MAXIMS VIOLATIONS IN LITERARY WORK

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Abstract: This study was qualitative research action that focuses to find out the flouting of Gricean maxims and the functions of the flouting in the tales which are included in collection of children literature entitled My Giant Treasury of Stories and Rhymes. The objective of the study is generally to identify the violation of maxims of quantity, quality, relevance, and manner in the data sources and also to analyze the use of the flouting in the tales which are included in the book. Qualitative design using categorizing strategies, specifically coding strategy, was applied. Thus, the researcher as the instrument in this investigation was selecting the tales, reading them, and gathering every item which reflects the violation of Gricean maxims based on some conditions of flouting maxims. On the basis of the data analysis, it was found that the some utterances in the tales, both narration and conversation, flouting the four maxims of conversation, namely maxim of quality, maxim of quantity, maxim of relevance, and maxim of manner. The researcher has also found that the flouting of maxims has one basic function that is to encourage the readers' imagination toward the tales. This one basic function is developed by six others functions: (1) generating specific situation, (2) developing the plot, (3) enlivening the characters' utterance, (4) implicating message, (5) indirectly characterizing characters, and (6) creating ambiguous setting.

Keywords: *Children literature, Tales, Flouting Maxims.*

In the last chapter of his book entitled *Pragmatics,* Levinson (1983: 376) discusses the relation between pragmatics and literature. He affirms that pragmatics has potential application to all fields with a stake in "how utterances are understood". Such fields include those like the study of rhetoric or literature. However, he also states that the applications of pragmatics are likely to be of direct practical importance. It is just in line with Pratt's argument (1977: 126) that rules of communication or conversation would apply to all conversation regardless its subject matter. Thus, because of the natural-like conversation that a literary work has, any pragmatic concepts might be applied there as in natural or real communication.

Littlejohn (1992:2) states that the study of communication theory done by teachers will allow the students to see things they never saw before. It is therefore not surprising that communication (specifically those that has pragmatic application in it) might interest teachers, researchers, and theorists. Related to that, some Indonesian teachers – and researchers indeed- have interest in doing research in the pragmatics area. For examples, some researchers are engrossed in studying the intersection between pragmatics and literature. They are Hanifah (2001), Mariani (2003), Marsuki (2003), Saiful (2005), Wijayanti (2007), and Ningsih (2009), who have been involved in investigating the application of the implicature theory in literary works, especially English novel or drama. Concerning what has been investigated, such research on pragmatic field is obviously needed. However, this present study focuses

more on the analysis of the flouting of Gricean maxims and its function in children literature. Specifically, a book of collection of children literature entitled *My Giant Treasury of Stories and Rhymes* will be the source of the data.

The book is a delightful collection of favorite fairy tales, teddy bear tales, animal tales, Christmas stories, nursery rhymes, and poems for children. The sources of data for the research are limited for the tales only and exclude the other three. Most of the contents are of traditional literature which children of any years, I believe, like to read and hear. Mitchell (2003: 6) states that to get children involved in a story in order that they can experience what readers do (such as participating, commenting, questioning, predicting, and savoring or, in short, personally interacting with the text and construct meaning from it) is very important. Thus, she continues, good books delight children, make them laugh, excite them, intrigue them, mystify them, and encourage them to think of themselves as inside the story. Hence, literary works which are included in a good book is essential to entice children into the world of reading.

My Giant Treasury of Stories and Rhymes is full of colorful characters. It is written in fine language and supported with pictures to lead children into imagination beyond their world. The various stories in the book reflect culture as it was the time of their origin and have the same purpose, to teach lessons through stories. This book is a good book which is proper to Mitchell (2003) arguments for the tales in the book gives pleasure to children, make them happy, motivate them, intrigue them, make them think critically, and encourage them to think of themselves as inside the story. As other literary works have, the stories also reflect the use of pragmatics as if in real life.

