THE ANALYSIS OF NON OBSERVANCE MAXIM IN LISTENING CLASS
(The Study of the Second Semester Students of English Education Department IAIN Salatiga in the Academic Year of 2018/2019)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd)

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The Attentive Counselor’s note
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To the Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Sumarsih’s graduating paper entitled The Analysis of Non Observance Maxim (The Study of the Second Semester Students English Education Department of IAIN Salatiga in the Academic Year of 2018/2019), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

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A GRADUATING PAPER

THE ANALYSIS OF NON OBSERVANCE MAXIM
(The Study of the Second Semester Students of IAIN Salatiga in the Academic Year of 2018/2019)

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has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on (day and date), and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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MOTTO

“Indeed, my prayer, my rites of sacrifice, my living and my dying are for Allah, Lord of the worlds”

(Al-An’am : 162)

Be your self
DEDICATION

This graduating paper is dedicated to:

1. My God the Almighty, I believe you never sleep. You are the great see and hear. You are the great God.

2. My great mom and dad (Tukimah and Sumarno), who teach me to love Allah SWT and knowledge, thank for your sacrifices, your support and your affection thanks for your kindness, togetherness, and love, I love you so much. thank for all patience, trust, encouragement, support, finance, and pray.

3. My beloved Dwi Abdul Rohim who has always been there through the hardtimes thanks for your helps, supports, motivations, spirits, love and attention to me in everything I have done, and all of experience, I love you so much.

4. My young sister (Amanah, Sri Utami, Wahyu Sifa and Estri Ning), thankful for your motivation, kindness, and love.
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,
Assalamu'alaikum Wr. Wb.

Alhamdulillahihirobbil'alamim, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer so the writer can finish the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support, advices, help and encouragement from several people and institution. Hence, the writer would like to express special thanks to:

1. Mr. Dr. Rahmat Haryadi, M.Pd, the Rector of Institute of Islamic Studies (IAIN) of Salatiga.
2. Mr. Suwardi, M.Pd, the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.
3. Mss. Noor Maliah, S.Pd., M.Hum., Ph.D. as the Head of English Education Department.
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7. All of the staff who have helped the writer in processing of graduating paper administration.
8. Mr. Muhammad Hasbi, S.Pd.I., M.A as Listening 2 lecturer of English Education Department IAIN Salatiga.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the reader.

Salatiga, July 03\(^{th}\) 2018

The writer

Sumarsih

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A. Background of the Research

The language use in daily life is a unique, arbitrary, and conventional sign system/emblem/speech sound which is used by the public in order to communicate each other. According to Longman Advanced American Dictionary (2007:895), language is a system of communication by written or spoken words which is used by the people of a particular country or area. The language built from the habits and the geographical area where the speakers are living. Good language developed based on a certain system and a set of rules were observed by the speakers.

Originally, the function of language is as a communication tool (Buhler (1934) in Diessel, 2014:3). Hence, the language has more specialized function that is for establishing relationships, solidarity, and cooperation within the community, the language had been used to express mind with the feeling so that the listener will able to sense what is discussed about.

As a communication tool, the language is used to convey the ideas, feeling, whether real or imagination it also can used in teaching learning process in english language, in english language teaching learning process as the second language namely: have four skills one of them is listening skill (understanding
the spoken language), reading skill (understanding written language), speaking skill (producing spoken language) and writing skill (producing written language). The writer emphasized in the listening skill because listening as receptive skill, more important to the develop the students competence and performance in language. Listening is an essential competence of English.

The students always want to know what other students or teacher say and hear. Listening is not give passive attention to what is say but more than that we have to be active to get the meaning of the language. In the interactions, language is used as a communication tool by non observance maxims of communication, they are cooperative principle and politeness principle maxim.

The linguistics which examines the non observance of maxims in communication is pragmatic. Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constrain they encounter in using language in social interaction and the effect their use of language has on other participant in the act of communication (Crystal 1985 in Kasper 1997). On the other hand, Leech (1983:11) explained that general pragmatics is abstraction between the study of language in total abstraction from situation, and the study of more socially specialized uses of language. Hence, it is clear that pragmatics is the study about relation between language and context that are used in community.
Judging from the English language skills, listening is very important in language learning because the students can understand the content of spoken language by listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken language. Considering the importance aspects of listening skill in daily communication, English learners should work hard to improve their understanding in listening skills, they have to practice listening skills.

Helgesen (2003:24) states that listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something. Regarding that citation, it means although listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard. As they listen, they process not only what they hear but also connect it with other information they have already known. Since listeners combine what they have listened to their existing knowledge and experiences, in a very real sense, they are figuring or creating some kinds of meaning in their own mind.

Listening as one of four skills in English language is very interesting to be studied, it is due to the rarity of this kind to analyze. Silberman (1998:1) state that "what I hear, I forget; what I hear and see, I remember a little, what I hear, see, and ask question about or discuss with someone else, I begin to understand: what I hear, see, discuss, and do I acquire knowledge and skill: what I teach to another, I master". It means all of about our understanding depend on what is
that hear. When it is compared with the other skills, the listening skill has important influence listener comprehend if the listener not hear something that speaker’s say so they can not understand about what the speaker say and it can make the listener have different or another perception and it is not appropriate with the speaker’ statements.

Based on these phenomena, reasons and the examples of speech above, the writer is interested in knowing more about the types of non observance maxim of utterances in Listening 2 class that occur from the students and lecture’s utterances through pragmatic study and to find out the dominant types that found in the Listening 2 class by lecturer and students utterances, with a research entitled “THE ANALYSIS OF NON OBSERVANCE MAXIM (The Study of the Second Semester Students of English Education Department IAIN Salatiga in the Academic Year of 2018/2019).

B. Problems of the Research

In this research, there are two problems that the writer needs to find the answers by conducting this research, they are:

1. What are the types of the non observance maxim that occur in the Listening Class of Second Semester in English Education Department of IAIN Salatiga?
2. What are the dominant types of the non observance maxim that found in the Listening Class of Second Semester in English Education Department of IAIN Salatiga?

C. Objectives of the Research

There are two objectives of the research:
1. To find out the types of the non observance maxim that occur in Listening Class of Second Semester in English Education Department of IAIN Salatiga.
2. To find out the dominant types of the non observance maxim that found in Listening Class of Second Semester in English Education Department of IAIN Salatiga.

D. Benefits of the Research

The writer expects that the research gives some benefits for the writer herself, readers, college/university English lecturers and learners, and other researchers.
1. For the writer

   This research is useful for the writer to improve her knowledge about pragmatics, especially non observance maxim. It helps the writer understand more about the subject and for some points, the findings of this research are beneficial for the writer to conduct further
research relating with the same subject.

