THE ANALYSIS OF MAXIMS OF QUANTITY AND QUALITY IN THE NOVEL BY GAYLE FORMAN “IF I STAY”

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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DECLARATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious and the Most Merciful.

Hereby, the writer declares that this Graduating Paper is written by the writer himself. This paper does not contain any materials which have been published by other people and it does not cite any other people’s ideas except the information from the references.

In addition, this declaration is written by the writer to be understood.

Salatiga, March 3rd, 2016

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ATTENTIVE COUNSELOR’S NOTE
Case: Zaenudin’s graduating paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Zaenudin’s graduating paper entitled “THE ANALYSIS OF MAXIMS OF QUANTITY AND QUALITY IN THE NOVEL BY GAYLE FORMAN “IF I STAY”, 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

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NOVEL BY GAYLE FORMAN "IF I STAY"

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إنّ صلاتي وناسكى ومحيائى ومماتى بِلله رَبِّ الْعَلَمَينَ

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

(Al-An’am: 162)
DEDICATION

This graduating paper is dedicated specially to my beloved mother (deceased) and father.
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All praise due to Allah, the Most Gracious and the Most Merciful, because of His wonderful blessing and mercy, the writer can finish this graduating paper successfully. Peace and salutation always be given to our beloved prophet Muhammad SAW that we always hope his blessing in the Judgment Day.

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Wa'alaikumsalam Wr. Wb.

Salatiga, March 4th, 2016
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ABSTRACT


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Keywords : Maxim of quantity, maxim of quality, and violation.

This research analyzes the maxim of quantity and the maxim of quality in the novel of Gayle Forman entitled “If I Stay”. The aims of this research are: (1) to find out whether there are utterances that violate the maxim of quantity and/or the maxim of quality in the novel; (2) to find out how the utterances in the novel violate the maxim of quantity and/or the maxim of quality; and (3) to find out which one of the two maxims is more frequent to be violated in the novel and why. This research uses qualitative approach and descriptive research method. This research has found 3 findings. First, there are found some utterances in the novel that violate the maxim of quantity and the maxim of quality, i.e. 27 utterances violate the maxim of quantity, 3 utterances violate the maxim of quality, and 2 utterances violate both the maxim of quantity and quality simultaneously. Second, the utterances in the novel violate the maxim of quantity in 2 ways, i.e. by being less informative and more informative. And the way the utterances in the novel violate the maxim of quality is by giving information that is not true. And third, the maxim of quantity is more frequent to be violated in the novel than the maxim of quality. It is because most of the characters (the speakers) that the author (Gayle Forman) creates in the novel are the characters that do not like to tell a lie. However, the characters are too cooperative and rather expressive that makes them produce utterances that are more informative than are required.
# TABLE OF CONTENTS

| TITLE | .......................................................... | i |
| DECLARATION | .................................................. | ii |
| ATTENTIVE COUNSELOR’S NOTE | ........................................... | iii |
| STATEMENT OF CERTIFICATION | .......................................... | iv |
| MOTTO | .................................................................. | v |
| DEDICATION | .................................................................. | vi |
| ACKNOWLEDGEMENT | ................................................................ | vii |
| ABSTRACT | .................................................................. | ix |
| LIST OF TABLES | ................................................................ | x |

## CHAPTER I : INTRODUCTION .............................................. 1
  A. Background of the Research ........................................... 1
  B. Problems of the Research ............................................. 7
  C. Objectives of the Research .......................................... 8
  D. Benefits of the Research ............................................ 9
  E. Limitation of the Research ......................................... 10
  F. Definition of the Key Terms ....................................... 11
  G. Research Paper Outline ............................................. 13

## CHAPTER II : THEORETICAL FRAMEWORK .................................... 14
  A. Pragmatics .......................................................... 14
  B. Cooperative Principle ............................................ 22
  C. Maxim of Quantity ............................................... 25
  D. Maxim of Quality ................................................ 29
  E. Literature .......................................................... 34
  F. Novel .............................................................. 35
  G. Linguistic Analysis ............................................... 37
CHAPTER III : RESEARCH METHODOLOGY ..................................................41
A. Research Method..................................................................................41
   1. Research Approach............................................................................41
   2. Kind of the Research ......................................................................42
B. Object of the Research .......................................................................43
C. Data Source of the Research ...............................................................43
D. Method of Collecting Data..................................................................44
E. Method of Analyzing Data...................................................................47