Pragmatics is basically based on the awareness of language usage as the means of communication. Fromkin, et al. (1999: 182) state that pragmatics is concerned with the interpretation of linguistic meaning in context. Fromkin, et al. (1999) suggest that the scope of pragmatics consists of two contexts: linguistic context and situational context. Linguistic context contains discourse, anaphora, pronouns, and the article *the* and *a*; meanwhile, situational context contains maxims of conversation, speech acts, presupposition, and deixis. Instead of classifying pragmatics into some different contexts, Levinson (1983) straightly proposes that the scope of pragmatics includes deixis, conversational implicature, presupposition, speech acts, and conversational structure. Conversational implicature which is firstly proposed by Grice in 1967 is one of the central concepts in pragmatic (Levinson, 1983; Yule, 1996). Grice's suggestion (cited in Levinson, 1983) is that there is a set of over-arching assumptions guising the conduct of conversation. His proposal formulated as guidelines for the effective and efficient use of language in conversation to further cooperative ends.

Wahab (2006) argues that the maxim of quality, maxim of quantity, maxim of relevance, and maxim of manner are applicable not only to oral communication, but also to written context as well. He (2006:115) states that a writer has to choose appropriate dictions at his/her target readers' level. A writer, for instance, in order not to violate maxim of manner must not choose ambiguous, insignificance, and lengthy vocabularies. It is also supported by Pratt (1977) in her book "Toward a Speech Act Theory of Literary Discourse". Pratt tries to demonstrate how some of general principles of language use worked out by sociolinguists such as William Labov (1966) and Emmanuel Schegloff (1973) and speech act theoreticians as John Searle (1969) and H. Paul Grice (1967) describe what a writer and reader are doing with the language when they are participating in works of literature. Moreover, as stated earlier in this chapter, Levinson (1983) strongly argues that pragmatic theory has prospective appliance to all fields with a stake in how people understand others' utterances including literature and rhetoric. In this case, the writer considers the enormous

advantages to talk about literature in this way because literary works –like our communicative activities- are context dependent. As with any utterance, the way a writer produce and a reader understand literary works depend on "unspoken shared knowledge" which play the role when language is used in context.

Concerning to the notion above, Miller (2005) has also argued the same point. In his book entitled "Literature as Conduct", Miller (2005: 2) claims that doing or putting things (that is saying or writing them) in fictions is what recent philosophers call a speech act. Putting things in words is speech that acts. Thus, Miller (2005) continues, the author's act of writing is part of the conduct of life which is a doing that is a counterpart of character. The speaker of a literary work like the natural speaker is displaying an experience or a state of affairs, creating verbal version, and seeking pleasure and interpretive consensus. In terms of flouting of Gricean maxims, Pratt (1977) further argues that the flouting or violation of maxims is used by writers to amuse the readers, recall their attention to the contrast between the manners that they expect and that which they get and criticizing the existing norm. A writer has to be able to evoke reader's interest and attention and to make effort in include readers in his work. Hence, he has to develop a piece of writing which involves daily lives conversation in the characters communication.

Grice's theory of implicature is an essential theory about how people use language to communicate. Grice (1978, cited in Levinson, 1983: 101) identifies the guidelines for the efficient and effective use of language in conversation by the short four basic maxims of conversation or general principles underlying the efficient co-operative use of language which jointly express a general co-operative principle. In the literary context, violation or flouting of maxims is somehow needed. The flouting of maxim in literary work of course not to show that the writer's utterance are due to ignorance, carelessness, lack of skill, or uncooperativeness

(Pratt, 1977: 165). Readers of literary work commonly interpret it as accepted purpose of the literary exchange. Take a look at this example taken from one of the tales entitled The Real Teddy Bear.

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For a long, long moment, I looked at the bear. And the bear looked at me. Then he opened his mouth and said, "Hello! Anything to eat in here?"

Well, you could have knocked me down with a feather. He was speaking bear language, of course, but I found it was not very different from teddy bear language. Just in time, **I remembered my duty. "No," I said firmly. "No food in here at all."**

But the bear was sniffing the air. "Really?" he said. "I'm pretty sure I can smell sausages and beans and chocolate cake."

I thought quickly. "There were sausages and beans and chocolate cake, **but the boys have eaten them."**

…

From the story context, it is found that there is an intended violation of maxim of quality done by the teddy bear. He is lying by saying that there is no food in the tent despite the fact that his owner gives him duty to protect the food in the tent from the real bear in the forest. Up to this point, we can see that flouting does exist in the tales.

