AN UNDERGRADUATE THESIS

AN ANALYSIS OF FLOUTING MAXIM
ON THE STUDENTS' SPEAKING SKILL
OF THE ELEVENTH GRADE AT SMA N 2 METRO
IN THE ACADEMIC YEAR OF 2020/2021

By :

Ferdina Anggraini
Student Number : 1601070014

ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF METRO
1442 H/2021 M

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF FLOUTING MAXIM
ON THE STUDENTS'SPEAKING SKILL
OF THE ELEVENTH GRADE AT SMA N 2 METRO
IN THE ACADEMIC YEAR OF 2020/2021**

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Department

By:

FERDINA ANGGRAINI

Student Number: 1601070014

Tarbiyah and Teacher Training Faculty

English Education Department

Sponsor: Dr. Widhiya Ninsiana, M.Hum

Co-sponsor: Rika Dartiara, M.Pd

STATE ISLAMIC INSTITUT OF METRO

1442/2021

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : AN ANALYSIS OF FLOUTING MAXIM ON THE STUDENTS' SPEAKING SKILL OF THE ELEVENTH GRADE AT SMA N 2 METRO IN THE ACADEMIC YEAR OF 2020/2021

Name : Ferdina Anggraini

Students Number : 1601070014

Department : English Education Department

Faculty : Tarbiyah and Teacher Training Faculty

APPROVED BY:

To be examined in *munaqosah* in Tarbiyah Faculty and Teachers Training of State Institute of Islamic Studies (IAIN) of Metro.

Sponsor,

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Metro, 30 Juni 2021
Co-Sponsor,

Rika Dartiara, M.Pd
NIDN. 2015099101

iii

NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the munaqosah of Habib Mustofa**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to undergraduate thesis script which is written by:

Name   : Ferdina Anggraini
Students Number   : 1601070014
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Education Department
Title   : AN ANALYSIS OF FLOUTING MAXIM ON THE STUDENTS' SPEAKING SKILL OF THE ELEVENTH GRADE AT SMA N 2 METRO IN THE ACADEMIC YEAR OF 2020/2021

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be examined on the munaqosah. Thank you very much.

Wassalmu'alaikum Wr. Wb

Sponsor,

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Metro, 30 Juni 2020
Co-Sponsor,

Rika Dartiara, M.Pd
NIDN. 2015099101

The Head of English Education Department

Andianto, M.Pd
NIP. 198711022015031004

iv

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Pengajuan Munaqosah**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
Di-
    tempat

AssalamualaikumWr.Wb.

      Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama	:	Ferdina Anggraini
NPM	:	1601070014
Jurusan	:	Tadris Bahasa Inggris (TBI)
Fakultas	:	Tarbiyah dan Ilmu Keguruan (FTIK)
Judul Skripsi	:	AN ANALYSIS OF FLOUTING MAXIM ON THE STUDENTS' SPEAKING SKILL OF THE ELEVENTH GRADE AT SMA N 2 METRO IN THE ACADEMIC YEAR OF 2020/2021

Sudah kami setujui dan dapat dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr. Wb

Pembimbing 1

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Metro, 30 Juni 2021
Pembimbing II

Rika Dartiara, M.Pd
NIDN. 2015099101

The Head of English Education Department

Andianto, M.Pd
NIP. 198711022015031004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail:
iainmetro@metrouniv.ac.id

RATIFICATION PAGE

No. B-3085/In.28.1/D/PP.00.9/07/2021

The Undergraduate Thesis entitled: AN ANALYSIS OF FLOUTING MAXIM ON THE STUDENTS' SPEAKING SKILL OF THE ELEVENTH GRADE AT SMA N 2 METRO IN THE ACADEMIC YEAR OF 2020/2021 written by: FERDINA ANGGRAINI, Student Number 1601070014, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, July 12, 2021 at 08.00-10.00 a.m.

BOARD OF EXAMINERS

Chairperson   : Dr. Widhiya Ninsiana, M.Hum   (................................)

Examiner I   : Dr. Umi Yawisah, M.Hum   (................................)

Examiner II   : Rika Dartiara, M.Pd   (................................)

Secretary   : Pika Merliza, M.Pd   (................................)
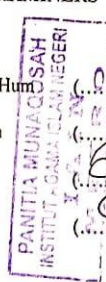
The Dean of Tarbiyah and Teachers Training Faculty

Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

vi

AN ANALYSIS OF FLOUTING MAXIM
ON THE STUDENTS' SPEAKING SKILL
OF THE ELEVENTH GRADE AT SMA N 2 METRO
IN THE ACADEMIC YEAR OF 2020/2021
ABSTRACT

By:

FERDINA ANGGRAINI

The aims of this research were to analyze the most dominant types of flouting maxim and to observe the reason of flouting maxim that used by the eleventh grade students of SMA N 2 Metro.

The method of this research was qualitative research. The primary data were taken from the eleventh grade students speaking skill, and interview. In collecting the data, the researcher used observation, interview and documentation.

The results of this research showed that the most dominant type of flouting maxim that used by the students of eleventh grade at SMA N 2 Metro in their speaking skill was flouting maxim of quantity, while there were 4 types of flouting maxim such as, flouting maxim of quantity, flouting maxim of quality, flouting maxim of manner and flouting maxim of relation. The data of the students that flouted the maxim were consisted of 5 students or 35% that used flouting maxim of quantity, 4 students or 28% used flouting maxim of quality, 3 students or 21% used flouting maxim of manner, 2 students or 14% used flouting maxim of relation. From the data, it can be conclude that the most dominant types of flouting maxim that used by the students is flouting maxim of quantity. Moreover, the researcher found the reason of the students used flouting maxim in their speaking that was to criticize. Therefore, it can be concluded that the students should know and understand about flouting maxim to minimized the possibility to get wrong or misunderstanding in conversation especially in speaking.

Keywords: speaking, flouting maxim, qualitative research.

ANALISIS *FLOUTING MAXIM*

PADA KEMAMPUAN BERBICARA SISWA KELAS SEBELAS

DI SMA N 2 METRO TAHUN AJARAN 2020/2021

ABSTRAK

Oleh:

FERDINA ANGGRAINI

Penelitian ini bertujuan untuk menganalisa tipe dominan dari pelanggan maksim dan mengamati alasan pelanggaran maksim yang dilakukan oleh siswa kelas sebelas di SMA N 2 Metro.

Metode dalam penelitian ini adalah penelitian kualitatif. Sumber daya utama diambil dari data berbicara siswa, dan interview. Dalam pengumpulan data, peneliti menggunakan observasi, interview dan dokumentasi.

Hasil penelitian menunjukkan bahwa tipe dominan dari pelanggaran maksim yang digunakan oleh siswa kelas 11 di SMA N 2 Metro dalam kemampuan berbicara siswa adalah pelanggaran maksim kuantitas, sementara ada 4 tipe pelanggaran maksim yaitu pelanggaran maksim kuantitas, pelanggaran maksim kualitas, pelanggaran maksim sikap, dan pelanggaran maksim hubungan. Dari data siswa yang melakukan pelanggaran maksim terdiri dari 5 orang siswa atau 35% yang melakukan pelanggaran maksim kuantitas, 4 orang siswa atau 28% yang melakukan pelanggaran maksim kualitas, 3 orang siswa atau 21% yang melakukan pelanggaran maksim sikap, dan 2 orang siswa atau 14% yang melakukan pelanggaran maksim hubungan. Dari data tersebut, dapat disimpulkan bahwa tipe dominan pelanggaran maksim yang digunakan oleh siswa adalah pelanggaran maksim kuantitas. Sementara itu, peneliti menemukan alasan dari siswa yang melakukan pelanggaran Maksim yaitu untuk mengkritisi. Oleh karena itu, dapat disimpulkan bahwa siswa sebaiknya mengetahui dan memahami pelanggaran maksim untuk meminimalisir kemungkinan untuk salah dan tidak memahami percakapan terutama dalam berbicara.

Kata kunci: kemampuan berbicara, pelanggaran maksim, penelitian kualitatif.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name   : Ferdina Anggraini

Student Number   : 1601070014

Department   : English Education Department

Faculty   : Tarbiyah and Teachers Training

Stated that this undergraduate thesis is originally the result of the researchers's research, in exception of certain parts which are excerpted from bibliographies mentioned.