CHAPTER IV : DATA PRESENTATION AND DATA ANALYSIS.........49
A. Review of the Novel............................................................................49
B. Data Presentation ................................................................................70
C. Data Analysis .....................................................................................86

CHAPTER V : CLOSURE ........................................................................122
A. Conclusion .........................................................................................122
B. Suggestion ........................................................................................123

REFERENCES..........................................................................................126
APPENDICES ........................................................................................128
CURRICULUM VITAE ............................................................................135
LIST OF TABLES

Table 1  Utterances that violate the maxim of quantity ..........................45
Table 2  Utterances that violate the maxim of quality .............................46
Table 3  Utterances that violate both the maxim of quantity and the maxim of quality simultaneously .................................................................46
CHAPTER I

INTRODUCTION

A. Background of the Research

The subject of pragmatics is very familiar in linguistics today. A couple of decades ago, it was rarely analyzed by linguists (Leech, 1983: 1). For a long time period in the study of language, there has been a very strong interest in formal system of analysis (Yule, 1996: 6) in which an analysis should be logical. Linguists and philosophers of language tended to analyze such subjects as semantics and syntax, as well as language structure, and put pragmatics aside into wastebasket (Yule, 1996: 6). However, from the wastebasket, linguists analyzed it and it becomes an interesting subject in these recent years.

Yule (1996: 4) mentioned that “syntax is the study of the relationships between linguistic forms, how they are arranged in sequence, and which sequences are well-formed.” This type of study generally takes place without considering any world of reference or any user of the forms. But then some linguists found a case which broke the rule of syntax. In syntax, a sentence like “The duck ran up to Mary and licked her” has a correct and acceptable structure, than this structure ordering “Up duck Mary to the ran” (Yule, 1996: 6). However, linguists then found that even though the sentence was correct syntactically, it looked irrelevant. People might say that ducks do not do that
(licking), and maybe the speaker meant to say “dog”. From a purely syntactic perspective, a sentence like “A bottle of ketchup ran up to Mary” is just well-formed as the above sentence, but irrelevant.

Yule (1996: 4) also stated that “semantics is the study of the relationships between linguistic forms and entities in the world, that is, how words literally connect to things.” Everything was just fine before linguists then found something weird. From the latter sentence of the paragraph above “A bottle of ketchup ran up to Mary”, it has a good ordering of the structure syntactically and it is also acceptable to be used in a conversation. However in semantics, an entity labelled “a bottle of ketchup” has a meaning feature that is something non-animate. And since a verb like “ran up to” requires something animate as its subject, the entity “a bottle of ketchup” is not acceptable semantically to be put as the subject of the verb “ran up to” (Yule, 1996: 7).

The two cases above are some of the cases in linguistics that have encouraged linguists to analyze the cases which now belongs to the study of pragmatics (Leech, 1983; Yule, 1996). There have been some cases which have been examined by linguists, and have resulted such theories of pragmatics as speech acts, illocutionary force, implicature, and cooperative principle. Notably, some linguists which have been in a contribution in developing theories of pragmatics are John Langshaw Austin, John Rogers Searle, and Paul Grice (Leech, 1996: 2).
Pragmatics is the study of utterance meaning in relation to the context of the utterance (Leech, 1983: 14). Linguists studies how language used within a situation. And up to now, the cases of pragmatics seem to never go to an end of discussion. Whether it is about Austin and Searle’s theory of illocutionary force, Grice’s theory of cooperative principle, implicature, deixis, presupposition, or entailment, people seem to use language in a various way in expressing their ideas. As the result, it adds to the pragmatic cases to be analyzed.

Pragmatics is about contextual utterances in communication (Yule, 1996). Communication is problem-solving (Leech, 1983). A speaker wants to deliver his idea to the hearer and uses the best way to accomplish his aim so that the hearer will get what the speaker means. A hearer tries to understand what the speaker says and connect the speaker’s utterance to the real situation so that the hearer will understand it. Communication is like a cooperation between a speaker and a hearer. A speaker should be cooperative in a conversation, as well as the hearer, to make the conversation goes successfully. A hearer should then give an answer in return to the speaker if the speaker needs the answer. A hearer should then give a sympathetic answer in return to the speaker when the speaker needs it, for the speaker tells a sad story. And a hearer should then not give an answer in return to the speaker if the speaker does not need his utterance to be answered.

