

SOCIO-PRAGMATIC STUDY; THE OBSCURITY OF GRICEAN
MAXIMS (COOPERATIVE PRINCIPLE RULES)
[The Study of Flouted Maxims in Conversation through Gender Categories]

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Abstract:

Flouting maxims was a kind of violation on cooperative principles which consist of four maxims. In this case, cooperative principles were cooperation between speaker and hearer to make successful communication. In doing conversation, it was suggested to make the contribution as informative as is required and do not make the contribution more informative than required, do not say what believed to be false, make the contribution relevant and avoid obscurity and ambiguity. These all must be obeyed in doing conversation in order to make a successful communication according to Grice. If it is violated by speaker, it is called by flouting the maxims. The speaker in this case has the intention to arise his implicature. It often used in classroom interaction when teacher and students doing conversation especially in speaking class. It was almost done by students in answering the teacher's question, where the students was not male students only, but also female students are on that part. Theoretically, female identified as a talkative person more than man. It means that female has ability to show her emotion by producing too much word in conversation which was able to arise implicature. This part can effect to the cooperative principles to make successful communication. Thus, it was true that gender hold the important rule in pragmatic study.

Key words:

Flouting Maxims, Classroom Conversation, Gender

INTRODUCTION

Classroom interaction is something important. That is the process where the teachers transfer knowledge and other educational features. The teacher or even a lecturer needs to communicate widely in giving understanding for students. Practically, interaction and conversation become successfully received when the students get the teachers' intended meaning when

explaining the point of study in the classroom. Other way, there will be some theories of making interaction or conversation which is called by 'cooperative principles' to make a good and relevance communication between speaker and hearer. Thus, they will have a successful conversation if the hearer understands the context of what speaker said. This means, both speaker and hearer should mutually cooperate with

each other. Since, lacking cooperation, it may counterproductive, having an effect which is opposite to the one which is intended or wanted.

Grice on Levinson (1983) identifies as guidelines of conversation expressed on cooperative principles to make contribution such as required in conversation, at the stage at which is occurs, by the accepted purpose or direction of the talk exchange in which we are engaged.¹ Related with this, there are four maxims included in to this principle. They are: **Maxim of quality**; *do not say what you believe to be false and do not say that for which you lack adequate evidence. Maxim of quantity*; *make your contribution as informative as is required for the current purposes of the exchange and do not make your contribution more informative that is required. Maxim of relevance*; *make you contribution relevant. Maxim of manner*; *avoid obscurity, avoid ambiguity, be brief and be orderly.* From this theories, study for the example in (01) and (2) below:

(01)A: Where is Bill?

B: There's a yellow VW outside Sue's house

(02)A: Where is Bill?

B: He is in Sue's house, I'm sure!!

From the two examples above, we can compare which one is efficient, rational, relevance and clear answer of A's question. In example (01), according to Grice in Levinson (1983) B's contribution fails to answer A's question, and seems to violate at least the maxims of quantity and relevance. Therefore B's utterance to be interpreted as a non-cooperative response, a brushing of A's concerns with a change of topic. This is called '**flouting maxim**'.²

On the other hand, in (02), the conversation looks more relevance than example (01). In example (02), A's question the answer clearly (Manner) and truthfully (Quality). Moreover, speaker B's contribution is sufficiently provided "no more or no less information is given" (Quantity), and his answer is directly relevant to speaker A's question (Relation).

These two examples are not only theoretically explained but also happened in a real world. Flouting maxims are also happen in classroom interaction as place of showing and expressing various ideas. Pragmatically it shows conversational implicatures when doing conversation between teacher and students. In this case, Cruse (2000) states that flouting maxim is the other way in which implicature arise.³

¹Levinson, C., Stephen. 1983. *Pragmatics*. Cambridge: Cambridge University Press. P.101-102

²Ibid. P.102

³Crus, Alan. 2000. *Meaning in Language*. New York: Oxford University Press. P..360