Metro, June, 17th 2021

The Researcher

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Ferdina Anggraini

NPM   : 1601070014

Jurusan   : Tadris Bahasa Inggris (TBI)

Fakultas   : Tarbiyah dan Ilmu Keguruan

   Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian peneliti, kecuali bagian-bagian tertentu yang dirujuk dari bibliografi yang disebutkan.

Metro, 17 Juni 2021

Peneliti

MOTTO

وَاصْبِرْ فَاِنَّ اللّٰهَ لَا يُضِيْعُ اَجْرَ الْمُحْسِنِيْنَ

And be patient, for indeed, Allah does not allow to be lost the reward of those
who do good. (Q.S. Hud: 115)

DEDICATION PAGE.

I'm dedicating this thesis to all wonderful people in my life:

My Beloved Family

Bapak and ibu who are never stop showering me with loves and prays, and for my sister who is never stop supporting me and believe in me.

ACKNOWLEDGEMENTS

Praise to be Allah SWT the Almighty and the most merciful who has given his blessings and guidance. The greeting always give to Prophet Muhammad SAW as the best role model. This undergraduate thesis required for the Degree of Sarjana Pendidikan (S.Pd) entitled *"An Analysis of Flouting Maxim in Students' Speaking Skill among the Eleventh Grade of SMA N 2 Metro in the Academic Year of 2020/2021."*

Considering the limitations of knowledge, got and writing ability of the researcher, this thesis is inseparable from deficiencies and is not perfect. The researcher realized that in the process of writing this undergraduate thesis encountered many obstacles. However, with the help, guidance, cooperation from various parties, the obstacles faced can be overcome. Therefore, the researcher would like to express her gratitude to:

1. Dr. Siti Nurjanah, M.Ag, PIA as the Rector of State Islamic Institute of Metro.
2. Dr. Zuhairi, M.Pd as the Dean of Tarbiyah and Teachers Training Faculty.
3. Andianto, M.Pd as the Head of English Education Department.
4. Dr. Widhiya Ninsiana, M.Hum and Rika Dartiara, M.Pd as the Sponsor and Co-sponsor for helping and guiding me to accomplish this undergraduate thesis.
5. My dearest parent, sister, and friends for never stop showering me with prays and supports.

However, the researcher hopes that this undergraduate thesis can be useful for the researcher in particular and for all who wish to use it.

Metro, June, 17 2021

<u>Ferdina Anggraini</u>
NPM.1601070014

TABLE OF CONTENTS

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLE

LIST OF APPENDICES

1. Observation sheet

2. Interview sheet

3. Documentation

4. Kartu bimbingan proposal

5. Kartu bimbingan skripsi

6. Surat tugas

7. Izin riset

8. Surat Keterangan Bebas Pustaka

CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays, there were many people that were interesting to learn English. This interest comes since English is an international language. English has been learned and used by many people not only in America or Britain but also other people in other countries. This international language is important in many sectors in this globalization era. Therefore, it was very important used to communicate with other people from another country.

There were four skills in English including of listening, speaking, reading and writing. As one of the skill in English, speaking is known as a productive act for communicating and giving information. It was supported by Flutcher who said that speaking is the use of languages to communicate with others.[1] It means that speaking is one of the important key to communicate with other people to getting and giving information.

As speaking holds important roles in communication, the teacher as a guide for the students that has big roles to help the students build their speaking skill. There were many ways that the teachers usually do in teaching speaking. One of the ways was by asking the students to have a conversation in a simple dialog. Therefore, to have a successful conversation, it is important to understand the context of the speaker said to the hearer. It means both of speaker and hearer should cooperate in their conversation, if speaker and

---

[1] Glenn Flutcher, *Testing Second Language Speaking*, (Grear Britain: Pearson Education, 2003) p. 23

hearer do not cooperate it may have an effect which makes them can not understand the context of the conversation.

However, speaking is not easy to master. There were many problems got by students in the process of speaking English. These problems included of the limitations of vocabulary, the low of pronunciation mastery, and the low of fluency. Most of students also have problems to understand the meaning of the context that their partner said to them.

Moreover the problem in speaking skill which is the inability to understand the context of the conversation is related to flouting maxim. According to Yule, in the conversation sometimes the participants are not always cooperates each other, and they are flouting the rule or maxim.[2] Maxim itself is the rule purposed by Grice to make a successful conversation. In this case if the participants of the conversation do not cooperate with their partner and violating the maxim, it may effected them to misunderstanding.

Flouting maxim can be happened in a conversation if the participants violating the rule. There are four types of flouting maxim including of quantity, quality, relation and manner. Here is the example of flouting maxim:

A: Can I borrow your laptop?

B: Well, I have a lot of work that I need to be done.

Based on the conversation, B flouts the maxim of quantity because B give too much information and do not answer A question based on what A wants, whether A can borrow B's laptop or not. B's answer can makes A

---

[2] George Yule, *Pragmatics.*(New York: Oxford University Press, 1996) p. 32

confused about what does the answer means, it can makes A assumed that B will let A borrow his laptop after he finish all his work, or assumed that B don't want to let A borrow his laptop.

In connection with the common problems in speaking, the researcher had done a pre-survey to manifest the problems in speaking on SMA N 2 Metro. The pre-survey had done on August, 12nd 2020 in English lesson. The pre-survey results were categorized into two criteria that are COMPLETE and INCOMPLETE based on MMC or minimum mastery criteria. MMC of the eleventh grade of English lesson at SMA N 2 Metro is 70. Based on the pre-survey results it can be concluded that the students have low in speaking. In the pre-survey data it showed that 22 of 32 students of class eleven social 1 in a incomplete criteria while 11 students in a complete criteria. It means that the percentage of students that are not achieved the MMC is bigger than who achieved the MMC. It can be assumed that the students speaking skill of the class eleven social 1 is not satisfied.

The pre-survey result supported by the interview with the teacher of English lesson in class eleven social 1. Based on the interview, the researcher found out the problems that the students have during speaking in their English lesson. The problem that the students have which is the inability to understand the context of the conversation is caused by flouting maxim.

Based on the explanation above the researcher desired to analyze the flouting maxim that the students of SMA N 2 Metro use in their conversation and to know the reason they used it. This research conducted by qualitative research with the title "AN ANALYSIS OF FLOUTING MAXIM ON THE STUDENTS' SPEAKING SKILL OF THE ELEVENTH GARDE AT SMA N 2 METRO IN THE ACADEMIC YEAR OF 2020/2021."

B. Research Questions

Based on the background of the study above, the researcher had formulated the research questions as follows:

1. What is the most dominant type of flouting maxim that the students of the eleventh grade at SMA N 2 Metro used in their speaking class?

2. Why do the students of the eleventh grade at SMA N 2 Metro use flouting maxim in their speaking class?

C. Objectives and Benefits of the Research

1. Objectives of the Research

Based on the research questions, the researcher states the objectives of the research as followed bellow:

a. To analyze the most dominant type of flouting maxim that the student of the eleventh grade at SMA N 2 Metro used in their speaking class.

b. To investigate the reason why the students of the eleventh grade of SMA N 2 Metro used flouting maxim in their speaking class.

2. Benefits of the Research

The benefits of this research are for the students, the teachers and the other researcher.

a. For the Students

This research expected to gives a useful information for the students related of the used of flouting maxim in speaking. Besides, this research will reveal the types of flouting maxim that the student used in speaking class and the reason why they used flouting maxim. Therefore with this research the researcher expected for the students to improve their speaking skill specially in using flouting maxim.

b. For the Teachers

This research expected to gives a benefit to the teachers in the form of information about the students' problem in speaking specially related with flouting maxim. In addition the teachers will know the most dominant types of flouting maxim that the students used in speaking class. Therefore with the information the teacher can solve and give an alternative solution to face the problem.

c. For the Other Researcher

This research expected to gives a benefit for the other researcher as one of a reference to do a research with the same topic which is about flouting maxim in student speaking skill. With this research the other research hopes can understand the concept of flouting maxim and the procedure of analyze the flouting maxim in

speaking. Therefore, this research can be a reference for the other researcher.

