11 Data	17,7%
	<b>Total</b>	62 Data	100%

1. Cooperative principle divided into maxim of quality, maxim of quantity, maxim of relation and maxim of manner. All types of cooperative principle used in the front of the class movie script. Types of cooperative principle were found 62 data.

2. According to the analysis based on the table frequency, the researcher found the types of cooperative principle in Front of the Class Movie there are 18 data included maxim of quality with the percentage 29%, 20 data included maxim of quantity with percentage 32.2%, 13 data included maxim of relation with percentage 20.9%, and 11 data included maxim of manner with percentage 17.7%.
3. The most dominant type of cooperative principle which found in the front of the class movie was maxim of quantity that was 20 data. The researcher found a lot of maxim of quality in each movie.

The result of percentage cooperative principle categorized can be presented in the diagram pie below



## BAB V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher presented about the conclusion of the data analysis that cooperative principle with four maxims: maxim of quality, maxim of quantity, maxim of relation, and maxim of manner in movie script entitled *Front of the Class*. The researcher also gives the suggestion related to this research.

#### A. Conclusion

The researcher analysed the types of maxims based on cooperative principle and the meaning of each utterance include inference of dominant type from this movie as described by the researcher in chapter IV. The researcher gives the conclusion about this research that:

The researcher identified cooperative principle that using H.P Grice's theory that divided into four maxims there are maxim of quality, maxim of quantity, maxim of relation, and maxim of manner. The researcher showed the dialogues of movie script include meaning each utterance and situation of the conversation. In the analysis, the researcher found balanced data, because the theme of this movie about education there are many balanced and polite utterances in conversation. The result of analysis are sixty two data (62), maxim of quality 18 data, maxim of quantity 20 data, maxim of relation 13 data, and maxim of manner 11 data. And dominant type of maxims found in *Front of the Class* Movie is Maxim Quantity which represents 20 data. The inference of dominant type found in this movie is maxim of quantity because the dialogue used by the main character and other characters tends to be more precise their statement not too much and not too spacious and informative as required. Because this film contains an educational element, which used a lot of school environment settings. When we are focus on the movie, we will get more information about the participants or the context of the movie. When we get information, we will understand the movie and are

going to be interested in it and it is something that the movie maker wants from us, interested in what they have made.

## **B. Suggestion**

Based on the conclusion above, the researcher would give suggestion for reader especially English teacher, English students and other researchers.

### 1. For the English teacher

This research may activate English teacher to improve the way of educating personal character and can motivate teacher to find the way of teaching in the class. The researcher suggest teacher to use movie to develop student's personal character and with learn about types of maxim in this movie it helps teacher and students use that in daily conversation and it useful for teaching speaking skill.

### 2. For the English students

Students suggested to learning about pragmatics and social value, know about cooperative principle especially types of maxims that can regulate the conversation, how the conversation between speaker and listener runs smoothly. They would know the people's means of their utterance in the conversation. With learn about types of maxims from this movie that useful for daily conversation it helps them to develop their personal character and improve their speaking skill, they should be careful to adjust the rule.

### 3. For the other researcher

This research is not perfect, this research can give general information or knowledge about cooperative principle and the other researcher can conduct their research related to pragmatic especially in cooperative principle there are many types of maxims that have not been studied or are not included in this research. The researcher believed there are many things that can be analysed on a movie script or other movie.

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