However, in communication, there are some cases found that some people do not try to be cooperative. In some cases, people may not answer a
question from a speaker when the speaker needs his question to be answered, or people probably do not give an untrue answer to the speaker. People may also give an irrelevant answer to the speaker who asks the question, or they may give an obscure, ambiguous, and prolix answer. These cases are some of pragmatic cases that have been considered and analyzed by some linguists, including Grice with his popular theory of cooperative principle.

Grice’s theory of cooperative principle is about how a speaker and a hearer should be cooperative in a conversation. There are four maxims of Grice’s theory of cooperative principle, they are maxim of quantity, maxim of quality, maxim of relation, and maxim of manner (Grice, 1975; in Yule, 1996). Maxim of quantity is about how the speaker gives the right amount of information, i.e. making his contribution as informative as is required, and not making his contribution more informative than is required. Maxim of quality is about how a speaker tries to make his contribution one that is true, i.e. not saying that he believes to be false, and not saying that for which he lacks adequate evidence. Maxim of relation is about how a speaker to be relevant in his utterances. Maxim of manner is about how a speaker to be perspicuous, i.e. avoiding obscurity of expression, avoiding ambiguity, being brief (avoiding unnecessary prolixity), and being orderly (Grice, 1975; in Leech, 1983: 8).

In this research, the writer deals with cooperation in a conversation, specifically maxim of quantity and maxim of quality. The writer has found some cases dealing with maxim of quantity and maxim of quality in daily
conversations. The conversation (1) below is one of the cases that the writer usually encounters in everyday conversations.

**Yuni**: “Soko ngendi, bu Sri?”

(Where are you from, Mrs. Sri?)

**Sri**: “Soko pasar iki mau. Wah, pasare rame. Iki mau aku tuku ndog sekilo karo bayem sak iket. Bayem e murah-murah, bu Yuni. Sak iket mung sewu.”

(I am from the market. Wow, the market was so crowded. I bought a kilogram of eggs and a bundle of spinach. The spinach was really cheap, Mrs. Yuni. It was only Rp. 1.000 rupiahs per bundle)

(Conversation 1)

Such a conversation above often happens among Javanese people. In the conversation, Mrs. Sri gives a prolix answer to Mrs. Yuni. What she says is too much. Actually, Mrs. Yuni only asks her where she is from. But what she answers is more informative than what Mrs. Yuni requires. Based on the Grice’s theory of maxim of quantity, Mrs. Sri actually violates the maxim of quantity in the conversation.

In a different case, the writer has also found some people tell a lie in a conversation. The conversation (2) below is a case in which the speaker tells a lie in a conversation.
English Teacher : “Apakah ada PR?”
(Do you have any home assignment?)

Students : “Tidak, Pak.”
(No, Sir)

(Conversation 2)

The conversation (2) above is based on true experience that the writer got when he was in high school. The writer frequently met such a conversation in English classes in high school, in which each time the English teacher asked whether the students had any home assignment, the students answered “No”. The true situation was that the students actually had a home assignment. However, they lied to their teacher because they did not want their teacher to deal with the home assignment. Moreover, some or most of the students in fact did not do their home assignment. So, by telling a lie, they hoped that their teacher would believe to them and would not discuss the home assignment. In addition, the students who did not do the home assignment would certainly not get some punishment from their teacher. According to the Grice’s theory of maxim of quality, the students violated the maxim of quality in the conversation.

However, the writer has also found some cases of maxim of quantity and maxim of quality in literature. In some movies, the writer has encountered some speakers (in the movies) violate the maxim of quantity, as well as the maxim of quality. Beside movies, the writer has also found such a
case in a written literature, specifically novel. There are found that some characters in some novels violate the maxim of quantity as well as the maxim of quality in the conversation within the novel. Even though the characters in the movies and novels are created by the scenarists and the authors, the characters still violate the maxim of quantity and the maxim of quality. So, the violation to the two maxims seems to be intended by the scenarists and the authors.

The cases above are the cases that have encouraged the writer to conduct a research dealing with maxim of quantity and maxim of quality. As the result, the writer analyzes maxim of quantity and maxim of quality in a literary work, i.e. a novel. The writer examines the language used in the novel. The writer analyze the utterances from the conversations in the novel, to find out whether there are utterances that violate the maxim of quantity and the maxim of quality. The writer conducts a research entitling “The Analysis of Maxims of Quantity and Quality in the Novel by Gayle Forman ‘If I Stay’”.