D. Prior Research

This research was done by considering the important things in the 3 prior research. The first prior research is written by Asri Dwi with the title *An Analysis of Flouting Maxim in EFL Classroom Interaction*.[3] The purpose of the first prior research is to investigate how the conversation implicatures especially flouting maxim are being formed in teacher and students dialog during EFL teaching and learning process. The sample of the first prior research is the EFL students. The method used in the first prior research is qualitative method. Therefore the result of the first prior research is that based on the data analysis, it has been discovered that during the conversation, all speakers happen to be successful in observing maxim.

The second prior research was written by Abdi Wahyudi, Suhendra Yusuf, and Zubaedah Wiji Lestari with the title *Maxim's Flouting: An Analysis of Classroom Interaction.*[4] The purpose of the second prior research are to find out the types of flouting maxim produced by teacher and students and to investigate the effect of maxim flouting to classroom activity. The sample of the first prior research is a teacher and students. The method used in the first prior research is descriptive qualitative. Therefore, the result of the first prior research showed that there were four maxims flouting used by the

---

[3] Asri Dwi, "An Analysis of Flouting Maxim in EFL Classroom Interaction", Jurnal Vision, 4 (2015): 17

[4] Andi Wahyudi, Suhendra Yusuf, Zubaedah Wiji Lestari, "Maxim's Flouting: An Analysis of Classrom Interaction", Jurnal of English Education and Teaching, 4 (2020): 10

teacher and students during the classroom interaction, and the researcher found four adverse effect of flouting maxim in classroom activity.

The third prior research was written by Mega Safitri, Seken, Adi Jaya Putra with the title is *Observance and Non-Observance of Gricean Maxims in Instructional Context: An Analysis of EFL Classroom Interaction.* [5] The purpose of the third prior research is to describe, to analyze and to explain types of observance and non-observance of Gricean maxims, conversational implicatures and factors of non-observance produce in the classroom. The sample of the third prior research are the teacher and students of grades seven and eight of Ghandi Memorial International School (GMIS). The method of the third prior research is qualitative method. Therefore, the result of the third prior research are the teacher and the students observed all of the Gricean maxims in certain part of classroom teaching activities, and also the teacher found produced high percentage of flouting maxims.

There were some similarities and differences from the prior researches with this research. The similarities were on the variable of the research which is the use of flouting maxim in classroom, the other similarity of this research from the prior researches were on the method of the research which is qualitative method and the sample of this research is students of English class. However, the differences of the research and the three of the prior researches are the purpose of the research that are to analyze the most dominant type of flouting maxim that the students on the speaking class and to investigate the

---

[5] Mega Safitri, "*Observance and Non-Observance of Gricean Maxims in Instructional Context: An Analysis of EFL Classroom Interaction",* Indonesian EFL Journal, 3 (2017) 10

reason of the student using flouting maxim, while the purpose of the first prior research is to investigate how the conversation implicatures especially flouting maxim are being formed in teacher and students dialog during EFL teaching and learning process, and the purpose of the second prior research were to analyze the most dominant type of flouting maxim that the student used in expressing offers and suggestions on the speaking class and to investigate the reason of the student using flouting maxim, while the purpose of the second prior research is to find out the types of flouting maxim produced by teacher and students and to investigate the effect of maxim flouting to classroom activity, and third prior research is to describe, analyze and explain types of observance and non-observance of Gricean maxims, conversational implicatures and factors of non-observance produce in the classroom.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Speaking

1. Definition of Speaking

There were many definitions of speaking purposed by experts. According to Flutcher, speaking is the verbal use of language to communicate with others.[6] In the other words it means that speaking is the use of language purposes for communication.

Moreover, Burns and Joyce defined speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information.[7] The definition of Burn and Joyce in line with Kathleen who defined speaking as a process of interaction where speakers intend to build meaning through producing, receiving and processing information.[8] Based on the definitions above speaking was a process of developing meaning with producing, receiving and processing information.

Speaking definition based on Cameron is the active use of language to express meanings so that other people can make sense of them.[9] It means

---

[6] Glenn Flutcher, *Testing Second Language Speaking*, (Grear Britain: Pearson Education, 2003) p. 23

[7] Mary Florez., *Improving Adult English Language Learner's Speaking Skill*. (National Center for ESL Literacy Education on Center for Applied Linguistics of US Department of Education, 1999) p. 1

[8] M. Bailey Kathleen, *Practical English Language Teaching Speaking* (New York : Mc Graw Hill Companies, 2000), p.25

[9] Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press, 2001), p.40

that speaking is an expression of meaning to make the hearer interpret it. Moreover Lado defines speaking as the ability to express oneself in life situation, or the ability to report acts or situation in precise words, or the ability to converse, or express a sequence of ideas fluently.[10] It means that speaking is the ability to express situation equal word and express fluently the consecutive ideas.

2. **The Aspects of Speaking**

In speaking, there were some aspects that must be fulfilled by the learners. It can be used as a measurement whether our speech is good or not. Those are fluency, comprehension, grammar, vocabulary and pronunciation. The description is as follows according to Brown:

a. Fluency

It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.

b. Comprehension

Comprehension is a student's competence to comprehend all of the speaker says to them.

c. Grammar

Grammar is the way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the word so the speaker also easily to speak English well.

---

[10] R Lado, *Language Teaching a Specific Approach*, (New Delhi: Grow Hill Publishing Company, 1991), p.240

d. Vocabulary

Vocabulary is the basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in or mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

e. Pronunciation

Pronunciation is the important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable.[11]

Based on the definition above it can be conclude that the aspect of speaking skill composed by fluency, comprehension, grammar, vocabulary and pronunciation

3. **Problem of Speaking**

The speaking problem is an inability of the students to do the aspect of speaking. They are included:

a. Fluency

In an EFL class, fluency is about the level of communication competence.[12] It means that the fluency of the students is illustrated of the developing of students speaking.

b. Comprehension

According to Brown, comprehension is the understanding of idea.[13] It means that when the students do not know or do not

---

[11] H.Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Op.Cit., pp. 172-173

[12] Scott Thornbury, *How To Teach Grammar*, (London: Longman, 2002), p. 6

understand about the topic they have the students is lack of comprehension in speaking.

c. Grammar

According to Thonbury, grammar is description of the rules that govern a language's sentences are formed. [14] It means that if students do not apply the rule of speaking then they have a problem in speaking grammar.

d. Vocabulary

According to Thornbury, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.[15] It is important in speaking because to express and talk about something the student needs vocabulary.

e. Pronunciation

Based on Brown pronunciation is the production of speech sounds for communication. [16] It means to get the point of speaking something the student needs to pronounce the words well.

---

[13] H. Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2001), p.172

[14] Scott Thornbury, *How To Teach Grammar*, (London: Longman, 2002), p. 1

[15] Scott Thornbury, *How To Teach Grammar,* p.6

[16] Doughlas Brown, Teaching by Principle : an Interactive Approach in Language Pedagogy, (2 nd Ed.), (New York: Longman, 2001), p.68

C. Concept of Flouting Maxim

1. Definition of Flouting Maxim

Based on Yule, a cooperative principle is a fundamental principle in pragmatics in which people demanded to make their conversation as cooperative as possible, in line with the purpose of the conversation[17]. It was supported by Mayer who said that this principle resulted from the common assumption about communication as a cooperative effort. In this principle, there were four sub-principles called maxims, which provide more detailed principles of conversational.[18] According to Grice, maxim devided in to 4 maxim, including of a maxim of quantity, a maxim of quality, a maxim of relation, and a maxim of manner.[19] Based on the explanation above cooperative principle is principle that needs to make a coversation cooperate with the purpose of the conversation itself.

According to Yule, in conversation, sometimes the participants were not always cooperative with each other, and sometimes they were flouting the rules or maxims for specific reasons. Behind the utterances in which maxim flouting occurs, there were some hidden meanings and purposes that tries to be conveyed by the speaker.[20] Moreover Thomas said that flouting maxim means intentionally failing to follow the maxim

---

[17] George Yule. *The Study of Language Fourth edition*, (USA: Cambridge University Press, 2010) p. 147

[18] Charles, F Mayer. *Introducing English Linguistics,* (USA: Cambridge University Press, 2009) p. 22

[19] Paul Grice, Logic and Conversation, (Cambridge: Harvard University Press, 1991) p28

[20] George Yule. *The Study of Language Fourth edition*, (USA: Cambridge University Press, 2010) p. 148

cooperative principle.[21] It means that in flouting maxim caused by the participants of a conversation who are not cooperative and flouts the rule or the maxim itself.