2. For the lecturer

The findings of this study are hopes to enrich the scientific knowledge on pragmatic study, especially in the area of cooperative principle. Therefore, the lecturer will comprehend more about the non observance in maxims.

3. For the students

This research is expected to be useful for the readers, especially English students in English Education Department of IAIN Salatiga when they are interested in doing similar research in future. Generally, the others who read this research hopefully know what the types of the non observance maxims are, and how it is used to appropriate talk.

4. For other researchers

The writer hopes that the findings of the research will be advantageous for other researchers who want to conduct a further research dealing with the types of the non observance maxims.
E. Limitation of the Research

In this research, the writer is focused to analyze the non observance within the teaching learning process in Listening Class of Second Semester in English Department of IAIN Salatiga in the academic year of 2018/2019. The writer only used the interaction data which are happened in the classroom. Interaction outside the classroom is excluded.

F. Definition of the Key Terms

There are several key terms that need to be clarified in order to avoid misunderstanding. According to Thomas (1995: 64), people may fail to observe a maxim because they are incapable of speaking clearly, or because they deliberately choose to lie. It is about students situation sometimes the students fail to convey about their ideas or responses also the students have not convidence enough to say something because of their less understanding on grammar. They can not speak clearly and deliberately choose to lie in respose about the teacher utterances. The types of non-observance of the maxims can be classified into five, those are:

1. Cooperative Principle

A conversation principle proposed by Grice (1975:45) that each participant should be cooperative in contributing a conversation by
following the set of certain rules and giving their required contribution in the talk exchange.

2. Non Observance Maxim

The way people fail to observe a maxim in their conversation. Sometimes, non observance of maxims is used in evoking humor or avoiding discomfort (Dornerus, 2005:47). It consists of flouting a maxim, violating a maxim, infringing a maxim, opting out of a maxim, and suspending a maxim (Thomas, 1995:65).

a. Flouting Maxim

Grice (1975:45) explains the flouting a maxim is a situation in which a speaker blatantly fails to observe a maxim, not with any intention of deceiving or misleading, but because the speaker wishes to prompt the hearer to look for a meaning which is different from, or in addition to the expressed meaning.

b. Violating a Maxim

According to Grice (1975:45) defines violation very specifically as the unostentatious non observance of a maxim. If a speaker violates a maxim, he or she will be liable to mislead.

c. Infringing a Maxim

Thomas (1995:74) explains that infringing maxim of non-observance could occur because the speaker has an imperfect
command of the language (a young child or a foreign learner), the
speaker’s performance is impaired in some way (nervousness,
drunkenness, excitement). Because of some cognitive impairment
or simply the speaker is constitutionally incapable of speaking
clearly, to the point, etc.

d. Opting Out a Maxim

Grice (1995:73) explains that a speaker who opts out from
the operation both of the maxim and cooperative principle, he or
she may say, indicate or allow it to become plain that he is
unwilling to cooperate in the way the maxim requires. Thomas
(1995:74) adds that “examples of opting out occur frequently in
public life, when the speaker cannot, perhaps for legal or ethical
reason, reply in the way normally expected. The speaker usually
wishes to avoid generating a false implicature or appearing
uncooperative”.

e. Suspending a Maxim

Suspending a maxim is a case in which the speaker needs
not opting out of observing the maxim because there is no
expectation for the maxim to be observed (Thomas, 1995:76).
G. Research Paper Outline

This paper comprises 5 chapters. Chapter 1 consists of the introduction of the research and including the background of the research, problems of the research, objectives of the research, benefits of the research, limitation of the research, definition of the key terms, and research paper outline. Chapter 2 concerns with the theoretical framework used in this research. Chapter 3 contains the description of the research methodology used in this research, consisting of research design, research method, object of the research, data source of the research, time of research, method of collecting data, and the method of analyzing data. Chapter 4 contains on the research findings and data analysis. Chapter 5 deals with the closure of this research and including the conclusions of the research and some suggestions from the writer.
A. Previous Studies

In this graduating paper, the researcher took previous studies from two collaborative research papers. Firstly, Yaqin (2018) conducted a research on Non-Observance of Grice’s Maxims in Sasak”. The analyze about the investigate how the Sasak people of Lombok Indonesia interact among each other in naturally-occurring interactions. The result of her research showed that Although most of the four maxims were observed, the maxim of quality was hard to establish during the interactions except in some examples where the quality maxim was evoked. Therefore, assuming that the participants only interacted in an honest way and that the participants did not provide news that was false or unsupported by facts. In this study, the collected data was analyzed using a qualitative approach, naturally-occurring conversations between participants and their role relationships were investigated. The communicative behaviours of the participants as they appear in actual social interaction events in a community were observed, analysed, and explained. This aspect of the study is similar to the ethnography of communication in that it uses communication as its frame of reference and, in relation to this, sees the community as a context. The research sample comprised 20 participants from the Sasak population. The
participants were people aged between 20 to 60 years, and who speak the Nggeto-Nggete dialect in East Sukamulia, East Lombok, Indonesia. The seven sets of conversations analyzed in the findings and discussion sections come from audio recordings of approximately fourteen hours of interaction.

The second researcher arranged by Hanifah (2013) conducted a research on Non-Observance of Maxims in Facebook Conversation. She identified investigating types of maxims which are not observed by male and female Facebook users and how male and female users fail to observe a maxim in their conversation. This study involved 16 male and 15 female students majoring in English at one university in Bandung who have Facebook account. The result of her study shows that the Based on the findings, types of maxim that are not observed by male users in their conversation are maxim of quantity, maxim of relation, and maxim of manner, while types of maxims that are not observed by female users are maxim of quality, maxim of quantity, maxim of relation and maxim of manner. In addition, types of non-observance of maxims that are performed by male users are flouting and opting out, while types of non observance of maxims that are performed by female users are flouting and infringing. The findings show that male users do not differ from female users in terms of the type of non-observance of maxims that they mostly perform. It is found that both male and female users mostly flouted the maxims (96.88% & 92%, respectively). This study is a qualitative case study that investigates types of maxims that are not observed by male and female Facebook users and how
they fail to observe the maxims in their conversation. The data were collected from the conversation of 16 male users and 15 female students majoring in English at one university in Bandung who have Facebook account. The conversations were downloaded from August 2012 until December 2012. The collected data were analyzed through several procedures of identifying, classifying, calculating, and interpreting based on Grice’s (1975:45) theory of conversational maxims.