B. Problems of the Research

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

1. Are there utterances that violate the maxim of quantity and/or the maxim of quality in the novel of Gayle Forman entitled “If I Stay”?
2. If there found some utterances that violate the maxim of quantity and/or the maxim of quality in the novel of Gayle Forman entitled “If I Stay”, then how do the utterances violate the maxims?

3. Which kind of the two maxims is more frequent to be violated in the novel of Gayle Forman entitled “If I Stay”? And why?

C. Objectives of the Research

There are three objectives of the research that the writer needs to achieve, they are:

1. To find out whether there are utterances that violate the maxim of quantity and/or the maxim of quality in the novel of Gayle Forman entitled “If I Stay”.

2. To find out how the utterances violate the maxim of quantity and/or the maxim of quality in the novel of Gayle Forman entitled “If I Stay”.

3. To find out which one of the two maxims is more frequent to be violated in the novel of Gayle Forman entitled “If I Stay”. And to find out why it is more frequent to be violated than the other maxim.
D. Benefits of the Research

The writer expects that the research gives some benefits for the writer himself, high school English teachers and learners, college/university English lecturers and learners, other researchers, and linguists.

1. For the Writer

   The research is useful for the writer to improve his knowledge about pragmatics, specifically maxim of quantity and maxim of quality. 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 High School English Teachers and Learners

   The writer hopes that the findings of the research will give a contribution to the development of the English teaching method used both in junior and senior high schools. The teachers will hopefully be aware that pragmatics (or maxim of quantity and maxim of quality specifically) is seemingly essential to be hint in the learning, in order to give the students deeper understanding of English.
3. For College/University English Lecturers and Learners

The research will also expectedly be beneficial for college/university English lecturers, as well as the learners. The writer hopes that the lecturers will consider literature as one of the sources that they can use to find some cases of pragmatics. Hopefully, the students will realize that there is something they can learn from literature, concerning with linguistics.

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 maxim of quantity and maxim of quality.

5. For Linguists

Expectedly, the findings of the research will give some benefits to linguists to improve their theories of linguistics.

E. Limitation of the Research

In this research, the writer analyzes the maxim of quantity and the maxim of quality within the novel of Gayle Forman entitled “If I Stay”. The
writer uses Grice’s theory of cooperative principle. There are actually 4 maxims of cooperative principle based on Grice’s theory, they are: maxim of quantity, maxim of quality, maxim of relation, and maxim of manner (Grice, 1975; in Yule, 1996). However, in this research, the writer only examines the maxim of quantity and the maxim of quality.

F. Definition of the Key Terms

1. Maxim of Quantity

Maxim of quantity is one of the cooperative principles in a conversation which deals with the quantity of the utterances in the conversation. In a conversation, the speaker should make his contribution as informative as required. The speaker is not expected to give an utterance which is less or more informative than is required (Grice, 1975; in Yule, 1996).

For an instance, there is a student asks a question to another student in a classroom: “What time the class will start?” The rule of the maxim of quantity is to give utterance as a contribution of the conversation as informative as required. It should not be less or more informative than is required. So, the best answer will be: “The class will start at 7.15 a.m.”, or “At 7.15 a.m.” It is not expected to answer: “Anytime”, or “Soon”, or maybe “It will start at 7.15 a.m. But if you want to go out for a moment, I you still have 5 minutes.” The first
answer follows the rule of maxim of quantity. However, the last 3 answers violate the maxim of quantity.

2. Maxim of Quality

Maxim of quality is one of the cooperative principles in a conversation which deals with the quality of the utterances in the conversation. The quality means that the utterance the speaker says in a conversation is totally true. The speaker is not expected to say what he believes to be false, or if it lacks adequate evidence (Grice, 1975; in Yule, 1996).

For an example, a student (Fandi) asked his classmate (Rudi) this question: “Did you see who took my pen?” In this situation, Rudi actually knew the student who took Fandi’s pen. It was Rendi who took Fandi’s pen. So, the best answer would be that Rudi told Fandi who had taken his pen. His answer would be: “Rendi took it.” He was not expected to lie by answering: “I do not know”, or “You perhaps just left it at your home.” The first answer did not break the rule of maxim of quality. However, the last 2 answers totally violate the maxim of quality.
3. Violation

WordWeb online dictionary (2015) defined violation as “failing to agree with; be in violation of; as of rules or patterns”. Violation in certain maxims means that it breaks the rules of the certain maxims. Violating a certain maxim is the condition where the speakers do not purposefully fulfill the certain maxim (Yule, 1996).