However there were other definition of flouting maxim that states by Brown and Yule that flouting maxim made by speaker expresses an additional meaning (contextual meaning) to his or her utterance. They also said that a speaker who did not follow the maxim can be categorized flouting the maxim and consequently, conversational implicature is produced by the speaker.[22] Based on the definition above it can be concluded that flouting maxim can happen when the speaker does not follow the maxim of cooperative principle.

According to Black a speaker who flouts a maxim is actually aware of the cooperative principle and the maxim.[23] It means that when the speaker flout a maxim they actually understand about the cooperative principle and the maxim so by flouting the maxim the speaker choose to deliver indirect meaning of the topic.

---

[21] Jenny Thomas, Meaning in Interaction: an Introduction to Pragmatics (London, Routledge, 2013), p. 65

[22] George Yule, Pragmatics. (New York: Oxford University Press, 1996), p. 32

[23] Muhammad Alduais. Conversational Implicature (Flouting the Maxims), Applying Conversational Maxim. 2012.

2. **Types of Flouting Maxim**

There are four types of Flouting Maxim based on Thomas, as follow:[24]

a. Flouting of Quantity Maxim

When speakers give too much or too little information, they flout the quantity maxim. Here is the example of flouting of quantity maxim.

A: Well, how do I look?

B: Your shoes are nice

In the sample above B flouts the maxim of quantity because she gives too much information from what A wants, because B does not say about the sweat shirt and jeans that A wearing.

b. Flouting of Quality Maxim

Speaker who flouts the maxim of quality when they implies the information which is not suitable with the fact:

Example:

A: So, who are you going out with tonight?

B: Koosh and Laura

Based on the sample above B answers A's question with untrue information, because B actually does not going out with anyone tonight. It means B fout the maxim of quality when B answer A's question.

---

[24] Jenny Thomas, Meaning in Interaction: an Introduction to Pragmatics (London, Routledge, 2013), 67

c. Flouting of Manner Maxim

Speakers should be brief and should avoid ambiguity. Those who flout the maxim of manner appear to be ambiguous and not brief.

Example:

A: Where are you off to?

B: I was thinking of going out to get some of that funny white stuff for somebody.

A: Ok, but dont be log-dinner's nearly ready.

Based on the example above B speak is in an ambigous way, B said "that funny white stuff" and "somebody" because he is avoiding saying 'ice cream' and 'Michelle' so that his little daughter does not become excited and ask for the ice cream before meal.

d. Flouting of Relation Maxim

The speaker flouts the maxim of relation if the speaker does not give a respons and change the topic that are not relevant.

A: What do you think about Jack?

B: This flashmate is a wonderful cook.

In the dialog above B does not say that she is not impressing about Jack. Pricisely B change the topic which is not relevant with the question.

3. Factors of Flouted Maxim

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

1. To make conversation interesting, that makes people actually engage in and enjoy the conversation.

2. To fulfill the 'face wants' of higher status of the participants in conversation.

3. To implicate information.

4. 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.

5. To display wit and solidarity and to affirm bonds between conversationalist.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

In this case, the researcher considered the importance of speaking skill especially in flouting maxim. The researcher decided to use qualitative research to analyze the flouting maxim used by students' speaking skill in SMA N 2 Metro.

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.[25] It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

Qualitative research is a research that aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be achieved by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

The characteristic in this research focuses on the descriptive qualitative research. The researcher will take a survey that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research

[25]John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3ʳᵈEd*(New Delhi: Sage Publications, 2003), 4.

is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.[26]

In line with the explanation above, the purpose of this research is to analyze the flouting maxim used in students speaking skill at SMA N 2 Metro.

B. Data Resources

In this research the researcher divided the sources into two items. They are primary and secondary.

1. Primary sources

    Primary source are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other researchers. The primary source of this research are the observation of the students speaking skill and interview. The observation and interview will be conducted by 20 students of the class social eleven 1.

2. Secondary sources

    Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research

---

[26]Geoffrey Marczyket. al., *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

are documents, journals, and e-books. The main book that used in this research is Meaning in Interaction: An Introduction to Pragmatics by Jenny Thomas.

C. Data Collecting Technique

Based on Creswell, in many qualitative studies, inquiries collect multiple forms of data and send a considerable time in the natural setting gathering information.[27] The data collection is the accumulation of specific evidence that will enable the researcher to properly analyse the results of all activities by his research design and procedures.

Qualitative researchers also have a toolbox of data-gathering techniques, including indepth interviewing, participant observation, and document analysis.[28] The researcher in this research uses document to collect the data. The researcher takes documents from the result of the use of fricative consonant in students' fricative consonant. In the process of collecting the data, the researcher collects the results of pronunciation students to analyze and to identify the using of pronunciation in fricative consonant.

In this research, the researcher use three techniques to collect the data. There are observation, documentation and interview.

1. Observation

According to Creswell, observation is the process of gathering open-ended, firsthand information by observing people and places at a

---

[27] John W. Creswell, *Research Design* (California: Sage Publications, 2000), 184.
[28] Donald Ary et. al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengange Learning, 2010), 32.

research site.[29] In this research the researcher observed the students of the eleventh grade of SMA N 2 Metro who are participating in a conversation. The observation will be done with 20 students of the class eleven social 1.

2. Interview

Interview is used to gather data from people about opinions, beliefs, and feelings about situations in their own words.[30] In this research the researcher would interview the eleventh garde students of SMA N 2 Metro. This interview aimed to getting the information about the flouting maxim. The interview will be done by 20 students of the class eleven social 1.

3. Documentation

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study.[31] In this research, the researcher uses documents technique to collect the data. Documents that used in this research are the data of students speaking, and photos or screenshots of the eleventh students of SMA N 2 Metro.

D. Data Analysis Technique

Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involved breaking down existing complex factors into simple parts and putting the parts together innew

---

[29] John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: University of Nebraska, 2002), 53.

[30] John W, Creswell, *Eductional Research Planning Conducting and Evaluating.* p 432

[31] Donald Ary et. al., *Introduction to Research in Education, 8th Edition* (California: Wadsworth Cengage Learning, 2010), 438.

arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data.[32] The componets of this analysis model are pictured by this figure.

Figure
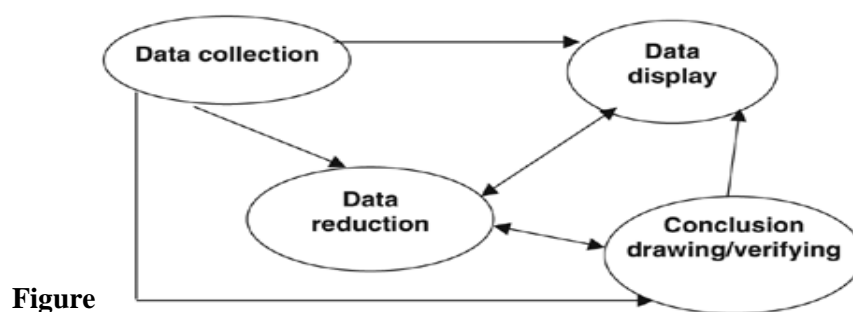
Data analysis by Miles and Huberman model conducts the following steps:[33]

1) Data collection is the step when the researcher gather all data which are used to complete the research.

2) The researcher reduces the data he had gotten by summarizing and choosing specific things.

3) To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.

---

[32] Huberman M. Michael and Miles, *Data Management and Analysis Methods,* In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.
[33] Huberman, M. Michael. Data Management and Analysis Method, *429*

4) Lastly, the researcher verifies his research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has somefunctions in analyze research data that include in; to make the meaningfulraw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

E. Research Approach

In this research the researcher used the research approach purposed by Creswell, the research approach of this research is case studies. Case studies were a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals.[34] This researcher chosen this approach is because the researcher wants to analyze the phenomena that happened on students, which is flouting maxim.

---

[34] John W. Creswell, *Quantitative, Qualitative, and Mixed Method Approaches: Research Design,* (London: SAGE Publishing, 2014), 14.

CHAPTER IV

RESULT AND DISCUSSION

A. **Research Result**

1. **The Description of Research Location**

    a. **The History of SMA N 2 Metro**

    SMA N 2 Metro or popular with SMANDA were located on Sriwijaya Street in Mulyosari village, West Metro. SMA N 2 Metro was established on June, 20th 1991. When SMA N 2 Metro officially opened it had different name, it called with SMA Negeri Bantul because the name of district in West Metro that time named with Bantul, and it changed to SMA N 2 Metro on June, 20th 1993 until now.