In this present study the researcher would, in the act of reading, keeping a sharp eye out for flouting maxims uttered by the characters or by the narrator. She would also try to see just how the flouting functions inside the work. She also hypothesized that the whole literary work called as tales might flout the conversational maxims since naturally tales are stories which flout conversational maxims. As an example, the stars of many fairy tales are supernatural beings called fairies. Fairies usually take human form, but they can also fly. They have magic powers and generally act kindly toward human beings, like Cinderella's fairy godmother. Fairy tales may have elves,

goblins, gremlins, brownies, pixies, or other unusual beings instead of fairies. The stories may feature such creatures as witches and talking animals like the wolf in "Little Red Riding Hood" and the pussy cat in "Puss in Boots". The talking animals and talking dolls are founded in all animal tales and also teddy bear tales. Those talking animals and dolls are illogical things which are hardly proven, and thus flout maxim of quality for it is lack of evidence. Some fairy tales, like "The Emperor's New Clothes," have none of these creatures. But they contain many other characteristics of traditional fairy tales.

Regarding to those studies which engage the cooperative principle as the theoretical basis, revealed that the violation, flouting, and/or hedging of Gricean maxims are undeniable in both oral and written conversations. However, none of the research, which has been mentioned before, set children's literature as the subject. This is a crucial point that differs this present research to those researches above. It is so since we can not deny that children at elementary school are given texts, including tales, as their reading material, either the tales are reading to or reading by themselves. Nevertheless, to get the implicate meaning from flouting maxims in tales is not easy for children. Thus, teachers have responsibility in helping them to understand the implicate meaning which might be came up as the result of flouting maxims in the tales. Therefore, as stated previously, it would be beneficial to find out the flouting of Gricean maxims and its functions in the tales as one of children literatures.

METHOD

This present research used qualitative design using categorizing strategies. The main categorizing strategy in qualitative research is coding (Maxwell, 1996: 78); hence, coding method is used in this study Since this investigation is trying to describe the use of Gricean maxims in tales, it is also considered as descriptive qualitative or qualitative interpretative because the researcher interprets the violation of the four maxims in the utterances of the data. The sources of the data are the several tales: fairy tales, teddy bear tales, and animal tales provided in the children book. The total number of the tales that are used as the sources of data is 75 stories which comprise 28 teddy bear tales, 29 fairy tales, and 18 animal tales.

In acquiring the data, document analysis technique (Ary, et al., 2006: 482) is used. Procedures in collecting the data are as follows. First, select the needed documents namely tales which are included in *My Giant Treasury of Stories and Rhymes*. Second, reading and re-reading the tales to comprehend the text so that the researcher is able to take the data related to the research questions. Third, deciding, taking note, and gathering every item which reflects the violation of Gricean maxims based on some conditions of flouting maxims. Table 3.2 shows the conditions of violation on Gricean maxims. This table constitutes the researcher's analytic framework for analyzing of the data.

Table 3.1: Conditions of Flouting Maxims

Violation	Conditions
Maxim of Quantity (MQn)	information/statement is not as is required (NR) or is much more than is required (MR)
Maxim of Quality (MQl)	fallacious statement (FS) or information with lack of evidence (LE)
Maxim of Relevance (MRv)	irrelevant information/statement (IF)
Maxim of Manner (MMn)	Obscure (O), ambiguous (A), lengthy (L), and disorderly (D) statement/information

Fourth, indentify the functions of the conversational maxims' flouting. Related to this notion, the flouting of the maxims in a literary work is aimed at (1) creating surprising situation for the readers, (2) developing the plot, (3) shortening utterances, (4) implicating the messages, (5) indirectly characterizing the characters, (6) creating ambiguous setting, (7) encouraging his readers' imagination, (8) making the characters' utterances exciting, and (9) creating specific situation (Roekhan, 1992). The explanation above constitutes the researcher's analytic framework related to the

functions of violation of Gricean maxims.

In this research, coding strategy is used to "fracture" the data and rearrange them into categories that facilitate the comparison of data within and between these categories and that aid in the development of theoretical concept (Maxwell, 1996:78). After the data are selected, the writer then implements coding strategy so that she can analyze the data. Coding here by a) stating the tales type, b) stating the tales title, c) stating the number of founded data to be discussed, d) stating the related research problem, e) stating the condition of flouting maxims, f) stating the page number and the line of the page taken. Table 3.3 exemplifies the data coding strategy.