Classroom interaction appears when teacher does some conversations with students. Moreover it is happened in speaking class, where speaking ability become a target of achievement in teaching-learning process. This, of course, becomes a target activity done in the classroom. The context of speaking in conversational classroom interaction will show some aspects related to gender in the use of language, such as the way they produce language, their fluent in speaking, and their ideas and so on. This is because classroom is not consisting of male or female students only, but both sexes are mixed. Men and women are different in many ways and one of them is their characters. Most of woman's role in Indonesia, for instance, is being emotional, soft, dependent, and passive, while in contrast; men are usually identified as rational, aggressive, independent, active and explorative.⁴ The differences are stereotypically defined as a major role in daily life. In line with this, Poynton (1989) declared his idea about some opposition of gender as follows:⁵

Table 1: Some opposition of Gender by Poynton (1989:9)

Man/Male/Masculine	Reason, Active, Instrumental, Knowledge, Competence, Action, Culture
Woman/Female/Femine	Emotion, Passive, Expressive, Ignorance, Incompetence, Speech, Nature

Man and women are always different in such ways in doing conversation, such as: their ideas, speech and way producing the language. Some distinctions on table 01 can impact gender interaction, that man identified as an active person while women as a passive person. Man produces more words than women as a passive one. Related with these distinctions, the study will be brought to the specific condition of classroom interaction where the participants consist of male and female students. This study tries to see how true this is, the paradigm of men and woman language. It will be related to the Cooperative Principle specifically in the aspect of flouting maxim.

In order to know the successful conversation in the class, moreover in speaking class, flouted maxims in

⁴Cohen, Michele. 2002. *Fashioning Masculinity: National Identity and Language in the Eighteenth Century*. London: Routledge. P.78

⁵Poynton, Cate. 1989. *Language and Gender: Making The Difference*. Oxford: Oxford University Press

classroom conversation is very important to be discussed. It can show either the target language success or not as a goal of language teaching, specifically in speaking class. That is the reason of why Ellis (1997) declared language teaching has two functions; at one side, it is regarded as interaction and on the other side; it is regarding as formal instruction.⁶ In term interaction, it will show small conversation in a whole class, either students with students in same gender or different gender or it may from students and lecturer. From that conversation, it will show context of conversation itself either the hearer can understand the context being discussed or not, because the speaker is almost using implicature in the conversation.

THEORIES

A. Cooperative Principles

The Gricean cooperative principle becomes the underlying theoretical foundation in investigating flouting maxims. According to Jackson (2007) cooperative principle is a principle shared by participants in a conversation, which enables the conversation to be successful.⁷ In the same way, that the most influential account is Grice. Grice framed his account as an account of conversations; it can be extended in

obvious ways to other communicative situation but it confines for the sake of economy to conversation. The Gricean cooperative principle refers to the concept of the philosopher Grice about the cooperation between speakers in using the maxims. *'Make your contribution such as required, at the stage at which it occurs, by the accepted purpose of the talk exchange in which you are engaged'*⁸ is statement to cover the term 'cooperative principles' introduced by Grice. (1975 in Mey, 2001).

Grice theory of co-operative is construed as a theory of communication; it has the interesting consequence that it gives an account of how communication might be achieved in the absence of any conventional means for expressing the intended message. A corollary is that it provides an account of how more can be communicated, in his rather strict sense of non-naturally meant, than what is actually said.

In line with this, Grice in Levinson (1983) identifies as guidelines of this short four basic maxims of conversation or general principles underlying the efficient cooperative use of language.⁹ they are:

Maxim of quality; *do not say what you believe to be false and do not say that for which you lack adequate evidence.* This maxim refers to the truth or

⁶Ellis, Rod. 2008. *Second Language Acquisition*. Great Britain: Simon and Schuster UK Ltd.