    SMA N 2 Metro has vision and mission from when it first time opened. The visions of SMA N 2 Metro were; religious, intelligent, environmentally friendly, nationalist, and international competitiveness. However, SMA N 2 Metro has motto, it were realization of an independent school, intelligent, characterization, insightful of information and technology.

    b. **The students of SMA N 2 Metro**

    SMA N 2 Metro have 2 majors for its students, they were MIPA or Mathematics and Science Major, and PS or Social Major. The classes categorization were, class tenth MIPA and Social, class eleventh MIPA and Social, and class

twelfth MIPA and Social. Since 2013 SMA N 2 Metro used the curriculum of 2013 until now. Based on the official website of SMA N 2 Metro, it is written that this school had more than 756 students.

2. The Description of Research Result

In this research was conducted at the eleventh grade of SMA N 2 Metro. This research aimed to analyze the most dominant types of flouting maxim that the students used in their speaking class and the reason of the students that used flouting maxim in their speaking class. The data of this research were taken from the students of eleven social 1 at SMA N 2 Metro.

a. The Most Dominant Types of Flouting Maxim in Students Speaking Skill

Based on the research result, the researcher found several types of flouting maxim on the students speaking skill. The types of flouting maxim itself consisted of 4 types, they are flouting maxim of quantity, flouting maxim of quality, flouting maxim of manner, and flouting maxim of relation. There are 20 students of the class eleven social 1 that participated in this research.

The data that the researcher found during the research process showed that, from 20 students of class eleven social 1, 5 of them flouted the maxim of quantity, 4 of them flouted the maxim of

quality, 3 of them flouted the maxim of manner, 2 of them flouted the maxim of relation, and 6 of them did not flouted any maxim.

Furthermore, the researcher gave more explanation based on the data as followed bellow:

1) Flouting Maxim of Quantity

There were 5 students that flouted the maxim of quantity during the conversation in their speaking. They were explained bellow:

a) The first conversation

A: Siti, what do you want to have after lunch?

B: I don't have any idea.

A: Do you like ice cream?

B: Well, I wonder to eat ice cream while I had a toothache.

A: I'm sorry, I forgot.

B: That's okay.

Based on the conversation above it showed that B used flouting maxim of quantity by giving too much information for A question. A asked B about ice cream, instead of answering the question with 'like' or 'don't like' B were answered with the information that A didn't want to know about it.

b) The second conversation

A: Hi, Clarissa. What are you doing?

B: Hi, Andien. I'm checking my outfit now.

A: Well?

B: What do you think about my outfit today?

A: Pink is good on you.

B: Thank you.

Based on the conversation above, it showed that B used flouting maxim of quantity by giving too much information while answering B's question. B asked A's about the outfit that she wear, but A answered about the color of it which is not what B's desired to hear.

c) The third conversation

A: Do you like seafood?

B: Yes, I love it so much.

A: Do you know how to eat crabs?

B: Just eat it.

A: You know that's not what I mean.

B: Sorry, don't take it seriously.

Based on the third conversation, it showed that B used flouting maxim of quantity when she answered A's question. On the dialog, A asked B if she know how to eat crabs which means that she wondered about the 'right' way to eat crabs, instead of answering A with the right answer which is giving A the way to eat crabs, B just answer the question

with short answer, which means that the answer was too little information for A.

d) The fourth conversation

A: The soup is a little bit salty. Isn't it?

B: I guess the chef give too much salt than it needed.

A: I do think so.

B: But, I enjoyed the cake.

A: I think I'm going to have a diabetic after I eat the cake.

B: Well, I love sweets.

The fourth conversation showed that B gave too much information while answering A's question. A should understand that the taste 'salty' of the soup is caused by given too much salt. When A asked B about the soup, she's just want to check that it's right that the soup is salty.

e) The fifth conversation

A: What do you think about Andra?

B: He has an iPhone.

A: I mean his appearance, not what he have.

B: Well, I mean, he's handsome.

Based on the conversation above, it showed that B user flouting masim of quantity by giving too much information while answering A's question. A asked B's opinion about

Andra, but B told A that Andra have an iPhone whish is the answer too much for what A desired.

2) Flouting Maxim of Quality

There were 4 students that flouted the maxim of quality during the conversation in their class. They were explained below:

a) The first conversation

A: What do you think about this scarf?

B: It's so pretty.

A: Do you want to buy this scarf?

B: I don't even have money to buy lunch.

A: Well, I think I saw some on your pocket.

B: I think you have some in your pocket.

A: I need it to buy something else.

Based on the first conversation, it was known that B is flouts the maxim of quality because she didn't tell the truth about the question that A gave to her about the money, in fact B still have money in her pocket.

b) The second conversation

A: Do you think all ices in the world is white?

B: It can change color like a rainbow sometimes.

A: Really.

B: Yeah, they colored it with sirup.

A: I thought you were serious.

Based on the second conversation it showed that B lied to A while she answered her question. The fact is that all ices is white and couldn't change to any color.

c) The third conversation

A: What do you think about, Rosa?

B: She's so beautiful. Isn't she?

A: Yeah, I do think so if she doesn't tie her hair.

B: Doesn't it look like a mess if she didn't wear it?

A: You know what I mean.

Based on the third conversation, it known that A flouted a maxim of quality because she said something that not suitable with the fact. She said that 'the girl' is beautiful without tied it's hair while the fact is it's hair will look like a mess.

d) The fourth conversation

A: Where do you want to have lunch?

B: In seafood restaurant

A: Is there any thing other than crabs and fish?

B: Probably.

On the dialog above, it showed that B flouted the maxim of quality because she gave untrue answered. B answered A's question with telling her that there's probably any other things in the seafood restaurant other than seafood thing.

3) Flouting Maxim of Manner

There were 3 students that flouted the maxim of manner in students conversation in their class. They we explained below:

a) The first conversation

A: The soup is a little bit salty. Isn't it?

B: I guess the chef give too much salt than it needed.

A: I do think so.

B: But, I enjoyed the cake.

A: I think I'm going to have a diabetic after I eat the cake.

B: Well, I love sweets.

The conversation above was telling about flouting maxim of manner. A flouted the maxim of manner because what have she said was ambiguous to B. On the conversation above, A said something ambiguous about going to have a diabetic after eat the cake.

b) The second conversation

A: What do you think about the fashion show?

B: The dress that the model wear in the fashion show is quite pretty.

A: I do think so. Do you want to wear it, anyway?

B: My mom will black out if she saw me with that outfit.

A: Yeah, you're right, the skirt is too short.

Based on the conversation above, B flouted the maxim of manner because she said something ambiguous to A while answering A's question. What made the conversation ambiguous was the past when B said that her mom will black out if she saw B wear the dress that they're just talked about.

c) The third conversation

A: Tarisa, do you have pens? I want to borrow yours because I don't bring my pen.

B: I should finish my work.

A: Can I borrow your pensil then? I need to write my work.

B: Okay, here is it.

The conversation above was telling about flouting maxim of manner. B flouted the maxim of manner because what have she said was ambiguous to A. On the conversation above, B didn't tell if she wanted to borrowed her pen to A or not instead of she told A that she need to finish her work.

4) The Flouting Maxim of Relation

There were 2 students that flouted the maxim of relation in their conversation in the class. They were:

a) The first conversation

A: Do you know the new student in class B?

B: I don't know yet.

A: When I meet her, I feel like you both had a similar face

B: Well, don't you think that we should go now?

A: Yes, let's go to the canteen.

Based on the conversation above, it known that B was flouted the maxim of relation because she change the topic suddenly and didn't gave a response to A.

b) The second conversation

A: Would you like to come to Novita's birthday party?

B: I want to go home.

A: How about the party?

B: I don't tell my mom yet.

On the conversation above, it showed that B change the topic about Novita's birthday party and choose not give any response to A. It means that she flouted the maxim of relation.

b. **The Reasons of the Students that Used Flouting Maxim**

This research is to analyze the reason of the students that used flouting maxim in their conversation. In collecting the data, the researcher used the technique of interview. The interview was conducted by giving the students questions. The result of the interview explained below:

1) The problem that the students have during speaking the conversation in their class is caused by flouting maxim.