The study conducted by the writer for her graduating paper is different from the previous research. The writer would cover about analysis of non observance maxim in listening skill. The difference is showed at the aspect of the skill. The writer analyzes the types of non observance maxim that occur and the types of non observance maxim that dominant which found in Listening 2 class in second semester of english students of English Education Department of IAIN Salatiga, the writer used observing, recording and transcribing to collect the data. The first writer used Sasak people of Lombok Indonesia as object, the second writer used a case study facebook conversation in English Education Department as object to collect the data.

B. Pragmatics

There are some definitions about pragmatics that can help us to understand it deeply. Grundy (2000:3) states: “Pragmatics is about explaining
how we produce and understand such every day, but apparently rather peculiar uses of language.” It means that pragmatics, the study explains us how to produce utterances and comprehend what people say in daily conversation although maybe they use unfamiliar language.

Levinson (1983:9) gives a definition that pragmatics is the study of those relations between language and context that are grammaticalized, or encoded in the structure of a language. This means pragmatics has relation with grammar because what we will say must grammatically correct. Thus, this study cause us learn how to make utterances that are right in grammar and the hearer can interpret the meaning. Besides, pragmatics is a systematic way of explaining the language use in context. It seeks to explain aspects of meaning which cannot be found in the plain sense of words or structures, as explained by semantics. (Moore, 2003).

Crystal (1987:120) states that pragmatics studies the factors that govern our choice of language in social interaction and the effects of our choice on others. In theory, we can say anything they like. In practice, they follow a large number of social rules (most of them unconsciously) that constrain the way that they speak. It means when they speak something to others, there are other factors, such as thinking effect of what they will utter to them. Thus, they can arrange what they will say to be understandable for the hearer.
In addition, Leech (1983:11) explains that general pragmatics is abstraction between the study of language in total abstraction from the situation, and the study of more socially specialized uses of language. Hence, it is clear that pragmatics is the study about the relation between language and context that are used in the community.

From the definitions above, it can be concluded that pragmatics is a field linguistics study which does not only explain about language but also explain how to produce and understand the language use in our real life following the factors that influence the language choice. It teaches us how to apply it in our daily life.

Pragmatics is the study of the relationships between linguistic forms and the users of those forms (Yule, 1996:4). In this three-part distinction, only pragmatics that allows humans into the analysis. The advantage of studying language via pragmatics is that one can talk about people’s intended meanings, their assumptions, their purposes or goals, and the kinds of actions (for example, requests) that they are performing when they speak. The big disadvantage is that all these very human concepts are extremely difficult to analyze in a consistent and objective way. Two friends having a conversation may imply some things and infer some others without providing any clear linguistic evidence that we can point to as the explicit source of the meaning of what was communicated. Yule (1996:5) gave us an example in his pragmatics book, just like the example in the following below.
She : “So, did you?”

He : “Hey, who wouldn’t?”

In the example above, people know what they are saying, but they will not understand what is being communicated if they do not know the context of the conversation. Thus, pragmatics is appealing because it is about how people make sense of each other linguistically, but it can be a frustrating area of study because it requires us to make sense of people and what they have in mind (Yule, 1996:5).

C. Cooperative Principle

The Cooperative Principle (CP) is propose by Grice. Grice (1975:45) express CP to suggest that in conversational interaction people work on the assumption that a certain set of rules is in operation, unless they receive indications to the contrary. CP consist of a limited set of conversational maxims to which Grice (1975:45) maintains interacts in a conversational exchange should but frequently do not adhere.

In this research, the writer focuses only on the maxim of non observance, so only the five maxims that explains in more detail in the following explanations.
D. Non Observance Maxim

It is very common for people in their everyday language fail to observe or fulfill the maxims on many occasions. They usually have their own reasons why they fail to observe the maxims. According to Thomas (1995:64), the speaker wants to lie toward the hearer or they are incapable of speaking clearly (they are nervous, frightened, have a stammer, etc). Those are some occasions when people fail to observe the maxims in their everyday language, it called as the non observance of maxims (Thomas 1995:65).

The non observance of the conversational maxim is very common for people in their everyday language fail to observe or fulfill the maxims on many occasions. It means people usually fail to understand about the speaker means and it can be caused by speaker’s fails in convey their means. They usually have their own reasons why they fail to observe the maxims. The speaker wants to lie toward the hearer or they are incapable of speaking clearly (they are nervous, frightened, have a stammer, etc). Those are some occasions when people fail to observe the maxims in their everyday language, it called as the non observance of maxims. The non observance of the conversational maxim is developed from cooperative principle and still holds to it as the basic theory.
Mey (1993:171) sets out “to explain the mechanisms by which such implicature are generated and interpreted and concerns on how a hearer might get from the level of expressed meaning to the level of implied meaning”. According to Thomas (1995:65) there are five types of the non observance of the cooperative maxims. They are flouting a maxim, violating a maxim, opting out a maxim, infringing a maxim and suspending maxim. Grice (1975:4) at his first paper only shared three types. They are flouting a maxim, violating a maxim and opting out a maxim. Later on, he add the four types of it: infringing a maxim and the last type is shared by Grice’s follower that is suspending a maxim. The detail about the non observance Gricean Maxim shares bellow:

1. Flouting a Maxim

Cutting (2002:37) says that when a speaker appears not to follow the Gricean maxim, he is expecting the hearers to infer the meaning implied. In other words, in flouting a maxim, the speaker blatantly fails to observe a maxim because the speaker wants the hearer to look for implied meaning. The example is the flouting the maxim of quantity. A conversation between Rudi and Andi in the City Park about a little dog beside the tree (Cutting 2002:37):

Andi : Does your cat bite?

Rudi : No.
Andi : (Bruno down to stroke it and gets bitten) Ow! You said your cat doesn’t bite!

Rudi : That isn’t my cat.

Rudi knew that Andi was talking about the cat in front of him and not is cat at home, yet Rudi intentionally did not give him enough information, for reasons best known to himself.

Flouting maxims are different from the violating maxims. Maxims can be violated, which means that they are not adhered to. Violation maxims happens for instance when someone is liable to mislead someone. In flouting maxims, Levinson (1987:237) says the person doesn’t intend to mislead the person who hear it, but wants to see the person who hear or see another meaning from the word that the speaker talk.

2. Violating a Maxim

Mey (2001:174) states that violation as “the unostentatious nonobservance of a maxim.” One is said to violate a maxim if they intentionally generate a misleading implicature by saying something
untruth or insincere, irrelevant or ambiguous. So, in this violating maxim the speaker with intention wants to give wrong information to the hearer.

The example is taken from Mey (2001:174):

When an official who corrupts the tax fund is investigated about the corruption, the officer asked him,

Officer : “Did you corrupt the tax fund?”

Official : “No.”

The officer violates the maxims of quantity since he does not admit he corrupts the tax fund.