G. Research Paper Outline

This paper comprises 5 chapters. Chapter 1 sketches the introduction of this research, including the background of the research problem, research problems, research objectives, benefits of the research, limitation of the research, definition of the key terms, research method, library research, and the 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 the method of the research, object of the research, method of collecting data, and the method of analyzing data. Chapter 4 concentrates on the data presentation and data analysis. And chapter 5 deals with the conclusion of this research, including the conclusion of the research and some suggestions from the writer.
CHAPTER II

THEORETICAL FRAMEWORK

In this chapter, the writer explains some theories that are used as the theoretical framework in conducting this research. Theories provide a set of explanatory concepts (Silverman, 1993: 1). Without a theory, there is nothing to research. Theories provide the impetus for research. As living entities, they are also developed and modified by good research (Silverman, 1993: 2).

A. Pragmatics

Yule (1996) in his book stated that pragmatics concerns with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. Thus, pragmatics is the study of speaker meaning.

This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said (Yule, 1996). It requires a consideration of how speakers organize what they want to say in accordance with who they are talking to, where, when, and under what circumstances. In other words, pragmatics is the study of
contextual meaning, or how utterances have meaning in situation (Yule, 1996; Leech, 1983).

This approach also necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker’s intended meaning. This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated. It can be said that it is the investigation of invisible meaning. So, pragmatics is the study of how more gets communicated than is said (Yule, 1996).

This perspective then raises the question of what determines the choice between the said and the unsaid. The basic answer is tied to the notion of distance. Closeness, whether it is physical, social, or conceptual, implies shared experience. On the assumption of how close or distant the listener is, speakers determine how much needs to be said. In brief, pragmatics is the study of the expression of relative distance (Yule, 1996).

These are the four areas that pragmatics is concerned with. To understand how it got to be that way, we have to briefly review its relationship with other areas of linguistic analysis.

One traditional distinction in language analysis contrasts pragmatics with syntax and semantics. Syntax is the study of the relationships between linguistic forms, how they are arranged in sequence, and which sequences are well-formed (Yule, 1996). This type of study generally takes place without considering any world of reference or any user of the forms. Semantics is the
study of the relationships between linguistic forms and entities in the world, that is, how words literally connect to things (Yule, 1996). Semantic analysis also attempts to establish the relationships between verbal descriptions and states of affairs in the world as accurate (true) or not, regardless of who produces that description.

Pragmatics is the study of the relationships between linguistic forms and the users of those forms (Yule, 1996). 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) gave us an example in his pragmatics book, just like the example (1) in the following below.

\[
\begin{align*}
\text{Her} & : \text{“So, did you?”} \\
\text{Him} & : \text{“Hey, who wouldn’t?”}
\end{align*}
\]

(Example 1)

In the example (1) above, we know what they are saying, but we will not understand what is being communicated if we 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).

When we talk about pragmatics, it will encourage us to consider about the theory of regularity. People tend to behave in fairly regular ways when it comes to using language. Some of that regularity derives from the fact that people are members of social groups and follow general patterns of behavior expected within the group (Yule, 1996). Within a familiar social group, people normally find it easy to be polite and say appropriate things. In a new, unfamiliar social setting, we are often unsure about what to say and worry that we might say the wrong thing.

Yule (1996, pg. 5) in his book wrote an example about regularity. When he first lived in Saudi Arabia, he tended to answer questions in Arabic about his health (the equivalent of “How are you?”) with the equivalent of his familiar routine responses of “Okay” or “Fine”. However, he eventually noticed that when he asked a similar question, people generally answered with a phrase that had the literal meaning of “Praise to God”. He soon learned to use the new expression, wanting to be pragmatically appropriate in that context. His first type of answer was not wrong (his vocabulary and pronunciation were not inaccurate), but it did convey the meaning that he was a social outsider who answered in an unexpected way. In other words, more was being communicated than was being said. Initially he did not know that
he had learned some linguistic forms in the language without learning the pragmatics of how those forms are used in a regular pattern by social insiders.