Based on the interview data, there were 14 students of 20 sample of the class eleventh social 1 that have problem in speaking that caused by flouting maxim, while the 6 other students said that they got problem by the partner pronunciation, and articulation when speaking. Their common problem of the students was inability to understand the context or to get the point of their partner said to them, which is this problem is caused by flouting maxim. The students that unable to understand their partner were usually confused and didn't know about what they got to do after that, and it makes a misunderstanding between the students and their partner.

2) The students did not realize that they flouted the maxim.

There were 20 students of 20 sample that they did not even realize that they flouted the maxim. When the students have a conversation they were made it by group, the group were consisted about 2 or more people. In arranged the conversation the students usually just focus about the theme or the topic that given by the teacher. The students did not thinking much about the language that they used or the grammatical, and it made they did not even realized that they flouted maxim. The students of class eleventh social 1 did not know about what is flouting maxim and what it

function, because of the less knowledge about flouting maxim the students did it many times without realize it.

3) The students confused when their partner use flouting maxim.

There were 18 students of 20 samples of students in class eleventh social 1 were confused when their partner or their classmate flouted the maxim without any deceiving to did that. However, the 2 other students said bravely that they confident about their speaking. The students usually asked to made dialogue based on the material they have had. In the process of the conversation, the students made the written dialog first before they did the conversation in front of the class. The students were confused when their partner flouted the maxim, it is caused by their less understanding about the context of the conversation or their partner said the word incorrectly.

4) The reason of the students that used flouting maxim.

Based on the interview data, the sample of this research were 20 students. From 20 students, there were 14 students that have flouted the maxim. Therefore, the students who did not even understand about flouting maxim and didn't realize that they have flouted the maxim were given the theory by the researcher. In the process of interview the researcher found that the students have 3 different answer of the reason

that made them flouted the maxim. The reasons were; to make the conversation interesting, to implicate information, and to criticize.

B. Discussion

The results of this research were related with the most dominant types of flouting maxim that the students used in their conversation, and the reason why they flouted the maxim. The research results discussed below:

1. The Most Dominant Types of Flouting Maxim in Students Speaking Skill of the Eleventh Grade at SMA N 2 Metro

The first research result is the most dominant types of flouting maxim that the students have during speaking. The types of flouting maxim itself were 4, they were; flouting maxim of quantity, flouting maxim of quality, flouting maxim of manner, and flouting maxim of relation. Based on the observation, the researcher found 14 flouting maxim of 20 students that participated in this research. There are 5 students or 35% of the sample that flouted the maxim of quantity, 4 students or 28% of the sample that flouted the maxim of quality, 3 students or 21% students of the sample flouted the maxim of manner, 2 students of the sample flouted the maxim of relation, and the other 6 students did not used any maxim in their speaking skill.

The data reserved on the following table bellow:

Table. 4.1
Types of Flouting Maxim in the Students Speaking Skill

No	Name	Types of Flouting Maxim				Total
		Flouting Maxim of Quantity	Flouting Maxim of Quality	Flouting Maxim of Manner	Flouting Maxim of Relation	
1.	SP	-	1	-	-	1
2.	NS	1	-	-	-	1
3.	SO	1	-	-	-	1
4.	OM	-	-	1	-	1
5.	SS	-	1	-	-	1
6.	DSR	-	-	-	-	1
7.	RS	-	-	-	-	0
8.	DF	-	-	1	-	1
9.	PA	1	-	-	-	1
10	ER	-	1	-	-	1
11	DPP	-	-	1	-	1
12	Y	-	-	-	-	0
13	ML	1	-	-	-	0
14	TS	-	1	-	-	1
15	DP	-	-	-	1	1
16	AM	-	-	-	1	1
17	ID	-	-	-	-	0
18	GK	-	-	-	-	0
19	AR	1	-	-	-	1
20	AWK	-	-	-	-	0
Frequency		5	4	3	2	14
Percentage		35%	28%	21%	14%	100%

2. **The Reasons of the Eleventh Grade Students at SMA N 2 Metro that Used Flouting Maxim in Their Speaking Class**

Based on the interview result, the researcher analyzed the result of interview to found out the reason of the students that used flouting maxim in their conversation during speaking subject. The interview was conducted by giving the students some questions. The reason of the students that used flouting maxim during their speaking class were categorized into 3 categories, they were:

a. To make the conversation interesting

The first reason was to make the conversation interesting. The researcher found that from 20 students that given question of interview 3 of them answered that they were tried to make the conversation interesting by changing the topic of the conversation in order to prevent the dialog to boring situation. Which is, it means that the students who flouted the maxim of relation have a reason when they flouted it, it was that they want to make the conversation interesting.

b. To implicate information

The second reason was to implicate information. The researcher found some students also have a reason to implicate the information to their partners. Based on the interview data, the students that used this reason when they

flouted maxim were 5 students. The students that used this reason were the students who flouted maxim of quantity and quality. They were tried to implicate the information based on the context that they have during conversation. This kind of flouting maxim were also being the reason why the students difficult to get the context of the conversation.

c. To criticize

The third reason was to criticize. The researcher found that some students of the sample were used this kind of reason when they flouted the maxim. Almost a half number of the students that flouting the maxim of quantity and relation used this reason. Based on the answered of the question the students said that maxim of quantity was good to criticize so they reason why they flouted maxim of quantity was to criticize someone or something related to their topic of the conversation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher briefly illustrated the conclusion of this research that provides the research result as follow:

1. The most dominant types of flouting maxim of the students speaking skill on the eleventh grade at SMA N 2 Metro. There are 4 types of flouting maxim, such as: flouting maxim of quantity, flouting maxim of quality, flouting maxim of manner, flouting maxim of relation. The researcher found that the most dominant types of flouting maxim that the students used during their speaking class was flouting maxim of quantity. It was found that 5 students of 20 samples on the class eleven social 1 were flouted the maxim of quantity, while the 4 other students flouted the maxim of quality, the 3 other students flouted the maxim of manner, the 2 other students flouted the maxim of relation and the other 6 students did not flouted any maxim. Therefore, it can be concluded that the most dominant type of flouting maxim that used by the eleventh grade students of SMA N 2 Metro was flouting maxim of quantity.

2. The reason of the students that used flouting maxim on their speaking class was divided into 3 reasons, they were; to make the

conversation interesting, to implicate information, and to criticize. The most common reason that used by the students was to critized their partner of the topic that the students used in the conversation.

B. Suggestion

The researcher provides some suggestion to the writer, the students, and the teacher, as follows; the first it suggested the students to learn English more and trying to taking care about the languages that they used in their activity on the class or out of class, in order to understand about what they used in their conversation. The second, it is recommended that the teacher to motivate the students more to use English in their class and in daily activity in order to make the students speaking skill better.

BIBLIOGRAPHY

Ary, Donald. Lucy Cheser, Jacobs, Asghar Razavieh, Christine K. Sorenson. *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengange Learning, 2010

Asri, Dwi "An Analysis of Flouting Maxim in EFL Classroom Interaction", Jurnal Vision, 4 (2015): 17

Brown, H. Douglas, *Teaching By Principles An Interactive Approach to Language Pedagogy* San Francisco: Longman, 2014

Cameron, Lynne, *Quantitative, Qualitative, and Mixed Method Approaches: Research Design*, Cambridge: Cambridge University Press, 2001

Creswell, John W, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rdEd*. New Delhi: Sage Publications, 2003

Florez, Mary, *Improving Adult English Language Learner's Speaking Skill*. National Center for ESL Literacy Education on Center for Applied Linguistics of US Department of Education, 1999

Flutcher, Glenn, *Testing Second Language Speaking*, Grear Britain: Pearson Education, 2003

Grice, Paul, Logic and Conversation, Cambridge: Harvard University Press, 1991

Harmer, Jeremy, *The Practice of English Language Teaching*, London: Longman, 2003

Kathleen, M. Bailey, *Practical English Language Teaching Speaking*. New York : Mc Graw Hill Companies, 2000

Lado, R, *Language Teaching a Specific Approach*, New Delhi: Grow Hill Publishing Company, 1991

Marczyket, Geoffrey. David De Mateo, David Festiger. Essentials *of Research Design and Methodology*. USA: John Wiley & Sons, Inc. 2005