According to Dornerus (2005:8), someone or the speaker will be responsible to mislead the others. What Dornerus wants to say is that in violating the maxim the speaker has planned to mislead the listener. Violating maxim is one of the examples which is not an effective communication in the conversation, because it will make someone or the listener believes something that is not true.

3. Infringing a Maxim

Mey (2001:174) states that infringing maxim is described as an action done by the speaker “with no intention of generating an
implicature, and with no intention of deceiving, fails to observe a maxim.” It happens if the speaker has an imperfect command of the target language, if their performance is impaired (nervous, drunkenness, excitement), if they have a cognitive impairment, or if they are simply incapable of speaking clearly. Baby’s talk foreign language learners who are not able yet to perform perfect linguistics competence are included in infringing a maxim.

The example is taken from Mey (2001:174):

An infringement of maxim quality:

Suzy : “Are you okay?”

John (a bit drunk) : “Hemn,..oh..yeah. Uh, no..Yeah, I mean yeah, not really. I am exhausted. Oh my God.”

John because of he was drunk, he did the infringing a maxim by performed the impaired lingusitics performance.

Grice (1995:45) states that someone may violate one maxim in order to preserve another. For example:

A: Where does C live?

B: Somewhere in the South of France
This conversation uses violating maxim of quantity. In this case, there is clash between two maxims, they are maxim of quantity and quality. In this conversation, B gives weak information and also less information. B does not know where the specific location is and he gives less information without violating maxim of quality.

4. Opting Out of a Maxim

Grice (1975:49) clearly defines that opting out a maxim happens when the speaker is unwilling to cooperate, but still tries to appear cooperative. Different cases of opting out occur in public life, when the speaker cannot, perhaps for legal, political, social or ethical reasons, replay in the way normally expected. Usually the speaker in this non-observance of maxim, they are forced to provide less information, be irrelevant or unclear and therefore considered as uncooperative. The example is taken from Grice (1975:49) : An opting out of the maxim of quantity is the following in which Juno does not provide the information that Gerry asks:

Juno : “She is cheating on you!”

Gerry : “How do you know?”
Juno : “Cause I know.”

According to Thomas (1995:35), the meaning of opting out the maxim is when people do not want to cooperate with others and when others need to have the information. In this case, the speaker or someone only gives less information that he/she already has. There are several responses in opting out the maxims.

They are opting out of quantity the example is taken from Thomas (1995:35): my lips are sealed, I cannot say more: Opting out of quality, for examples: I am not sure, but I think…. Opting out of manner, example: I do not know how to say this more simply…. Opting out of Relation, for example: I do not know if this answers your questions….  

Thomas (1995:74) says that “the example of opting out occurs frequently in public life, when the speaker cannot, perhaps for legal or ethical reason, reply in the way normally expected. The speaker usually wishes to avoid generating a false implicature or appearing uncooperative”. It is clear that opting out the maxims usually happens in public life. For example, a conversation which is found in the hospital Thomas (1995:74).

There is a man who got serious injury on his head because of an accident on the road. His sister asked to the doctor about his condition now.

Jean : Doctor, how was the condition of my brother?
Doctor: I cannot say more.

In this case, the doctor does not want to tell the condition of Jean’s brother. The doctor wants to keep the information secretly. In this conversation, opting out maxim of quantity is used.

5. Suspending a Maxim

Suspending maxims happens when the maxims are not observed because there is no expectation either from the speaker or listener for observing the maxim. Mey (1998:89) says that suspending a maxim is a case in which the speaker needs not opt out of observing the maxim because there is no expectation for the maxim to be observed.

The example is taken from Mey (1998:89):

Ron: “Who did this?”

Harry: “Well, the guy we met last night.”

Harry’s answer suspends the maxim because he does not say exactly the name of the person although he knows the name. Harry refuses to mention the real name maybe because he does not want anyone know besides Ron.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research is a process of steps used to collect and analyze information to increase the understanding of a topic or issue (Creswell, 2012:3). In a research, research methodology takes an important role because the quality of the research data depends on it. In this research the writer applied qualitative research. According to Arikunto (1990:5) a qualitative research must be reported descriptively, in other word the result of data analysis must be delivered in the form of phenomenon descriptive, neither reported by numerical data or the coefficient of relationship between parallel and the result is reported in the form of word and pictures instead of numbers.

Based on the description above, the right approach for studying lecturer and students utterances in Listening 2 class is a descriptive qualitative method. Because, a qualitative approach is a research procedure that produces the descriptive data in the form of written words.
B. Research Method

Methods are specific research techniques (Silverman, 1993:1). Methods are techniques which take on a specific meaning according to the methodology in which they are used (Silverman, 1993:9).

1. Research Approach

In this research, the approach that the writer used is a qualitative approach. Qualitative research refers to “the meaning, the definition or analogy or model or metaphor characterizing something” (Dabbs, 1982:32). Qualitative deals with the quality, i.e. the essential character of nature or something. Thus, counting or something relating with quantity is not used in this research.

Qualitative research is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting (Cresswell, 1994; in Hani’ah, 2012). Qualitative research deals with the understanding of found data, not calculating the found data. Qualitative research is not to examine hypothesis, but describe the reality about kinds of variables (Miles and Hberman, 1984; in Efiana, 2014).

2. Kind of the Research
This research was a descriptive research. Descriptive research is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation (Key, 1997:95). The purpose of descriptive research is to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately (Isaac and Michael, 1984; in Ahkam, 2015).

Descriptive qualitative research includes detailed descriptions of situations, events, people, interactions, and observed behaviors (Patton, 1980; in Sara, 2012). The writer describes the data of this research in depth and detail because qualitative research supplies depth and detail. Since qualitative research focuses on naturally occurring or ordinary events in natural settings (Matthew, 1994; in Sara, 2012), so the writer analyzes the research data without changing the environment or manipulating any data in this research.

C. Object of the Research

In this research, the writer analyzed non observance of the maxim in the Listening class of second semester. The writer examined the utterances in the conversations within the teacher and students to find out whether there are
utterances that flouting, violating, infringing, opting out or suspending maxim. 
The writer used Grice’s theory in analyzing the types of non observance maxim.

D. Data Source of the Research

In this research, the writer used utterances in Listening 2 class to be used as the data source. The writer analyzed non observance maxim in the Listening 2 class. In the class there are 32 students, they are 20 are girls and 12 are boy. Actually in the class consist of 33 people 32 students and teacher.

E. Time of the Research

The research was conducted in the Listening 2 class second semester of English Education Department IAIN Salatiga the academic year of 2018/2019. The observation was conducted in April 24th, 2018 and May 10th, 2018. The study took place according to the class schedule in which the English subject was taught two times a week. The duration was 100 minutes for each meeting.