Another source of regularity in language use derives from the fact that most people within a linguistic community have similar basic experiences of the world and share a lot of non-linguistic knowledge. Consider an example from Yule (1996) in the example (2) below.

“I found an old bicycle lying on the ground. The chain was rusted and the tires were flat.”

(Example 2)

In the example (2) above, the hearer is unlikely to ask why a chain and some tires were suddenly being mentioned. The speaker can normally assume that the hearer will make the inference that if X is a bicycle, then X has a chain and tires (and many other regular parts). Because of this type of assumption, it would be pragmatically odd for the speaker to have expressed the utterance above as the utterance in the example (3) below.

“I found an old bicycle. A bicycle has a chain. The chain was rusted. A bicycle also has tires. The tires were flat.”

(Example 3)

In the example (3) above, the hearer would perhaps think that more was being communicated than was being said and that the hearer were being
treated as someone without any basic knowledge (i.e. as stupid). Once again, nothing in the use of the linguistic forms is inaccurate, but getting the pragmatics wrong might be offensive (Yule, 1996).

The types of regularities just described are extremely simple examples of language in use which are largely ignored by most linguistic analyses (Yule, 1996). To understand why it has become the province of pragmatics to investigate those, and many others, aspects of ordinary language in use, we need to take a grief historical look at how things got to be the way they are, i.e. in the pragmatics wastebasket.

For a long period in the study of language, there has been a very strong interest in formal systems of analysis, often derived from mathematics and logic (Yule, 1996). The emphasis has been on discovering some of the abstract principles that lie at the very core of language. By placing the investigation of the abstract, potentially universal, features of language in the center of their work tables, linguists and philosophers of language tended to push any notes they had on everyday language use to the edges. As the tables got crowded, many of those notes on ordinary language in use began to be knocked off and ended up in the wastebasket. That overflowing wastebasket has become the source of much of pragmatic cases. It is worth remembering that the contents of that wastebasket were not originally organized under a single category. They were defined negatively, as the stuff that was not easily handled within the formal systems of analysis. Consequently, in order to
understand some of the material of the wastebasket, we really have to look at how it hot there.

The tables upon which many linguists and philosophers of language worked were devoted to the analysis of language structure. Yule (1996) asked us to consider the sentence in the example (4) below.

“The duck ran up to Mary and licked her.”

(Example 4)

A syntactic approach to the sentence in the example (4) above would be concerned with the rules that determine the correct structure and exclude any incorrect orderings such as “Up duck Mary to the ran”. Syntactic analysis would also be required to show that there is a missing element (“and ___ licked her”) before the verb “licked” and to explicate the rules that allow that empty slot, or accept the pronoun “it” in that position. However, those working on syntax would have thought it totally irrelevant if we tried to say that ducks do not do that and maybe the speaker had meant to say “dog”. Indeed, from a purely syntactic perspective, a sentence like “The bottle of ketchup ran up to Mary” is just as well-formed as the sentence above (Yule, 1996).

Over on the semantics side of the table, however, there would have been concern. An entity labelled “duck” has a meaning feature animate whereas a “bottle of ketchup” would be non-animate. Since a verb like “ran
“up to” requires something animate as its subject, the word “duck is okay, but not a “bottle of ketchup” (Yule, 1996).

Yule (1996) also stated that semantics is also concerned with the truth-conditions of propositions expressed in sentences. These propositions generally correspond to the basic literal meaning of a simple clause and are conventionally represented by the letters $p$, $q$, and $r$. Let us consider the sentence of the example above “The duck ran up to Mary and licked her”. The sentence can be separated into two clauses, i.e. the clause “The duck ran up to Mary” as the proposition $p$, and the clause “the duck licked Mary” as the proposition $q$. These two propositions are joined by the logical connector symbol for conjunction, $\&$ (called ampersand). Thus, the propositional representation of the sentence is as:

$$p \& q$$

If $p$ is true and $q$ is true, then $p \& q$ is true. If either $p$ or $q$ is not true (i.e. false), then the conjunction of $p \& q$ is necessarily false. This type of analysis is used extensively in formal semantics (Yule, 1996).

Unfortunately, in this type of analysis, whenever $p \& q$ is true, it logically follows that $q \& p$ is true. Notice that $q \& p$, in this particular case, would have to be expressed as in the sentence in the example (5) below.