Table 3.2: Example of Coding Strategy

No	Data	Code	Meaning of the Code
1	"Then you may choose whichever one of these troublesome girls you would like for your bride," the King told the soldier. "I am not so young myself," the suitor laughed. "I will choose the eldest, who was so certain that there was no one following. But, I am sure that all of her sisters will gladly dance at our wedding!"	F T / TTDP/25/ M Q n / MR/319: 8-13	Fairy tales/ The Twelve Dancing Princesses/ data number 25/violation of maxim of quantity/ information is much more than is required/ page 319, lines 8-13

After coding all the data, the researcher organizes the data with the same coding together so that there will be more organized data to be interpreted (see Appendix 3). To support the researcher interpretation towards the findings, frequency of violation of each maxim will also be determined at this step. Last step in analyzing the data is interpreting the data argumentatively based on the theory used. This step is finished by drawing conclusion from all of the potentially emerging findings.

FINDINGS

The flouting of conversational maxims is found exist in some of the conversation between the tales characters. The tales in the book are written with some "imaginative ingredients" to make the story interesting such as (1) illogical story, (2) symbol, and (3) superfluous or less

information. Those "imaginative ingredients" are somehow the way the stories flout the conversational maxims. Concerning the findings of flouting on conversational maxims, the researcher found 22 data which flout maxim of quantity in terms of providing information which is much more than needed. It is far higher than 6 data flout the same maxim for it is giving information which is not as required. Regarding flouting of maxim of quality, the researcher found 26 fallacious statements as data, and it is far below flouting of the same maxim in terms of lack of evidence which is 50 data. The data which flout maxim of relevance is 17 data; whereas maxim of manner is flouted the least one, only 2 data which are ambiguous and 3 obscure data.

Table 4.1 Findings of Violation of Conversational Maxims

	Maxim of Quantity		Maxim of Quality		Maxim of Relevance	Maxim of Manner	
	MR	NR	FS	LE	IF	A	O
Teddy Bear Tales	5	4	4	3	4	1	
Fairy Tales	15	2	16	46	10	1	1
Animal Tales	2	-	6	1	3	-	2
Sum	22	6	26	50	17	2	3
Total	28		76		17	5	

The Functions of Flouting the Conversational Maxims in the Teddy Bear Tales, Fairy Tales, and Animal Tales

As stated previously, the theoretical framework to analyze the functions of violation of conversational maxims is based on the result of previous study done by Roekhan (1992). Nevertheless, among the nine same functions, the researcher identified that fostering readers' imagination is the basic functions of all flouting. Leading readers' imagination, in turn, is resulted through other functions that the flouting might had. Overall, the researcher discovered that encouraging readers' imagination is developed by six other functions: (1) generating specific situations, (2) developing the plot, (3) enlivening the characters' utterance, (4) implicating message, (5) indirectly characterizing characters, and last

(6) creating ambiguous setting.

DISCUSSION

It is known that the tales is flouting maxim of quality by giving imaginative story and involved imaginative characters. In delivering information, it is clearly seen that the writers, somehow, intentionally do not considering readers' background knowledge (flouting of maxim of relevance). As the consequence, it raises "a big question" to the readers and leads them in guessing the next event. In telling the story, the writers of the tales are also hiding part of information which is needed by the readers. That is why, information which is gained by the readers is not as is needed (flouting of maxim of quantity). Moreover, the writers also deliver information by using symbols (from imaginative characters), illogic condition/ story compare to reality, and also ambiguous and obscure information (flouting of maxim of manner). The flouting which is intentionally used in the tales is to give raise implicature. The tales writers are expecting that this implicature significance is gained by the readers whenever they read the tales.