Mega, Safitri "Observance and Non-Observance of Gricean Maxims in Instructional Context: An Analysis of EFL Classroom Interaction*",* Indonesian EFL Journal, 3 (2017)

Michael, M. aHuberman and Miles, *Data Management and Analysis Method.*In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994

Muhammad Alduais. Conversational Implicature (Flouting the Maxims), Applying Conversational Maxim. 2012

Thomas, Jenny, Meaning in Interaction: an Introduction to Pragmatics, London, Routledge, 2013

Thornbury, Scott, *How To Teach Grammar*, London: Longman, 2002

Wahyudi, Andi, Suhendra Yusuf, Zubaedah Wiji Lestari, "Maxim's Flouting: An Analysis of Classrom Interaction", Jurnal of English Education and Teaching, 4 (2020)

Yule, George, *Pragmatics.* New York: Oxford University Press, 1996

APPENDICES

1. **Observation Sheet**

| N o	Name	Types of Flouting Maxim				Total
		Flouting Maxim of Quantity	Flouting Maxim of Quality	Flouting Maxim of Manner	Flouting Maxim of Relation	
1.	SP	-	1	-	-	1
2.	NS	1	-	-	-	1
3.	SO	1	-	-	-	1
4.	OM	-	-	1	-	1
5.	SS	-	1	-	-	1
6.	DSR	-	-	-	-	1
7.	RS	-	-	-	-	0
8.	DF	-	-	1	-	1
9.	PA	1	-	-	-	1
10	ER	-	1	-	-	1
11	DPP	-	-	1	-	1
12	Y	-	-	-	-	0
13	ML	1	-	-	-	0
14	TS	-	1	-	-	1
15	DP	-	-	-	1	1
16	AM	-	-	-	1	1
17	ID	-	-	-	-	0
18	GK	-	-	-	-	0
19	AR	1	-	-	-	1
20	AWK	-	-	-	-	0
Frequency		5	4	3	2	14
Percentage		35%	28%	21%	14%	100%

2. Interview Sheet

1. Do you know about flouting maxim?
2. When you have difficulties in understanding the context of the conversation, do you know that it is caused by flouting maxim?
3. Do you ever make your partner of the conversation confuse or do not know about the context of the conversation that you and them have during speaking lesson?
4. What are you usually say when you flouts the maxim?
5. What is your reason when you decided to use flouting maxim?

3. Documentation

   1) The process of conversation of the eleventh grade students of SMA N 2 Metro

      a) the first group
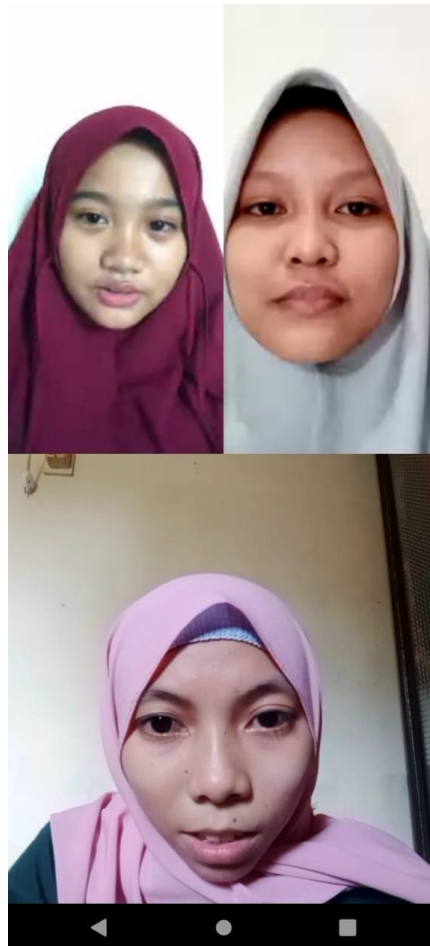
b) the second group

c) the third group

d) the fourth group
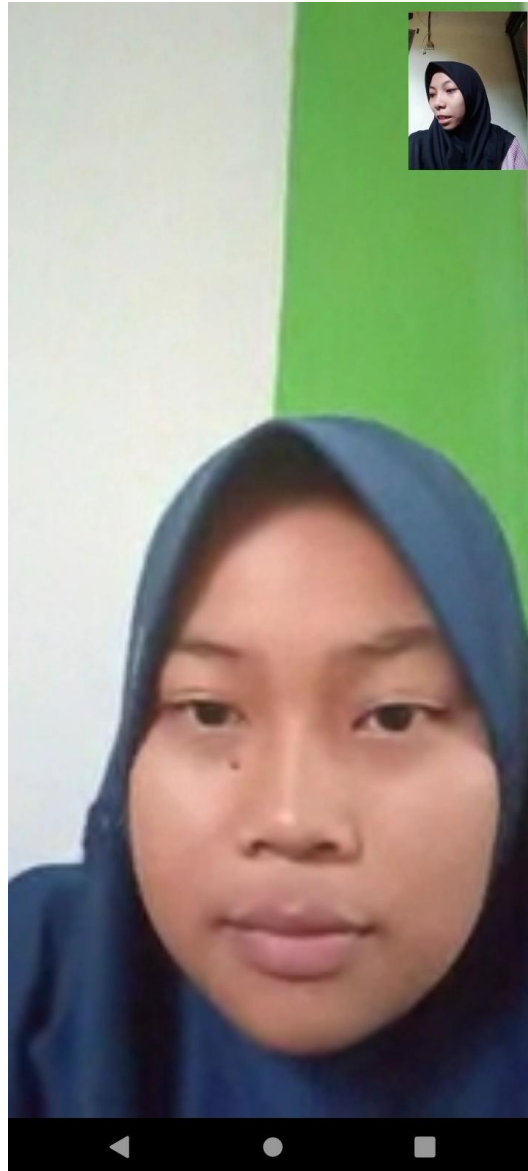
e) the fifth group

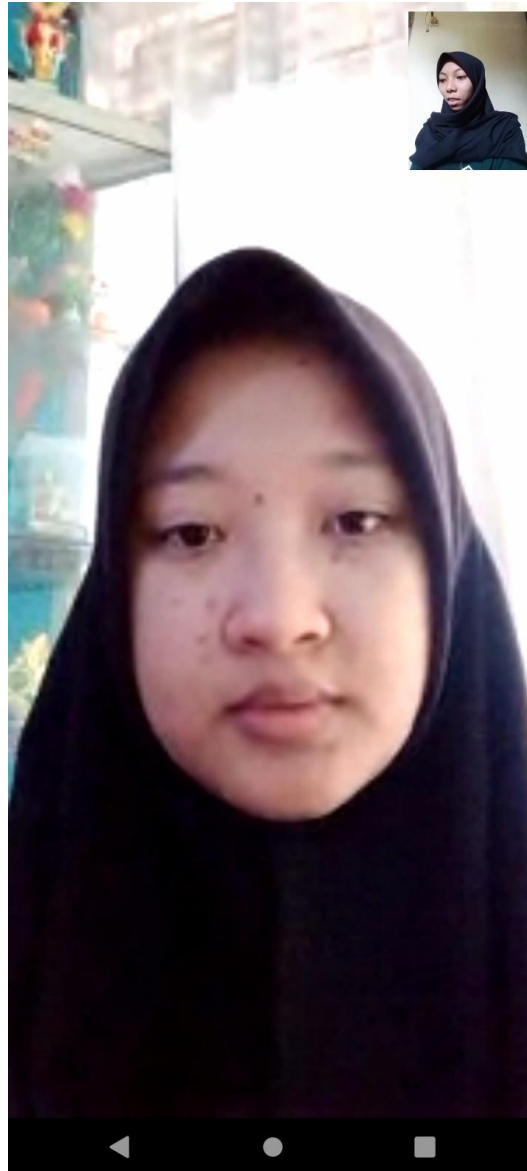**2) The process of interview of the eleventh grade students of SMA N 2 Metro**
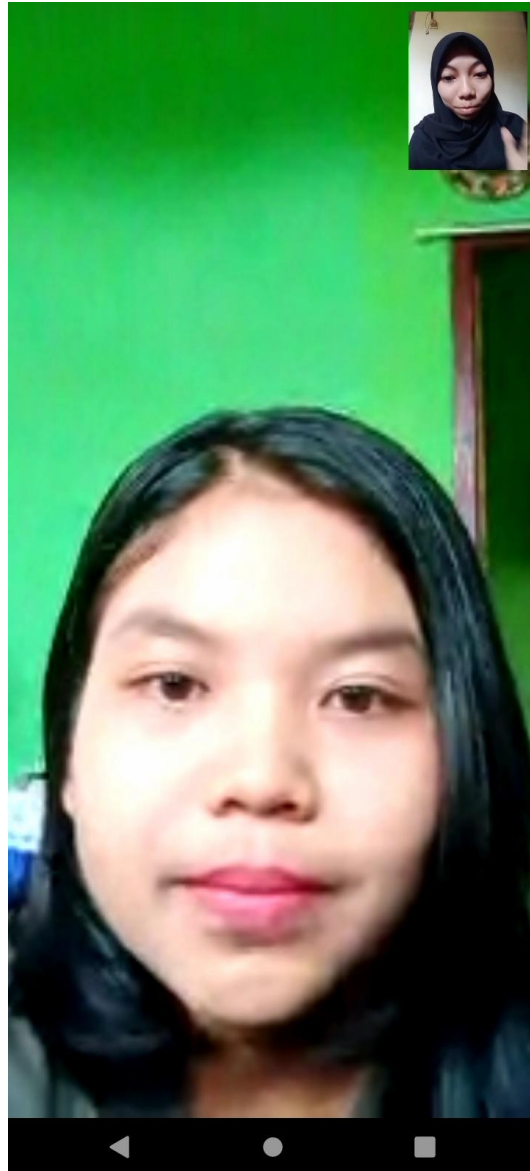
    a) The first student