F. Method of Collecting Data

The method of collecting data that the writer used in this research are:

1. Observation
Observation is the way of collecting data by observing the phenomena being researched. According to Arikunto (2006: 229), “Observation is an effective ways to complete the research with observation form as an instrument.

2. Documentation

The writer also collected some videos and photos from students and lecturer in listening class to take the data that needed. As Arikunto (2006:158) say that documentation means written objects, is way to gain the data from written objects such as books, magazines, documents, ordinances, notes, diaries or other documentations. The writer gained the documentation such as recording results and photos from this research.

3. Video-recording

As the classroom interaction flows quickly, video-recording is needed to help capturing teacher and student’s interaction. Richard and Lockhart state that the advantages of audio or video recording are that the data recorded can be repeated, analyzed several times and can portray many lesson details that cannot be captured by another instruments. In this case, the verbal communication among the teacher and students and another phenomena taken-place in the classroom are recorded by means of audio-recording.

4. Transcribing
Kesuma (2007:45) propose the technique of note taking technique, according to him the data can be recorded on a data card by using one of three types of transcribing namely: phonetic, phonological, and orthographic transcribing. Meanwhile, the appropriate method for this research was orthographic transcribing, orthographic transcribing is the transcribing process which uses spells and this type is used to record non-phonetic and non-phonemic data.

5. Coding

To facilitate the study, the writer encodes the collected data after indentifying. According to Moleong (2009:288) Coding means giving code to each collected data in order to facilitate the writer in investigating the data and knowing the source of the data. Coding could be found in a form of lettering, numbering, symbolling and others.

Based on the statement above and by taking consideration that the object of the research is in the form of video, and recording sounds therefore the writer collected the data by doing some steps as follows:

1) Selecting, watching, hearing and observing the video of lecturer and students utterances from Listening class. The
other lecturer and student’s outside utterances was not included.

2) Taking notes related with the important things which relevant to this research in the observation form.

3) Transcribing the utterances.

4) Classifying the data which contains the types of non observance maxim.

G. Method of Analyzing Data

After collecting the data, the next activity is data analysis. The data analysis is done by giving the descriptive information about the data functionally and relationally. In this session the data are displayed through conceptually clustered display or the data are analyzed based on each topic, theme, feature, concept or type of the data Siswantoro, (2010:81). Furthermore, the data in this study are analyzed according to the types of non observance maxim.
CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

This chapter consists of finding the cooperative principle and discussion about the using of maxims non observance in Listening 2 class. Besides, the analysis is used to discuss the answer to the research questions.

A. Research Findings
This part explains the analysis of the data using Mey and Grice’s theory. The data are the utterances of lecturer and students during teaching and learning process have continue in Listening 2 class. The data of this research presented in the form of table presentation. There are three tables that found table of flouting maxim, violating maxim and infringing maxim.

1. From the data it was found that they are flouting maxim, violating maxim and infringing maxim. The types are discuss on the tables below:

   a) **flouting maxim**:

       Utterance 1:

       Mr.X : “What do you think about the film that you see in the last week?”

       S1 : “Hii.. I am not interested!”

       (the student hopes in the last week the lecturer played another films that more interested).

       Mr.X : “Why.. Frighten, horror?” (laugh)

       S2 : “Change with another films sir?”

       Analysis:

       The student was talking that they not interested about the film, yet the student intentionally did not give the lecturer’s clearly and enough information that they hopes the lecturer played another film.
Utterance 2:

Mr. X: “Does your recommendation of time, when we can watch the movie to close this semester?”

S2: “When yea sir?”

(the student have not ideas because the question from their lecturer’s shocked them, so they failed to understand about their lecturer’s means).

Mr. X: “Two weeks later yeah..??”

Analysis:

The lecturer knew if the student could not answer about his question and the student repeated about his question, yet the student did not answer the lecturer’s question appropriately.

Utterance 3:

Mr. X: “Please write N capital!”

S3: “Haa..What its mean?”

(the student asked to their lecturer to repeat again, because they failed understand about their lecturer mean because the student misunderstand about their lecturer’s have said)

Mr. X: “N capital means not N small letter.”
S2 : “Ohh.. Yes I now!”

Analysis:
The lecturer knew that the student could not understand about his question and not answer but back ask to the lecturer, yet the lecturer intentionally did not give enough information to the student.

b) violating maxim

Utterance 1:

Mr. X : “Any body know, what is the date two weeks later?”

SB : “Fifteen sir!”

Mr. X : “Are you really, fifteen or seventeen?” (look at the calendar)

SA : “I think and I means Seventeen sir. Ha...ha”

(the answer from the student’s ambiguous so the lecturer is not sure with her so the lecturer look at the calendar to make sure)

Mr. X : “Yess! The date two weeks later is seventeen.”

Analysis:
The student violate the maxim since they did not clearly answer their lecturer.

Utterance 2:
Mr.X : “So, what the months those video is upload?”

SC : “August sir!!”

Mr.X : “Are you really? August, October or November?”

SB : “October.. november sir..” (the answer from the student ambiguously because they have two answers so it is imposible)

Mr.X : “October or November are true but not august.”

Analysis :

The student violate the maxim since they did not give true answer to their lecturer.

Utterance 3 :

Mr.X : “Which the school that give permission to their students to carrying their cat? Any one?”

SA : “There sir! Ha.. ha!”

Mr.X : “There? I think no.”

SC : “No sir just kid.” (the information from the student is wrong because in those campuss the students can not brought the pet)

Analysis :

The student violate the maxim because they did not clearly to answer the lecturer and the student’s answer is not make sure for lecturer.
c) infringing maxim

Utterance 1:
Mr. X: “What is the favourite song at now? Any body now?”

SS: “Yess..? he.. he.. he”
   (the students just laugh and say yes because they have not
    english favourite songs that they knew)

Analysis:
The student did the infringing maxim because they just laugh and they did not know about their favourite song.

Utterance 2:
Mr. X: “Are you ready??”

SS: (Silent).
   (the students just silent because they felt already yet about their lecturer’s statement and the student felt very nervous when hear their lecturer’s statement)

Mr. X: “Ready???”

SS: “Hemm..”

Utterance 3:
Mr. X: “What kind the celebration in thanks giving? What is it?”
SS  : “Aaaaaaaa..”

(the student have not understand about the celebration in thanks giving yet, so they just say aaaaa.. because nervous and they did not know)

Analysis :

The student did the infringing maxim because they just say ammmm.. and have not another word to answer.

