

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Pragmatics

The writer uses pragmatic approaches since pragmatic is the linguistic division that focuses as a communication tool on the structure of a language. According to Yule explained that pragmatics is the study of how listeners can make inferences about what is said in order to arrive at an interpretation of speakers intended meaning. This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated.<sup>1</sup>

Sperber and Wilson, state that pragmatics is defined as the study of language use. In other words, it is defined as "the study of how linguistic properties and contextual factors interact in the interpretation of utterances, enabling learners to bridge the gap between sentence meaning and speaker's meaning".<sup>2</sup> Trask points out that the disparity between what is said and what is meant is the core idea of pragmatics.<sup>3</sup>

The speakers try to be cooperative by contributing meaningful and productive utterances to continue the conversation. And, as listeners, the writer assume that our conversational partners are doing the same. The

---

<sup>1</sup> Yule , G, *Pragmatics* (Oxford: Oxford University Press, 1996), 3.

<sup>2</sup> Sperber, D., & Wilson, D., *Pragmatics. Cognition*, 10(1), 281-286.

<sup>3</sup> Trask, R., *Language and linguistics: The key concepts (2nd ed)*, 227.

simplest way to think of Gricean maxims is to think of them as general rules to follow in a conversation. However, the interesting thing about these rules is do not always follow them. In his article "Logic and Conversation", Grice makes a very general distinction between what is said by a speaker and what he means or implicates and he provides us with the definition of Cooperative Principle: "make your contribution such as is required, at the stage at which it occurs, by the accepted purpose of the talk exchange in which you are engaged."<sup>4</sup>

Grice argues that there is a set of assumptions guiding the conduct of conversation. These assumptions may be formulated as guidelines for the efficient and effective use of language in conversation. Grice identifies four basic maxims of conversation underlying the efficient cooperative use of language, which together form what he called the Cooperative Principle.<sup>5</sup> Therefore, the author uses the concept of four basic maxims of conversation or called the Cooperative principle, there are: quality, quantity, relevance and manner as the guidelines for the efficient and effective language use in conversation to achieve the mean of the speaker's utterance.

---

<sup>4</sup> Grice, H. P., *Logic and Conversation* (Cambridge: Cambridge University Press, 1975), 45-46.

<sup>5</sup> Grice, H. P., *Logic and Conversation*, in P. Cole & J. L. Morgan. *Syntax and Semantics volume 3: Speech Acts*. (New York : Academic Press, 1975), 45.

## **B. Gricean Cooperative Principle**

Grice proposes that conversation is based on shared principle of cooperation. This principle is known as Cooperative Principle and consists of four maxims: quantity, quality, relation and manner.<sup>6</sup>

### **a. Observing the Maxim**

Observance of maxim happens when speaker successfully follows four maxims to achieve effective communication. The four maxims that Grice distinguishes are as follows:

#### 1) Maxim of Quantity

The maxim of Quantity requires the speaker to make the contribution as informative as is required and not more informative than is required. For example:

A: Where are you going?

B: I'm going to the post office.

Here, speaker B gives appropriate respond to speaker A's question. She/he directly answers speaker A's question and makes her/his contribution as informative as required.

#### 2) Maxim of Quality

The maxim of Quality does not allow the speaker to say something that is believed to be false and something that lack

---

<sup>6</sup> Grice, H, P., *Logic and Conversation*, 45-46.

adequate evidence. In other words, speaker is expected to be sincere and tell the truth. For example:

A: Why you didn't come to the party last night?

B: I went to my niece's wedding party.

In this dialogue, speaker B tells the truth about the reason why she/he did not come to the party, because she/he must come to her/his niece's wedding party.

### 3) Maxim of Relation

The maxim of Relation requires the speaker to say something that is relevant to what has been said before. For example:

A: Where is my wallet?

B: It is in your room.

In the example, speaker B's reply relates to the question. She/he is not talking about something else.

### 4) Maxim of Manner

According to Cutting, the maxim of Manner requires speaker to describe things orderly and clearly.<sup>7</sup> It also requires the speaker to avoid obscurity of expression, avoid ambiguity, be brief, and be orderly. For example:

---

<sup>7</sup> Cutting, J, *Pragmatics and Discourse: A Resource Book for Students* (London: Routledge, 2002), 33.