b) The second student

c) The third student

d) The fourth student

e) The fifth student

3) The interview sheet of the students of eleventh grade at SMA N 2 Metro

a) The first student

Name: Aida Lusiana

Class: XI Social 1

The answer of the interview:

1. No, I don't know about flouting maxim.

2. I dont take a look at this, so i don't realise that it is a flouting maxim.

3. Yes, I have.

4. I'm not sure. I probably said something that is not related to the topics.

5. I have no reason.

b) The second student

Name: Gaka Awangga

Class: XI Social 1

The answer of the interview

1. No, i dont know that it is flouting maxim.

2. I dont know that it is flouting maxim.

3. Yes, I often do that.

4. It is absolutely something that make my partner confused about it.

5. I want to make the conversation interesting by changing the topics, because the topics sometimes bored.

c) **The third student**

Name: Dinda Silvana

Class: XI Social 1

The answer of the interview

1. No, i dont know that it is flouting maxim.

2. I dont know that it is flouting maxim.

3. Yes, I often do the things.

4. It may be something that make my partner confused about it.

5. I want to make the conversation interesting.

d) **The fourth student**

Name: Novita Amalia Safitri

Class: XI Social 1

The answer of the interview

1. No, I don't know about flouting maxim.

2. I dont don't realise that it is a flouting maxim.

3. Yes, I have.

4. I'm not sure

5. Sometimes i used it to criticize my partner.

e) The fourth student

Name: Salsa Andara

Class: XI Social 1

The answer of the interview

1. No, I dont know.

2. I have no idea about this.

3. I have done that many times.

4. I said something that not related to the topics.

5. I usually said something to implicate the information that I have.

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website www.metrouniv.ac.id E-mail iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ferdina Anggraini   Jurusan : TBI
NPM : 1601070014   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Pembimbing
1.	11/9/2020		✓	Konsultasi mengenai data Pra survey	
2.	26/9/2020		✓	Revisi BAB 1	
3.	06/10/2020		✓	melengkapi BAB II dan III	
04	13/10/2020		✓	Revisi BAB II dan III	
05	16/10/2020		✓	Kelengkapan BAB 1, II + III	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Rika Dartiara, M.Pd
NIDN. 2015099101

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ferdina Anggraini   Jurusan : TBI
NPM : 1601070014   Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
1.	7/11 20	✓		Bimbingan bab 1, 2 dan 3.	
2.	14/11 20	✓		Revisi bab 1, 2 dan 3. Journal dan deskripsi flouting maxim pada background of study.	
3.	20/11 20	✓		Revisi data interview.	
4.	2/12 20	✓		Revisi data interview. Primary source dan secondary source.	
5.	4/12 20	✓		ACC untuk uji turnitin dan Seminar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp (0725) 41507, Fax (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama   : Ferdina Anggraini   Fakultas/Jurusan   : FTIK/TBI
NPM   : 1601070014   Semester/TA   : X/ 2021

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	06/04/21	⌣	Revisi melengkapi data observasi dan data interview	
2.	02/06/21	⌣	Revisi data interview dan keterangan pada dokumen	
3	08/06/21	⌣	Sudah melengkapi data dan revisi · Acc, lanjut ke Pembimbing 1	

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd
NIP.198711022015031004

Dosen Pembimbing II

Rika Dartiara, M.Pd
NIDN. 2015099101

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Ferdina Anggraini Fakultas/Jurusan : FTIK/TBI
NPM : 1601070014 Semester/TA : X/ 2021

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	11/06 21	✓	- Menambahkan origrna statement dan abstrak - Revisi descriptton of the research, discussron, conclusion.	
2.	16/06 21	✓	- Revisi abstrak, dan motto	
3.	23/06 21	✓	Acc, lanjut sidang munaqosyah.	

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd
NIP.198711022015031004

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-0432/In.28/D.1/TL.01/02/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**Ferdina Anggraini**
NPM	:	1601070014
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMA N 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF FLOUTING MAXIM ON THE STUDENTS` SPEAKING SKILL OF THE ELEVENTH GRADE AT SMA N 2 METRO IN THE ACADEMIC YEAR OF 2020/2021".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 21 Februari 2021

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Drs. TRI WOKO HERI S
NIP. 196610271993 031005

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 2 METRO
NPSN : 10807560
Alamat : Jl. Sriwijaya Mulyosari 16a Kecamatan Metro Barat Kota Metro Telp : 0725-7855656
Website : sman2metro.sch.id **e-mail** : puskom.smanda@gmail.com

S U R A T   K E T E R A N G A N
Nomor : 420/052/V.01/SMA.02/2021

Yang bertanda tangan dibawah ini Kepala Sekolah SMA Negeri 2 Metro, menerangkan sesungguhnya bahwa :

Nama	:	FERDINA ANGGRAINI
NPM	:	1601070014
Semester	:	10 (Sepuluh)
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	AN ANALYSIS OF FLOUTING MAXIM ON THE STUDENTS' SPEAKING SKILL OF THE ELEVENTH GRADE AT SMAN 2 METRO IN THE ACADEMIC YAER OF 2020/2021

Telah melaksanakan reserach di SMA Negeri 2 Metro, tanggal 01 Maret – 02 Maret 2021. Sebagai salah satu syarat menyelesaikan Tugas Akhir Skripsi.

Demikian surat keterangan ini dibuat untuk dapat di pergunakan sebagaimana mestinya.

Metro, 02 Maret 2021
Kepala SMA Negeri 2 Metro

Dra. ENIE AUGUS JUNAETY, M. Pd.
NIP. 19620818 198803 2 011

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl Ki Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507 Fax (0725) 47296 Website www.metrouniv.ac.id e-mail iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Ferdina Anggraini

NPM   : 1601070014

Jurusan   : TBI

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 28 Juni 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-618/In.28/S/U.1/OT.01/06/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Ferdina Anggraini
NPM	: 1601070014
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070014

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 29 Juni 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

CURRICULUM VITAE

Ferdina Anggraini was born on March, 11th 1998 in Metro. She comes from an unpretentious family. She is the second child of Mr. Rebingin and Mrs. Saniyah. She has one older sister. She took her elementary school at SDN 1 Metro Barat (2004-20010). Then, she continued to junior high school at SMPN 9 Metro (2010-2013). Having passed from Junior High School, she continued at SMAN 2 Metro (2013-2016). In 2016, she registered as a S1 student of English Education Department at State Islamic Institute of Metro. She likes to write a short story and a novel that she posted on Wattpad (an application of online reading/writing book). She has been the author of some anthology book (short story and poetry) they are; Masihkah Kau Bersedih (poetry), Pandora Jingga (poetry), and Promise (short story). She is now working on the project that she made with the writer club on Wattpad named Selara that will be published on the last month of 2021.