Up to this point, based on the tales that the researcher read, she noticed that both cooperative principles and the flouting of conversational maxims appear in the tales. The cooperative principle appears to be fundamental to normal communication, an aspect of our competence, at least in western countries (Wales, 2001: 83). This principle can be seen in the dialogue between the hare and animals in the forest which abides by the maxim of quantity as stated previously in the beginning of flouting of maxim of quantity section. However, the researcher also found that the tales writers' failure in abiding by cooperative principle is an intentionally failure or violation. Wales (2001: 84) states that Grice himself was quick to point out; these maxims do not always apply and are easily violated. This statement is proved for the maxims violation or flouting which has already explained in the previous section, and there are 126 utterances in the tales that easily flouting the maxims. Thus, it is true that the maxims do serve as implicit model of ordinary communication as far as the exchange information is concerned, and within this ordinary communication we are also evaluating and trying to understand the flouting which might happened. Thus, because in ordinary language both cooperativeness and its flouting are possible to be happened, the researcher assumes that the language use in fiction (fictive) stories is actually the same as the ordinary language. This argument is what so called as "no feature or pattern of language which is inherently or exclusively 'literary' in all contexts" (Simpson, 2004; Pratt, 1977; Ratna, 2008). Moreover, it also means that literary writers are "obliged" to flout the maxims since communication situation in a piece of art impose it. The tales' writers might hope that their violations are empowered by the implicatures as the result of the flouting.

Regarding to the first research problem ("how is the flouting of conversational maxims in the narration and conversation in the tales?"), what the researcher has been written above is the answer. It means that all of the conversational maxims which are applied in the tales are exploited and flouted by the writers of the tales. This research study reveals that the flouting of maxims deal with the four maxims: maxims of quality, maxim of quantity, maxim of relevance, and maxim of manner.

The flouting of maxims in the tales includes the imaginative stories with imaginative and illogical characters. The stories were mainly for entertainment and also to give moral value to societies. The message of "The Ugly Duckling", for example, suggests that people who are considered unattractive or unpopular may have their true worth and beauty in their adulthood. Therefore, by the process of imagination, moral or value of social live is easily and simply understood for it is exposed through imaginative stories. These imaginative events are just precise media for the writers to give information the readers. Though tales have been popular with

people all over the world from earliest time in which people then passed them down through word of mouth, at the moment people enjoy tales through books as one of literary work. To understand literary language is not quite easy since literature has its own world and its own logic. Moreover, the use of symbols, magical, and illogical events are also supporting this condition. Giving information such way, the readers are guided to interpret the information and even the language before comprehend the message. This condition makes the language in the tales become multi-interpretative.

The system of literary language is the secondary language system which is formed from and connected to the ordinary language system to fulfill the writers' creative process. Flouting in literature is clearly intended to make the literary language not easily understood. Readers, once again, has to deduce it to be able to comprehend the stories and the significance. The researcher noticed that the messages of the stories are abstract, for example the message of "The Hare and the Tortoise" that steady effort brings success. If that message is explained through plain words, people will need long explanation and words. However, by using imaginative stories with its imaginative creatures the writers are giving concrete picture on the real fact and the value. Thus, the very abstract value and message still attract the readers because of the concretization process by the writers. By concretization, the readers are able to grasp, understand, and learn the significance of live.

If we take a look deeper into flouting of maxim of quantity in which the information in the stories is less informative, the hidden information is a powerful aspect of the tales since it increases the readers' eagerness to finish reading the tales. In addition to that, it is a "tool" to provoke the readers' imagination. This makes the tales more interesting and meaningful to read since every reader has their own chance to know what will happen in the next page or what happen after the story ends based on his/

her personal experience, knowledge, critical thinking, and of course imagination.

Thus, the researcher argues that the flouting of conversational maxims in the various tales which are included in the book is the source of power of the tales. By the use of the maxims' flouting, the tales have potential for multi-interpretation. If a reader might only be able to concretize one of significances of the various stories, then the readers who enjoy the tales might have literary circle to discuss any concretization which is found by others. Moreover, teachers who apply communicative language teaching approach should emphasize the 'real-life' communication in the classroom and is attempting to develop students' linguistic fluency. It means that teachers should introduce both cooperative principle and flouting of conversational maxims since cooperative principle is dealing with the effective use of language, yet the flouting and its implicature is also the part of daily live communication which can not be denied.