Code :

SS/AS (All students) Mr. X (lecturer)

S1 (2,3,4,...) : Students from A class

Sa(b,c,d,....): Students from B class

B. Data Analysis

1. After analyzing the data, the writer found three types the non observance of cooperative principles maxims in Listening 2 class. In order to make it clear, the writer draws the result in the form of table below:

Table 4.4

Data Findings on Cooperative Principle Non Observance Maxim

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of non observance maxim</th>
<th>Total</th>
</tr>
</thead>
</table>

38
In order to raise utterances, the students have non-observance the maxims of cooperative principle by doing several types of non-observance maxim as formulated by Grice (1975:45) in Tupan and Natalia (2008:68), but not all of non-observance are done by students, only some of them such as:

1) Flouting Maxim
   a) The students were not giving clearly information, it is shown in table 4.1 number 1, number 3, number 5, number 7, number 8 and number 10.
   b) The students have not appropriately answer, it is shown in table 4.1 number 2, number 9, number 11, number 13 and number 14.

2) Violating Maxim
   a) The students violate the maxim since they did not clearly and ambiguous to answer it is shown in table 4.2 number 1, number 2, number 3 number 4, and number 5.
b) The students violate the maxim since they have irrelevant answer it is shown in table 4.2 number 6 and number 7.

3) Infringing Maxim

a) The students did the infringing maxim when they could not answer lecturer’s question it is shown in table 4.3 number 1.

b) The students did the infringing maxim when they just silent and did not answer the lecturer’s question it is shown in table 4.3 number 2.

c) The students did the infringing maxim when they grumble it is shown in table 4.3 number 4, number 7, number 7 and number 9.

2. The result of the non observance of the maxim that dominant in listening class of second semester in English Education Department of IAIN Salatiga it is: *flouting maxim (23 utterances),Infringing Maxim (18 utterances) and violating maxim (9 utterances).*
A. CONCLUSION

After finishing chapter I until chapter IV, in this chapter the writer will write the conclusion concern the problem statement in the chapter I, chapter IV which deals the literary elements and the analysis of non observance maxim in In Listening class, second semester in English Education Department of IAIN Salatiga. The writer got fifty utterances that put from observation in listening class. Finally, the researcher would like to draw the conclusion as follows:

1. The types of the non observance maxim that occur in the Listening Class of Second Semester in English Department Education of IAIN Salatiga

*Flouting maxim (23)* : (Example of number 3)

T : “Do you recomendation of time, when we can watch the movie to close this semester?”

S : “*When yea sir?*”

T : “Two weeks later yeah..??”
Infringing maxim (18): (Example of number 8)

T : “Are you ready??”

S : (Silent)

T : “Ready???”

S : “Hemm..”

Violating maxim (9): (Example of number 1)

T : “Any body know, what is the date two weeks later?”

S : “Fifteen sir!”

T : “Are you really, fifteen or seventeen?” (look at the calendar)

S : “I think and I means Seventeen sir. Ha...ha” (laugh with applause)

T : “Yess! The date two weeks later is seventeen.”

2. The writer found the types from five of non observance maxim that dominant in the Listening Class of Second Semester in English Department of IAIN Salatiga is flouting maxim (23 utterances).

B. SUGGESTIONS
In this research, the writer uses the non observance of cooperative principle to analyzed utterances from listening class. The non observance of cooperative principle theory can be applied in other object such as, movie, novel, news, short story, comic, and so on by the next writers who are interested in this theory. Furthermore, the next writer also can use same object in this paper as their research using the same theory that is the non observance of cooperative principle but more deeply to find out whether the use of non observance of cooperative principle can affect their effectiveness in conversation. The dialog or utterances from listening class is also can be analyzed by another theory such as conventional implicature, politeness, conversation analysis, speech act and etcetera.
REFERENCES


Table concludes the non observance of the maxim in listening class of second semester in English Department of IAIN Salatiga in first and second meeting Tuesday, April 24th 2018 (12.30-14.10) & Thursday, May 10th 2018 (12.30-14.10)

Code :
M1 (first meeting)
M2 (second meeting)
F (Flouting)
V (Violating)
I (Infringing)
O (Opting Out)
S (Suspending)
Mr.X(lecturer)
AS/SS (All students)
S1 (2,3,4,...) : Students from A class
Sa(b,c,d,...) : Students from B class
<table>
<thead>
<tr>
<th>NO.</th>
<th>Duration of time</th>
<th>Utterances</th>
<th>Code</th>
</tr>
</thead>
</table>
| 1.  | 03:02           | Mr. X: “Any body know, what is the date two weeks later?”  
Sb: “Fifteen sir!”  
Mr. X: “Are you really, fifteen or seventeen?” (look at the calendar)  
Sa: “I think and I means Seventeen sir. Ha...ha” (laugh with applause)  
Mr. X: “Yess! The date two weeks later is seventeen.” | M2   |
|     |                 |                                                                                                                                                                                                        | V/Sa |
| 2.  | 03:40           | Mr. X: “What do you think about the film that you see in the last week?”  
S1: “Hii.. I am not interested!”  
Mr. X: “Why.. Frighten, horor?” (laugh)  
S2: “Changes with another films sir?” | M1   |
<p>|     |                 |                                                                                                                                                                                                        | F/S1 |
| Time |  | Text | | |
|------|---|------------------------------------------|---|
| 04:10 | | Mr. X: “Do you recommend of time, when we can watch the movie to close this semester?” | M1 |
| | | S2: “When yea sir?” | F/S2 |
| | | Mr. X: “Two weeks later yeah..??” | |
| 04:54 | | Mr. X: “What is the favourite song at now? Any body now?” | M2 |
| | | Sd: “Yess..? he.. he.. he” (just laugh) | I/S4 |
| 05:10 | | Mr. X: “Please write N capital!” | M1 |
| | | S3: “Haa..What its mean?” (ask for to repeat again) | F/S5 |
| | | Mr. X: “N capital means N huruf besar.” | |
| | | S2: “Ohh.. Yes I now!” | |
| 05:57 | | Mr. X: “It does it!” (in poem) | M1 |
| | | S4: “Eat or it sir??” (not understand) | F/S4 |
| | | Mr. X: “It to noun not verb.” | |
| 06:23 | | Mr. X: “Those word after question mark!” | M1 |
| | | S5: “What sir??” | F/S7 |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. 06:50</td>
<td>Mr. X: “Question mark. Tanda tanya.”</td>
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<tr>
<td></td>
<td>Mr. X: “Are you ready??”</td>
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<td>SS: (Silent)</td>
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<td></td>
<td>Mr. X: “Ready???”</td>
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<tr>
<td></td>
<td>SS: “Hemm..”</td>
</tr>
<tr>
<td>9. 07:05</td>
<td>Mr. X: “What do you now about Thanks Giving?”</td>
</tr>
<tr>
<td></td>
<td>S6: “What sir??” (ask to repeat)</td>
</tr>
<tr>
<td></td>
<td>Mr. X: “Thanks Giving like advertisement, celebration or...”</td>
</tr>
<tr>
<td></td>
<td>S3: “Celebration?”</td>
</tr>
<tr>
<td>10. 08:02</td>
<td>Mr. X: “What kind the celebration in thanks giving? What is it?”</td>
</tr>
<tr>
<td></td>
<td>SS: “Aaaaaaaa..”</td>
</tr>
<tr>
<td>11. 08:47</td>
<td>Mr. X: “I want repeat to you about it, and find some informations to warming of meeting today.</td>
</tr>
<tr>
<td></td>
<td>SS: (just silent and grumble) “Hemmmm..”</td>
</tr>
<tr>
<td></td>
<td>Mr. X: “Okay please listen and find the information!”</td>
</tr>
<tr>
<td>No.</td>
<td>Time</td>
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<tr>
<td>12.</td>
<td>09:17</td>
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<td>13.</td>
<td>15:59</td>
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<tr>
<td>14.</td>
<td>17:02</td>
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<td></td>
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<tr>
<td>15.</td>
<td>19:49</td>
</tr>
</tbody>
</table>
S7 : “What sir, one day satu hari?”
Mr.X  : “O.N.C.E day.” (spelling the word)
S6 : “Ohh..suatu.”