⁷Liddicoat, A. Jackson. 2007. *An Introduction to Conversation Analysis*. London: Atheneum Press. P.61

⁸Mey, L. Jacob. 2001. *Pragmatic*. Australia: Blackwell Publishing. P.72

⁹Levinson, C., Stephen. 1983. *Pragmatics*. P. 101-102

falseness of a statement. If a statement lacks this principle, it is a lie. Successful communication rests on the assumption that the other is telling the truth, i.e. earnest about her/his statements. Hence this maxim is the most important. It doesn't really matter if other maxims are violated, as long as the quality of the utterance is assured. Note that the maxim of quality refers to the conscientiousness of the speaker, in other words, it is secondary if she/he is mistaken or not. A statement such as "*I think John was right*" is qualified if the person really does think John was right; the question then of whether John really was right or not is another subject matter.

Maxim of quantity; *make your contribution as informative as is required for the current purposes of the exchange and do not make your contribution more informative than is required.* In this case, speaker expected to give neither too little nor too much information. If the speaker doesn't abide by this maxim, it will usually be regarded as uncooperative. If the answer doesn't convey all of the information asked for, the listener has incomplete data, whereas too much information distracts the listener. In line with this, Cruse (2000) shows the examples of conversation between mother and daughter below¹⁰:

(03) M:What did you have for
lunch today?

¹⁰Crus, Alan. 2000. *Meaning in Language*. P. 356

(04) D: Baked beans and
toast

(05) D: ? food [flouted]

(06) D: ? I had 87 warmed-up
baked beans
(although eight of
them were slightly
crushed) served on a
slice of toast 12.7
cm. by 10.3 cm.
which have been
unevenly toasted...
[flouted]

From the example above it can be decided which one is required answer. The answer of (04) is a 'normal' but the answer of (05) seems to give too little information and also the answer (06) gives too much information

Maxim of relevance (relation); *make you contribution relevant.* Imagine when we are asking somebody: "What time is it?" and we get the answer: "I've been to Jakarta three times." This answer clearly lacks all relevance in the given context.

Maxim of manner; *avoid obscurity, avoid ambiguity¹¹, be brief or prolixity¹² and be orderly.* This refers to the importance of details within the

¹¹The term *ambiguity*, of course means 'ambiguity in context'. It is virtually impossible to avoid potential ambiguity. (Cruse;2000,357)

¹²Not every body knows what *prolixity* means!. The Concise Oxford dictionary has 'lengthy, tediously lordly" (Cruse;2000,357)

chronological order they are presented. "First comes first" is a principle that is violated in the following examples; the phrases that violate the maxim of manner are marked.

Example: "For the station, we turn left at the next crossing. Then we walk for half a mile. Down the street is a subway. Use it to cross the street. Turn left again. *The subway's walls are painted yellow.* From that point, we'll be able to see the station."

In short, these maxims specify what participants have to do in order to converse in a maximally efficient, rational, co-operative way: they should speak sincerely, relevantly and clearly, while providing sufficient information.

B. Flouting maxims

The infringement of maxims which involves exploitation, that is, a procedure by which a maxim is flouted for the purpose of getting a conversational implicature, is usually carried out by means of indirect, contradictory utterances, or figure of speech such as irony, metaphor, overstatement, understatement, tautology, and hyperbole. Although some maxims are violated at the level of what is said, the hearer can assume that maxims or at least the overall cooperative principle is observed at the level of what is implicated. Grundy (2000) states that whenever a maxim is flouted there must be an implicature to save the utterance

from simply appearing to be a faulty contribution to a conversation.¹³

C. Some factors of Flouted Maxims

There are some factors that make the maxims being flouted. This is included to the purposes of flouting the maxims in talk exchange. The purposes are:

1. To make conversation interesting, that makes people actually engage in and enjoy conversation.
2. To indicate some special status of the hearer
3. To fulfill the 'face wants' of higher status participants in conversation
4. To implicate information include to 'give direction to their children, put themselves down as well as to tease others, to be humorous, to show themselves off to their best advantage in conversation'.
5. To criticize whilst not losing face and at the same time minimize the threat to the face of the listener, thus adhering to rules of politeness
6. To display wit and solidarity and to affirm bonds between conversationalists.