Discussion of Function of Flouting of Conversational Maxims

The flouting of maxims to generate specific situation was done by the writers by giving the readers unexpected or sudden event. For example, the writer of *The Frog Prince* wrote us how the princess easily promises the frog to share her bed when they sleep. This definitely leads the readers to wonder what will happen next. By doing so, the readers' mind, thought, and feeling are evoked to be actively involved in understanding and appreciating the tales. Accordingly, there is no time for the readers to put their attention away from the stories.

The flouting of maxim of relevance and quantity, which is the irrelevant information to the readers' previous knowledge and information which is more or less informative, may become the writers' reason to provide next occurrences. Therefore, the plot would be built smoothly, so that there is a complete story. Moreover, this plot existence stimulates the readers to keep

reading the stories.

Next, the maxims flouting function to enliven the characters' utterance is done by shortening the characters utterance, using specific, unique, and interesting words, and exploiting redundant words and sentence. By those things, the abstract information which is elaborated by literary language becomes more and more exciting to read. Applying unique and interesting words and sentence here is one of the means to make the abstract information becomes concrete. Thus, the writers do not need lengthy words in explaining the abstract message. Besides interesting, the flouting of maxims which deliver this function seems alive to the readers because it encourages readers' attention, imagination, and contemplation; moreover, this flouting involves the readers to be actively participated in the stories.

Along with that, the flouting of maxims is also useful for the writers to implicate the stories' message. Through the tales, the writers tell us the chronological events which were happened to the characters. For example, to give the message about the importance of grateful for our live and condition no matter how hard and bad it is, the writer of *The Fir Tree* tale wrote us specific events. He wrote how the little fir tree was not happy since he was not as big as the other tree, how he envy them since they were brought to the city to be covered with candles, ornaments, and presents as Christmas tree, how he felt sad after Christmas since he was kept in a storeroom. Next, there were only mice to talk to him, and the next day he was chopped for firewood. Last, he was sad for being in the city and he longed his live in the forest. From those events, the readers are directed to understand the deep moral and value of the tale that being grateful to our live and anything that God has given us is important. If we never satisfied to our live, we will always feel gloomy, miserable and sorrowful. In the other hand, if we thankful of many great things that filled our live, we will be happy, optimistic in seeing our future, and never give up to gain a better live.

Giving the readers those chronological events, the writers are actually lead the readers' assumption to be as if were in the stories. Their participation to the tales result a feeling as if the characters' problems were their own troubles. Thus, readers will try to comprehend the tales based on their own ability, knowledge, and experience (Roekhan, 1992).

About characterizing characters, an author might present his characters either directly or indirectly (Scholes and Kellogg, 1981). Scholes and Kellog (1981, 168) further explain that in direct presentation, which is also called as expository presentation, he tells us straight out, by explanation or analysis, what a character is like, or has someone else in the story tell us what he is like. For example, the writer possibly tells us that a character is brave, shy, kind, wicked, and so on. The method of direct presentation has the advantages of being clear and economical, but it can never be used alone. This presentation, moreover, unless supported by the indirect presentation, will not emotionally convincing. It will not give us a character but an explanation (Scholes and Kellogg, 1981: 169). Contrary to that, in indirect or dramatized presentation, a character will be successfully built. If we are really to believe in the selfishness of a character we must see him acting selfishly. The successful writer must, therefore, rely mainly upon indirect presentation and may use it entirely (Scholes and Kellogg, 1981: 169)

Indirectly characterizing the characters in the tales is more interesting to the readers since they can feel as if the stories were real, it is not and explanation, and in addition to that, it involves the readers' senses and imagination. By indirectly characterizing the characters, the readers are pushed to be able to comprehend the character by themselves. For instance, to conclude that the Queen characters are mean, wicked, cruel, callous, and nasty lady, the writer of the *Snow White and the seven Dwarfs* wrote us her action in ordering a huntsman to kill Snow White. Moreover, the writer also wrote us how the Queen was pretending as an old

lady and act kindly by offering a poisonous apple to Snow White. All of the nasty actions which were done by the Queen have only one intention, the Queen wanted to be the only fairest woman in the country.

As in real life, one should be able to infer other people's, who live surround him, character. In reality people are facing someone else's words, behaviors, and actions which might be different or same from day to day. To know his/her characters, one should be able to interpret it based one his/her words, behaviors, and actions. This activity needs an emotional awareness, critical thinking, imagination, and also knowledge and experience on life. Without those things, one should be difficult in interpreting others' characters and so does in stories. Thus, flouting of maxims can also serve this function, indirectly characterizing the tales' characters.