A: Where was Alya this morning?

B: She went to the market and bought some ingredients for barbeque party tonight.

In the example, speaker B's answer obeys the maxim of manner: be orderly, because she/he gives a clear explanation where Alya was.

#### **b. Opting out the Maxim**

In this research the focus is going to be on opting out of the maxims that occurs when the speaker may opt out of observing a maxim by indicating unwillingness to cooperate. In other words, the speaker does not want to cooperate and contribute to the exchange the way the maxim requires. She/he shows some kind of unwillingness to cooperate in the way the maxim requires. Opting out of the maxims can be as follows:

- 1) Opting out of Quantity. E.g. My lips are sealed; I cannot say more.
- 2) Opting out of Quality. E.g. I'm not sure, but I think ...
- 3) Opting out of Manner. E.g. I don't know how to say this more simply ...

- 4) Opting out of Relevance. E.g. I don't know if this answers your question, but ... Such hedges are ways of marking that you are opting out of the Cooperative Principle.<sup>8</sup>

The full potential of theories of implicature to both the content of teaching and the process of communicating with students in ELT has yet to be fully exploited, but there is evidence of a growing awareness of the practical applications of pragmatics to ELT. Gabrielatos draws on Gricean maxims to propose general solutions to problems common to the classroom. For learners who “may communicate unintended messages through being over/under-explicit or using the wrong register, although they are grammatically accurate” he suggests:

- Avoiding asking learners to be (over) explicit at all times.
- Training learners in understanding the amount of information the listener/ reader needs or expects.<sup>9</sup>

White provides a detailed description of a course design based on Gricean maxims, showing how the maxims of spoken interaction can be applied to the teaching of writing.<sup>10</sup> That is why it is very important for

---

<sup>8</sup> Grice, H. P., *Logic and Conversation*, 30.

<sup>9</sup> Gabrielatos, C., *Inference procedures and implications for ELT*. First published in R.P. Millrood (Ed.), 2002, 47.

<sup>10</sup> White, R., *Adapting Grice's maxims in the teaching of writing*, *ELT Journal*, 2001, 55(1), 62-69.

language user especially for English teachers and students to know more about the maxim.

### **C. Red Shoes and the Seven Dwarfs Movie**

The movie is one of the media learning that can be used for attractive and give shades new environment for students. According to Bordwell, in his book he says that “A fictional film can be directly or obliquely present ideas about the world outside the film through theme, subject, characterization, and other means.<sup>11</sup> The importance of media present in learning is an alternative to bring up stimulation, liveliness, new skills for students and know tangible form application learning. The movie can be mesmerizing children be attending. In addition, the movie is more realistic, can be repeated, stopped, so that it can be used as their need and abstract things become clear. In other hand, the movie can limitations of our senses (sight) and can stimulate or motivate students.<sup>12</sup>

Red Shoes and the Seven Dwarfs is a 2019 English-language, South Korean computer-animated fantasy movie produced by Locus Corporation.

Red Shoes and the Seven Dwarfs is a twist on the classic "Snow White" fairy tale. In this version, Snow steals two poison apples from her evil

---

<sup>11</sup> David Bordwell, Kristin Thompson, Jeff Smith., *Film Art: An introduction*, New York: McGraw-Hill Education, 352.

<sup>12</sup> Arsyad, Azhar. *Media pembelajaran*. Jakarta: Raja Grafindo Persada. 2009, 25-27.

stepmother in an attempt to rescue her father. Before she touches them, the apples turn into a pair of cute red shoes that make Snow White a taller, skinnier, and hotter version of herself. Also the dwarfs in Red Shoes and the Seven Dwarfs movie are the princes who have been turned into dwarfs seek a lady's red shoes to break their terrible curse. The film features the voices of Chloë Grace Moretz, Sam Claflin, Gina Gershon, Patrick Warburton, and Jim Rash.<sup>13</sup> In addition, this movie is so appropriate either for adult or child, because this is an animated fantasy movie and contains humor that is suitable in all ages.

---

<sup>13</sup> "Red Shoes and the Seven Dwarfs," <https://www.imdb.com>.