D. Understanding Conversation

Conversation represents the archetypal language use through which people participate in social interactions. It is governed by special rules of use. There rules govern a use of language social which figures among its most

¹³Grundy, Peter. 2000. *Doing Pragmatics*. New York: Oxford University Press.

important functions: conversation is what people most naturally do, do socially and so to speak, do all time; it is the most widespread form of language use and in a sense, the embedding of all linguistics activities.¹⁴ Conversation is the way in which people socialized and develop and sustain their relationship with each other. Conversation is so integral to an understanding of language use that aspects of conversation can be shown to be presupposed by each of the pragmatic phenomena that were examined previously. Conversation makes an essential contribution to our understanding of central pragmatic phenomena.¹⁵ To studying the aspects of conversation can be conducted through the conversation analysis.

E. Understanding Sex and Gender

The terms 'sex' and 'gender' are closely linked, yet they are not synonyms. Robert Stoller, in the 1960s, has drawn the distinction between them. He suggested that the word 'sex' be used to refer to the physical differences between men and women, while the term 'gender' be used in connection to the behaviour and cultural practices of men and women. This distinction is the basis for all the definitions of 'sex' and 'gender' that are provided in the literature nowadays. Both distinctions bellow:

¹⁴Jacob, L.M. 2001. *Pragmatic and Introduction*. Massachuset: Blackwell. P.134

¹⁵Cummings, L. 2005. *Pragmatics a Multidisciplinary Perspective*. Edinburgh. Edinburg University Press. P.67

- Definition of "Sex"

The term 'sex' is easy to understand. It simply refers to the natural biological differences between men and women, for example, the differences in the organs related to reproduction.

- Definition of "Gender"

"Gender refers to the cultural, socially-constructed differences between the two sexes. It refers to the way a society encourages and teaches the two sexes to behave in different ways through socialization."

In simple words, gender refers to differences in attitudes and behavior, and these differences are perceived as a product of the socialization process rather than of biology. Gender also includes the different expectations that society and individuals themselves hold as regard to the appropriate behaviours of men and women. We should also note that gender does not concern women only, but it relates to both sexes. Gender issues are not women issues; they are rather issues pertaining to both men and women.

The term 'gender' Yule (2010) biologically defined as the distinction in sex between the 'male' and 'female' of each species.¹⁶ Grammatical gender is the distinction between 'masculine' and 'feminine', which is used to classify nouns in language. The third use is for social gender, which is the distinction we

¹⁶Yule, George. 2010. *The Study of Language*. Cambridge: Cambridge Press. P.274

make when we use word like 'man' and 'woman' to classify individuals in terms of their social roles. Becoming social gender also involve becoming familiar with gendered language use where it is classified into three types. They are; gendered word (some word used only by men and some used only by woman), gendered speech (speech produced by man or woman, such as: men have longer vocal tracts, larger larynxes and thicker vocal folds than woman). Gender interaction (distinctive aspects of men's or woman's way of using language in interaction, such as: men generally take a longer turns at speaking and, in many social contexts). In this case, Eckert (2003) argued that another dichotomy that emerged in study of language and gender is the one between how woman and men speak, and how they are spoken of.¹⁷ Thus, to support this argument, the theory bellow will discussed more in relation to Gender language and ideologies.

F. Gender Ideology

Gender Ideology is a public ideas related with the each value of gender both male and female. It is a kind of judgment in presented gender personal value. Theoretically, Gender Ideology is the set of belief that govern people's participation in the gender order, and by which they explain and justify that

participation.¹⁸ Gender ideologies differ with respect to such things as the nature of male and female, and the justice, the naturalness, the origin, and the necessity of various aspects of gender order. This term include into gender different capability such as stated by Cohen (2002) below:¹⁹

...male intellect as higher, deeper and stronger than the female's. Strength was the essence of manliness and access to knowledge – to science – was predicated on that strength. Women were excluded by virtue of their constitutional weakness. Woman lacked the 'intellectual strength' necessary to 'penetrate into the abstruser walks of literature.