“*The duck licked Mary and ran up to her.*”

(Example 5)
In the everyday world of language use, this state of affairs (example 5) is not identical to the original situation described in the original sentence in the example (4). There is a sequence of two events being described and we expect that sequence, in terms of occurrence, to be reflected in the order of mention.

If \( p \) involves some action and \( q \) involves another action, we have an overwhelming tendency to interpret the conjunction “and” not as logical \&
but as the sequential expression “and then”. This is another example of more being communicated than is said. There is a regular principle of language use which can be stated as: “Interpret order of mention as a reflection of order of occurrence”. That is not a rule of syntax or semantics. It is not a rule at all. It is a pragmatic principle which we frequently use to make sense of what we hear and read, but which we can ignore if it does not apply in some situations (Yule, 1996).

What have already been described above is a simple explanation of pragmatics. And in the following sub-chapter, the writer will explain about Grice’s theory of cooperative principle which will lead to the explanation of maxim of quantity and maxim of quality.

**B. Cooperative Principle**

People may assume that speakers and listeners involved in a conversation are generally cooperating with each other. A collaboration
between speakers and listeners is a necessary factor in a conversation for the
speakers to be successful in delivering what they mean. For an example,
listeners normally have to assume that a speaker who says “my car” really
does have the car that is mentioned and is not trying to mislead the listeners.
This sense of cooperation is simply one in which people having a
conversation are not normally assumed to be trying to confuse, trick, or
withhold relevant information from each other. This kind of cooperation is
the starting point for making sense of what is said (Yule, 1996).

Listeners have to assume that the speakers they are communicating
with are being cooperative, to maintain the conversation to be successful.
Yule (1996) gave us an example to be discussed. In the middle of a lunch
hour, a woman asks another how she likes the hamburger she is eating, and
receives an answer like this: “A hamburger is a hamburger”. From a purely
logical perspective, the answer seems to have no communicative value since
it expresses something completely obvious (i.e. the statement “A hamburger
is a hamburger” is totally true, because a hamburger is neither a sandwich nor
a banana). If the listener just judges the speaker not being cooperative, so the
conversation seems to fail. However, if the listener assumes that the speaker
is being cooperative and intending to communicate something, the
conversation will be successful. The listener have to assume that the speaker
is trying to be cooperative and communicating something that must be more
than just what the words mean. The assumption can be that the speaker
maybe does not have any clear opinion to say about the hamburger whether it
is good or bad, or probably the speaker want to tell indirectly from her utterance that all hamburgers are same.

Being cooperative in a conversation is an essential principle for the conversation to be successful. Grice (1975, in Yule, 1996) stated that speakers have to make their conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which they are engaged. It is the definition of cooperative principle. It is Grice’s theory of cooperative principle.

There are actually four sub-principles of the Grice’s theory of cooperative principle, called as maxims. They are maxim of quantity, maxim of quality, maxim of relation, and maxim of manner. Maxim of quantity is that speakers have to make their contribution in a conversation as informative as is required, for the current purposes of the exchange; and speakers should not make their contribution more informative than is required. Maxim of quality is that speakers should make their contribution one that is true. Speakers should not say what they believe to be false and what for which they lack adequate evidence. Maxim of relation is that speakers should make their utterances relevant with the current context. And, maxim of manner is that speakers should make their utterances perspicuous. They have to avoid obscurity of expression, avoid ambiguity, be brief (avoid unnecessary prolixity), and be orderly (Grice, 1975; in Yule, 1996).
The basic assumption in conversation is that the participants are adhering to the cooperative principle and the maxims (Yule, 1996: 40). It is important to recognize these maxims as unstated assumptions we have in conversations. We assume that people are normally going to provide an appropriate amount of information. We assume that they are telling the truth, being relevant, and trying to be as clear as they can. Because these principles are assumed in normal interaction, speakers rarely mention them. In addition, “cooperative principle enables participant in a conversation to communicate on the assumption that the other participant is being cooperative” (Leech, 1983: 82).

In this research, the writer focuses only on the maxim of quantity and the maxim of quality. So, only the two maxims that will be explained in more detail in the following explanations.

C. Maxim of Quantity

In the maxim of quantity, there are actually 2 sub-maxims. They are:

1. Make your contribution as informative as is required (for the current purposes of the exchange); and

2. Do not make your contribution more informative than is required (Grice, 1975; in Yule, 1996).
The two sub-maxims of the maxim of quantity above explain that speakers in a conversation have to make their contribution in the conversation as informative as is required, and should not make their contribution more informative than is required (Grice, 1975; in Yule, 1996). Generally, people only say what they need to say. Even though some of them (excluding linguists and linguistic students) do not understand about the theory of maxim of quantity, they in fact often pay attention not to violate the maxim in their conversations.