16. 25:19
Mr.X  : “Which the school that give permission to their students to carrying their cat? Any one?”
Sa : “There sir! Ha.. ha!”
Mr.X  : “There? I think no.”
Sc : “No sir just kid.” (laugh)

17. 35:07
Mr.X  : “In Indonesia what the animals as pet?”
Sa : “Monkey sir! Ha..ha”
Mr.X  : “Monkey is pet? He..he. usually?”
Sd : “Cat sir is my pet.”

18. 39:41
Mr.X  : “Okay.. i want to call your name please do the excercise in front of class. Wahid?”
S8 : “Wahidatul please stand up!”
<table>
<thead>
<tr>
<th>Time</th>
<th>41:03</th>
<th>41:32</th>
<th>42:01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr.X</td>
<td>“I call Wahid not Wahidatul?”</td>
<td>“So who next?”</td>
<td>“Do you know patient not passion?”</td>
</tr>
<tr>
<td>S6</td>
<td>“Wahid and Wahidatul sir?”</td>
<td>“Mbak Dayah sir?”</td>
<td></td>
</tr>
<tr>
<td>Mr.X</td>
<td>“Couple? Both of them okay no problem yeah? He.. he”</td>
<td>“What is the meaning?”</td>
<td></td>
</tr>
<tr>
<td>S9</td>
<td>“Dan membuat gurunya keluar. (and make the teacher out from the class)”</td>
<td></td>
<td>“Passion?”</td>
</tr>
<tr>
<td>Mr.X</td>
<td>“Why?? Afraid? The meaning is ‘Dan gurunya mengeluarkan domba itu. (and the teacher take out the sheep.” (laugh)</td>
<td></td>
<td>“No. It is not! Patient.”</td>
</tr>
<tr>
<td>M1</td>
<td></td>
<td></td>
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<tr>
<td>22.</td>
<td>42:47</td>
<td>Mr. X : “It is not eagle yeah but eager. What is the meaning?”</td>
<td>S12 : “Anak elang sir?” (eagle child)</td>
</tr>
<tr>
<td>23.</td>
<td>43:24</td>
<td>Mr. X : “Tomorrow what you eager to go to campus?”</td>
<td>Se : “Tomorrow is holiday sir! Ha..ha”</td>
</tr>
<tr>
<td>24.</td>
<td>03:01</td>
<td>Mr. X : “This is to continue please mas!”</td>
<td>SS : “Aaaaaaaa....”</td>
</tr>
<tr>
<td>25.</td>
<td>04:21</td>
<td>Mr. X : “What is the meaning of love is not to force?”</td>
<td>Sf : “Lovely Sheep sir? Ha..ha”</td>
</tr>
<tr>
<td>Time</td>
<td>Details</td>
<td></td>
<td></td>
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<tr>
<td>-------</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
| 04:57 | Mr. X: “It means love is reflection from our self.”  
Sa: “Cice.. He.. he” |
| 04:57 | Mr. X: “So this is the point that you should to record and collect as final exam? When to collects it?”  
Sg: “**Thursday, May 17, 2018** sir?”  
Mr. X: “No.. Saturday, May 12, 2018! Its as a your final exam.” |
| 05:33 | Mr. X: “Do you know what is the title name?”  
SS: “**Mmmm..**”  
Mr. X: “What is it?”  
Se: (just see the lecturer and silent) |
| 06:21 | Mr. X: “True or not this humour written?”  
SS: “**Emm..?**”  
Mr. X: “Look for your dictionary” |
<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
</table>
| 07:09 | Mr. X: "If chemical, true or false? See to your dictionaries!"
        Sd: "Without H sir."
        Mr. X: "Yess.. What is comical any body know?"
        Sh: "Yes sir, komik adalah obat batuk. He.. he." (comic is to cough) |
| 08:15 | Mr. X: "The point is get it."
        S13: "It is good?"
        Mr. X: "Get it?"
| 08:55 | Mr. X: "Who is the author or writer of the phoem?"
        S14: "Alfred Boyes sir?"
        Mr. X: "Which true is Alfred Noyes. N not B."
| 09:21 | Mr. X: "So far so good?"
        Sc: "Sosis so nice. He.. he." (so nice sausage it is the name) |
from the sausage)
Mr. X : “Sosis?? Not sosis but your understanding? He.. he”