Here are some facts of gender ideology showed by Wilson in Eckert (2003) He argued that male should be mention before female: 'let us keep a natural order, and set the man before woman for manners sake', for masculine gender is more worthy than feminine.²⁰ This is the case in which linguistic convention has been overtly determined by gender ideology and, in turn, supports that ideology at least implicitly. Other ideas of the distinction between man and woman essentially explained by Eckert (2003) below:²¹

...men are strong, women are weak;
mean are brave, women are timid;

¹⁷Eckert, Penelope and McConnell, Sally. 2003. *Language and Gender*. New York: Cambridge. P.3

¹⁸ Ibid. P.34-35
¹⁹Cohen, Michele. 2002. *Fashioning Masculinity: National Identity and Language in the Eighteenth Century*. London: Routledge. P.81
²⁰Eckert, Penelope and McConnell, Sally. 2003. *Language and Gender*. 34-35
²¹Ibid

men are aggressive, women are passive; men are sex-driven, women are relationship-driven; men are impassive, women are emotional; men are rational, women are irrational; men are direct, women are indirect; men are competitive, women are cooperative; men are practical, women are nurturing; men are rough, women are gentle.

From the theories above, the different views of man and woman ideology is really visible fact, where these ideologies is not enough from it parts, but it also can effect to the language they use.

Table 2: the difference between Feminine and Masculine

Feminine	Masculine
1. Does not use harsh language at all	Use very harsh language
2. Very talkative	Not at all talkative
3. Very tactful	Very blunt
4. Very gentle	Very rough
5. Very aware of feeling others	Not very aware of feeling others
6. Very religious	Not very religious
7. Very interested in own experience	Not very interested in own appearance
8. Very neat in habits	Very sloppy in habits
9. Very quite	Very loud
10. Very strong need for security	Very little need for security
11. Enjoy art and literature	Does not enjoy art and literature

12. Easily express tender feeling	Does not express tender feeling at all easily
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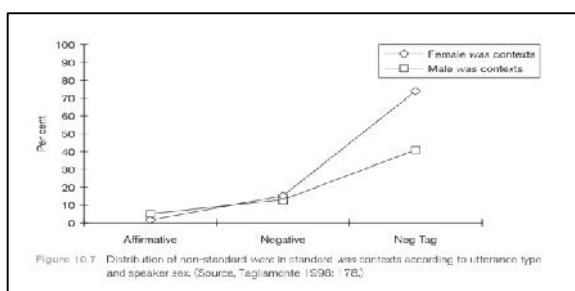
These two distinctions show the gender character that can effect in producing language, such as: the character of feminine where she is a talkative person in this part. It is of course can be seen in the way she produces her language in giving much information. It is because the character is talkative more than man.

G. Gender in Speaking

Lakoff in Eckert (2003) argued that women have different way of speaking from men – a way of speaking that both reflects and produces a subordinate position in society.²² Women's language, according to Lafoff, is rife with such devices as mitigators (*sort of, I think*) and inessential qualifier (*really happy, so beautiful*). This language, she went on to argue, renders woman's speech tentative, powerless, and trivial; such as, it qualifies them from positions of power and authority. Lakoff also claimed that women use more tag questions than men. This claimed is supported by Meyerhoff (2006) stated that women almost spread non-standard into negative tag.²³ He shows the percentage of man and woman non-standard language and negative tag. It shown below:

²²Ibid. P.3

²³Meyerhoff, Miriam. 2006. *Introducing to Sociolinguistics*. New York: Routledge. P.217



The picture above shows that the women have a high percentage of producing negative tag more than man. This explanation is viewed in the context of sociolinguistics.