The function of flouting maxims to deliver the stories' event ambiguously can be seen in some ambiguous setting. For example, in *Little Red Riding Hood,* the writer was not explained us which forest it is, what it used to be called, where it is located, and how far it is from city, and so on. The time setting is also ambiguous, whether it is in the morning or at noon. This ambiguous setting is one of the strengths of the tales because these tales should not only be interpreted as it was born in the earlier time. That is why the tales not only reflect one particular socio-culture where the tales was made, but also mirror of people's live at any time and place. Thus, the events in the tales should possibly relate to anyone's experience. Based on that, ambiguous setting is also the strength of the tales since the information or the stories would also become ambiguous; thus, it happens to be more and more interpretative.

From the discussion above, the researcher infers that both flouting of conversational maxims and its functions are the tales' strengths. By inserting maxims flouting the stories are more attractive and motivating to read. Besides, the functions also guide the readers to understand the tales better. That is why in order to be successful in understanding the stories, it is essential for second language learners to know not just grammar and text organization but also pragmatic aspects, specifically the conversational maxims and its flouting, of the target language. Therefore, the teaching of pragmatics should also involve the knowledge of flouting of conversational maxims. Teachers of reading course should explain to their students an important notion propose by Pratt (1977). The notion is that the failures to fulfill certain maxims are not due to ignorance, carelessness, lack of skill, or uncooperativeness. Students as the readers of a literary work have to interpret them as being ultimately in accord with the accepted purpose of the literary exchange. In other words, teachers have to make them realize that flouting is acceptable in narrative text; thus, it should be observed at the level of what is implicated. Pragmatics, as we know, can also be used as an approach in literary research. At certain stage pragmatic approach has a close relationship to sociology that is related to the readers (Ratna, 2008:72). Ratna (2008) further continues that this approach gives advantages to literature functions in society, its development and expansion, so that the advantages can be gained by society. Thus, more or less, by applying pragmatic approach in analyzing a literary text, we can achieve others' cultures which are reflected from the text.

However, related to the findings of this present research study and that the literary language is as the same as ordinary language, the researcher propose mimetic approach to be used in literary criticism of such texts (tales). Since mimetic approach, according to Doda (2009), asks how well the work of literature accords with the real world, it then helps us to understand that the two worlds (fictive and factual) might happen to be the same. That is why the morals or values which are taught by the tales are easily acquired by the readers because the tales with its fictive stories show how people really act in the real world. Last, from the findings and discussions in this chapter,

the researcher conclude that analyzing the literary language which is used by the tales' writers using pragmatic approach in descriptive qualitative study can benefit us a lot.

CONCLUSION

Based on the findings and discussion presented in Chapter IV, the first conclusion that can be drawn is that some utterances in the tales flout the four conversational maxims: maxim of quantity, maxim of quality, maxim of relevance, and maxim of manner. The utterances are both narration and conversation in various tales which are grouped in the Teddy Bear Tales, Fairy Tales, and Animal Tales.

The violation on maxim of quantity is found to be (1) minimum information which is less than is required, and it makes readers get not enough explanation or description, and (2) excessive information which is much more than required. Maxim of quality is violated by telling imaginative stories which engage imaginative (impossible) creatures and imaginative conditions that involve the characters in it. Next, maxim of relevance, it is violated by giving information which is not relevant to readers' former information so that it raises inquiry in the readers' mind and also information which is not relevant to the previous information given to the readers. Regarding maxim of manner, the violations which are found are in terms of ambiguous and obscure information.

Regarding the second research problem, "What is the function of the flouting of the conversational implicatures used by the characters in the tales?", the writer found that the flouting of conversational maxims is also affecting and having particular functions. The basic function of flouting of conversational maxims is to encourage readers' imagination since a flout gives rise to certain implicature and to understand this implicature, readers have to develop their critical thinking by imagining. This basic function is developed by six other functions: (1) generating specific situation, (2) developing the plot, (3) enlivening the characters' utterance, (4) implicating message, (5) indirectly characterizing characters, (6) creating ambiguous setting.

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