<table>
<thead>
<tr>
<th>Time</th>
<th>10:44</th>
<th>Mr. X : “When you can do the rest when reading the poem?”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Sd : “<strong>When long sir?</strong>”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr. X : “Yes. When you in the transition on the poem.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Se : “Ohhh.. transition?”</td>
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<thead>
<tr>
<th>Time</th>
<th>11:10</th>
<th>Mr. X : “Approximately closing of the poem, likes?”</th>
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<tr>
<td></td>
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<td>Se : “<strong>What sir like i do not know (Wassalamualaikum sir)?</strong>”</td>
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<td></td>
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<td>Mr. X : “Another from Wassalamualaikum yeah, may be to universal. In order that can appropriate with the culture in poem.”</td>
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<td></td>
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<td>Sa : “Yes sir.”</td>
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<tr>
<th>Time</th>
<th>14:15</th>
<th>Mr. X : “Sofar so good? Uderstand?”</th>
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<td></td>
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<td>Sf : “<strong>What sir so nice</strong>”</td>
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<td>25:13</td>
<td>Mr.X : “After sequence number please gives period mark?”</td>
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<td>SS : “Haaaa.. How sir?”</td>
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<td>Mr.X : “Yes period mark. In bahasa tanda titik example 24. Like that!”</td>
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<td>27:01</td>
<td>Mr.X : “Which one be volunteer to collect your friends assignment to be one folder? Boy? Who?”</td>
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<tr>
<td></td>
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<td>Sh : “Faizatun sir? Ha.. ha.”</td>
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<td></td>
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<td>Mr.X : “Boy?” (laugh)</td>
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<td></td>
<td></td>
<td>Si : “Ouuh..Yes he sir with faizatun? Ha.. ha”</td>
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<td></td>
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<td>Mr.X : “Are they couple? He.. he?”</td>
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<td></td>
<td>28:09</td>
<td>Mr.X : “Any questions for now?”</td>
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<td></td>
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<td>Sc : “Not yet sir.”</td>
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<td></td>
<td></td>
<td>Mr.X : “So we can continue to listening activities yeah?”</td>
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<tr>
<td></td>
<td>Time</td>
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<tr>
<td>40.</td>
<td>30:55</td>
<td>Mr.X: “How to write ik (it)?” Sh: “Ik.. ik?” Mr.X: “Ik spelling from I.T (it).”</td>
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<td>41.</td>
<td>32:13</td>
<td>Mr.X: “Any one know the meaning of leaves?” S6: “leaf?” Mr.X: “Leaves. L.E.A.V.E.S plus S so the meaning is dedaunan. The leave more than one.” S7: “Ohh.. Yes sir.”</td>
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<tr>
<td>42.</td>
<td>33:44</td>
<td>Mr.X: “We will meet in another day.” Si: “Mother day?” Mr.X: “Not mother yeah but another, other?”</td>
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<tr>
<td>Time</td>
<td>Scene</td>
<td>Dialogue</td>
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<td>34:57</td>
<td>43</td>
<td>Mr.X: “Somewhere ages and ages?”</td>
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<td>SS: “Ejes?”</td>
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<td></td>
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<td>Mr.X: “Ages. A.G.E.S it mean umur.”</td>
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<td></td>
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<td>Sa: “Ohhh..”</td>
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<td>37:55</td>
<td>44</td>
<td>Mr.X: “We still have much times. We are continue to correction.!”</td>
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<td>SS: “Hiii.....”</td>
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<td>Mr.X: “Listens the audios than matches with your result!”</td>
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<td>40:13</td>
<td>45</td>
<td>Mr.X: “Are you finish. Finish?”</td>
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<td>SS: “Em.. Em..” (not yet)</td>
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<td>41:23</td>
<td>46</td>
<td>Mr.X: “Number one is Suryono?”</td>
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<td>SS: “Haa.. what?” (shocked)</td>
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<td>Sb: “Yes you.. Stand up and go forwad!”</td>
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<td>Mr.X: “Come forward please!”</td>
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<td>42:17</td>
<td>47</td>
<td>Mr.X: (Different) “Not different but Divergent. What is the meaning?”</td>
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<td>Time</td>
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<td>48.</td>
<td>Mr. X: “Any body know what the meaning of Yello Wood?”</td>
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<td>So: “Hutan Kuning sir?”</td>
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<td>Mr. X: “The mean is where the wood in the highlands.”</td>
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<td>49.</td>
<td>Mr. X: “To where.. what does the meaning?”</td>
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<td></td>
<td>Sk: “There?”</td>
<td></td>
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<tr>
<td></td>
<td>Mr. X: “Not there but where, know? Where (dimana) + to what is it any body know?”</td>
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<tr>
<td></td>
<td>Sh: “No sir?”</td>
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<td>Mr. X: “To where mean kemana.”</td>
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<td>50.</td>
<td>Mr. X: “What is the mean of this word ‘sigh’ yesterday we are found this word to is not it?”</td>
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<td></td>
<td>SS: “Emmmmmmm..Sigh?”</td>
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<td></td>
<td>Sp: “Its mean menghela nafas.”</td>
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Lingkar Salatiga KM.2 Telepon (0298) 6031364 Kode Pos 50716 Salatiga
Website:http://tarbiyah.iainsalatiga.ac.id e-mail: tarbiyah@iainsalatiga.ac.id

Nomor : B-137/In.21/D1.1/PP.03.1/11/2017 Salatiga, 26 Juli 2018
Lamp. : -
Hal : Pembimbing Skripsi

Kepada
Yth. Rr. Dewi Wahyu Mustika Sari, M.Pd.
Di Tempat

Assalamualaikum Wr. Wb.
Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara
ditunjuk sebagai Dosen Pembimbing mahasiswa:
Nama : Sumsrih
NIM : 111-14-111
Program Studi : TBI
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Judul Skripsi : THE ANALYSIS OF NON OBSERVANCE MAXIM.

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik
Kepada
Yth. Bapak Muhammad Hasbi, S.Pd.I., M.A.
Di Salatiga

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama : Sumarsih
NIM : 113 14 111
Program Studi : TBI
Fakultas : Tarbiyah dan Ilmu Keguruan
Dalam rangka penyelenggaraan studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:
TheAnalysis of Non Observance Maxim (The Study of Second Semester Students of IAIN Salatiga in the Academic Year of 2018/2019)

Dosen Pembimbing : Dr. Dewi Wahyu Mustika Sari, M.Pd

Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di kelas Listening 2, mulai tanggal 26 April 2018 sampai dengan selesai.

Demiikan, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wkt. Dekan Bidang Akademik

Muflq, S.Ag., M.Phill.
NIP. 196906171996031004
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**Salatiga, 25 Juli 2018**

Mengetahui,

[Signature]  

Bedang Kemahasiswaan dan kerjasama

Achmad Maimun, S.Ag

NIP: 19700510 199803 1 003
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : GUMARSHI
NIM : 113.14.111
Dosen Pembimbing : Dr. Dewi Wahyu M.S., M.Pd


<table>
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| 1   | 18/12/2017 | - Revisi Judul 
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  - Bab I 
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  - Bab III 
  - Bab II |                    |       |
| 3   | 3/6/2018     | - Judul 
  - Declaration 
  - Dedication 
  - Acknowledgement 
  - Table of contents 
  - Abstract 
  - Chapter I \( \frac{1}{2} \) \( \frac{3}{2} \) |                    |       |

Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
# Lembar Konsultasi Skripsi

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Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.

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3. SMA N 1 Susukan graduated in 2012/2013
4. State Institute for Islamic Studies (IAIN) Salatiga