H. Gender in Conversation

Conversation is basic analytically in this part. It forces attention to audience response, to the fundamentally social character of verbal interaction. It has focus on the interactive and collaborative nature of conversation. In line to the gender aspect, Conversation is a part where gender interaction is happen. The interaction between two sexes which showing many distinctions in it. In this case, Cohen (2002) states that, women's conversation was always described as undisciplined, unregulated, or simply 'too much'.²⁴ All of the major texts on conversation provide interesting illustrations of this paradoxical, profoundly equivocal attitude to women's talk. This theory is then supported by Vygotsky (1962) in Eckert (2003). He state that his language is less fluent appear than the girl's. He also assumed that:

...the girl, meanwhile, is acquiring the intimate knowledge of human reaction which we call feminine intuition. Perhaps because human reaction are less regular than those of inanimate object, however, she is less likely to develop the strictly logical habits of thought that intelligent boys acquire, and if gifted may well come to prefer the subtler disciplines of the humanities to the intellectual rigor of science.²⁵

Other study which is rather obscure with the theory about is that 'men interrupt in conversation more than women' from this, it can be concluded that the study of gender is not always in the permanent finding of man is less fluent but it sometimes more active than women in showing his fluency by interrupting. In this case, James and Clark in Eckert (2003) found thirteen studies that showed men interrupting more than women; eight in which women interrupted more than men, and thirty-four studies that showed no differences between man and women.²⁶

²⁴Cohen, Michele. 2002. *Fashioning Masculinity: National Identity and Language in the Eighteenth Century*. P.20

²⁵Eckert, Penelope and McConnell, Sally. 2003. *Language and Gender*. P.83

²⁶Ibid. P.84

I. Relationship Between Flouting Maxims and Gender in Classroom Conversation

This part will discuss on how flouting maxims and gender correlated each other. In some points above, each theory has been explained completely. On the theory of flouting maxims, it is stated that flouting maxims is a kind of violation on cooperative principles which consist of four maxims. In this case, cooperative principles are cooperation between speaker and hearer to make successful communication. In doing conversation, it is suggested to make the contribution as informative as is required and do not make the contribution more informative than required, do not say what believed to be false, make the contribution relevant and avoid obscurity and ambiguity. These all must be obeyed in doing conversation in order to make a successful communication according to Grice. If it is violated by speaker, it is called by flouting the maxims. The speaker in this case has the intention to arise his implicature.

The term flouting maxims is almost happened in the classroom interaction when teacher and students doing conversation especially in speaking class. It is almost done by students in answering the teacher's question, where the students is not male students only, but also female students are on that part. Theoretically, female identified as a talkative person more than man. According to Cohen (2002) women's conversation was always

described as undisciplined, unregulated, or simply 'too much'.²⁷ It means that female has ability to show her emotion by producing too much word in conversation which is able to arise implicature. This part can effect to the cooperative principles to make successful communication. It is not allowed to make the contribution more informative than required which is called by maxim of quality.

From the theories above, it can be viewed this study about gender in pragmatic perspective especially in term flouting maxims. The aspect that will be identified is in how gender flouts the maxim, the dominance maxims flouted by male and female students, and the reason of that.

DISCUSSION

There are two questions discussed in this part; *firsts*, is it true that cooperative principles can make successful conversation as introduced by Grice and *second*, How do Gender flouted the maxims almost in conversation?. These two questions has been examined in conversation of speaking class which was consisted of fourteen female students and eleven male students. The result was that it was not true that cooperative principles (four maxims) stated by Grice was able to make successful conversation such as to be interesting and deep, even by

²⁷Cohen, Michele. 2002. *Fashioning Masculinity: National Identity and Language in the Eighteenth Century*. P.20

flouted maxims, the conversation became more interesting and deeper. There were 129 flouted maxims produced by male and female students found in meeting 1 and meeting 2. In meeting 1, male flouted the maxims in 23 times while female students flouted the maxims 55 times more than men. In meeting 2, male flouted the maxims in 33 times, while female students flouted the maxims 18 times. It did not mean that by flouted the maxims, conversation will fail. It was exactly made an interesting conversation in natural. If the doer of conversation obeys the maxims cooperatively, there will be no exchange in conversation because the hearer has understood by that informative response. Other while, there were exchange in conversation as stated by McCARTHY (1991), he said that there were four concepts of conversation, they were; transaction, exchange, move and act. All of them must be included in conversation.²⁸ In another sides, Levinson (1983) stated that no one actually speaks like that cooperative principle suggested in a whole time. Flouted maxims sometime used when talk does not proceed according to their specification and make a deeper lever of conversation.²⁹ In conclusion, flouted maxims were not always failing the conversation contextually, but it

precisely enlarges the essential of conversation naturally. The dominance maxims flouted by male and female students were maxim of quantity. In this case, more and less information were produced. In the first and the second meeting, maxim of quantity was become the dominance maxims flouted by male and female students. Male student flouted that maxim of quantity 15 times in meeting 1, while female students flouted it in 34 times. In meeting two, male flouted that maxim 16 times, while female students flouted it 10 times more than other maxims. Those were shown on the chart below:

Percentage of gender in flouted the maxims of conversation taken on March, 2013

There were some reasons of why male and female students flouted the maxim of quantity in dominance. According to some interviews with one of male students that was became representative of a whole male students in the class that, he flouted the maxim of quantity in the term more informative that its required because he tend to give deep information in his idea. It was not enough in making a simple response because it will not satisfy the hearer. This result of interview will be related to the theory of gender in language. According to gender ideology, Cohen (2002) stated that male intellect is

²⁸McCarthy, Michael. 1991. *Discourse analysis for Language Teachers*. New York: Cambridge University Press. P.22

²⁹Levinson, C., Stephen. 1983. *Pragmatics*. Cambridge: Cambridge University Press. P.102

higher, deeper and stronger.³⁰ Related to the truth above, men usually want to show her intellect by giving too much responses which was finally flouted the maxim of quantity. While in other times, man was also give too little statement as explained in some extract above by saying 'yes', without adding enough response. In term too little statement, men identified by Hughes and Noppe (1985) that he was not talkative person who was able to speak around the bush.³¹ It was not like female students who was became a normal thing if she flouted the maxim of quantity because woman identically by very talkative person. Cohen (2002) was also said that woman conversation was always described as undisciplined, unregulated, or simply too much.³² This theory was reflected to the conversation utterance from female students who flouted the maxim of quantity.

According to one of female students who had been interviewed, she said that she give too much information in her response because she tend to express her feelings into some statements. The statement from female student in the interview will be correlated to the theory given by Jule (2004) that woman are reported as selecting more

personal topics such as their families and their emotion.³³ Itakura (2001) was also said that women tend to share their experiences.³⁴ These all theories were became fact of woman in conversation. These all some reasons of why male and female flouted the maxim of quantity dominantly and almost done in conversation.

CONCLUSION

The use of flouted the maxims in gender conversation tend to make interesting, deep and enjoy conversation. Almost every exchange, the speaker flouted the maxims. Maxim of quantity was mostly flouted in that conversation than other maxim. It was flouted by male and female in the response. The reason of that flouted maxim of quantity was that, male flouted the maxim of quantity because men identified in having a higher and deeper intellect, so that men intended to show his intellect by making a brief and too much responses. In other hand, men were also described as a simple person, not be talkative one. So that, men was also giving too simple answer in the responses. Other reason of female students flouted the maxims of quantity was that, female was identically by talkative person, expressive, emotional, easily express feeling spontaneously

³⁰Cohen, Michele. 2002. *Fashioning Masculinity: National Identity and Language in the Eighteenth Century*. P.81

³¹Hughes, Fergus P and Lloyd D., Noppe. 1995. *Human Development Across The Life Span*. USA:West Publishing Company. P.496

³²Cohen, Michele. 2002. *Fashioning Masculinity: National Identity and Language in the Eighteenth Century*. P.20

³³Jule, Allyson. 2004. *Gender, Participation and Silence in the language Classroom*. New York: Palgrave. P.33

³⁴Itakura, Hiroko. 2001. *Conversational Dominance and Gender*. Hong kong: Benjamins Publishing. P.240

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and simply too much response. This was the reason of why female mostly flouted the maxim of quantity in giving too much information than its required. It was because of she tend to express her feeling and emotion into some words. Only from that way, female became satisfied in giving an argument. These are the result of this study.

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