However, there are also some cases found that some people violate the maxim of quantity in their conversations. The violation can either be dangerous or not. The violation can also be that the utterances are less or more informative. It will be dangerous when the violation happens in a context like in the example from Yule (1996) in the example (6) below, in which there was a woman sitting on a park bench, a large dog lying on the ground in front of the bench, and a man came along and then sat down on the bench.

*Man*: “Does your dog bite?”

*Woman*: “No.”

(Then the man reaches down to pet the dog. The dog bites the man’s hand)

*Man*: “Ouch! Hey! You said your dog doesn’t bite.”

*Woman*: “He doesn’t. But that’s not my dog.”

(Example 6)
In the conversation of example (6) above, the woman’s answer was not wrong if only she did not know which dog the man was asking about. Because the man’s question was a yes-no question, the woman just needed to answer “Yes” or “No”. So, that actually would not break the maxim of quantity. However, from the context, we know that the woman maybe understand the situation that the dog the man asking referred to the dog in front of them. And the woman should infer that the man was asking about the dog in front of them, not her own dog at home. The woman should gave an answer which was more informative than just the answer “No”. If the woman had just provided a complete answer, the story would not be as that funny. The woman perhaps could answer “I am sorry, that is not my dog,” because the information the man expected was about the dog in front of them.

A violation of the maxim of quantity can also be considered as not to be too dangerous to happen in a conversation. Look at the conversation in the example (7) below.

Doobie : “Did you invite Bella and Cathy?”
Mary : “I invited Bella.”

(Example 7)

The conversation in the example (7) above was taken from Yule’s pragmatics book (1996). In the conversation, Mary actually has violated the maxim of quantity. She only mentioned Bella in her answer. Doobie actually had asked about Bella and Cathy. But Mary just ignored to mention Cathy in
her answer. However, Doobie seemed to understand Mary’s answer. She might infer why Mary did not mention Cathy was because she did not invite her. And in a further pragmatic analysis, such a case above also becomes the subject of the analysis of implicature.

The writer has another example which deals with maxim of quantity. Look at the example (8) below.

Yuni : “Soko ngendi, bu Sri?”

(Where are you from, Mrs. Sri?)


(I am from the market. Wow, the market was so crowded. I bought a kilogram of eggs and a bundle of spinach. The spinach was really cheap, Mrs. Yuni. It was only Rp. 1.000 rupiah per bundle)

(Example 8)

Such a conversation in the example (8) above often happens among Javanese people. In the conversation, Mrs. Sri has actually violated the maxim of quantity. She has said too much. Mrs. Yuni only asks her where she is from. If she has only answered that she is from the market, she absolutely does not violate the maxim of quantity. However, she in fact has answered the question more informative than is required. It means that she violates the maxim of quantity.
However, in some cases, there are also found some reasons why people violate the maxim of quantity. Consider an example of a conversation taken from Leech pragmatics book (1983: 30) in the example (9) below.

A : “When is Aunt Rose’s birthday?”
B : “It’s sometime in April.”

(Example 9)

In the conversation of example (9) above, what the speaker A really wanted to know was that when the date of Aunt Rose’s birthday. However, B gave an answer which was incomplete. B did not mention the date. He just mentioned the month. From the context, B actually did not know the exact date of Aunt Rose’s birthday. So, instead of telling a lie (telling a fake date), he would rather violate the maxim of quantity by giving utterance that was less informative.

D. Maxim of Quality

In the maxim of quality, Grice (1975; in Yule, 1996) stated that, in a conversation, speakers should make their contribution one that is true. There are 2 sub-maxims in the maxim of quality, they are:

1. Do not say what you believe to be false; and
2. Do not say that for which you lack adequate evidence (Grice, 1975; in Yule, 1996).

The two sub-maxims of the maxim of quality above explain that, in a conversation, speakers should not say what they believe to be false, and not say that for which they lack adequate evidence (Grice, 1975; in Yule, 1996). It means that speakers should say only true things in their utterances. They should never tell a lie. And when they are not sure whether what they want to say is true or false, or they may not have a strong evidence that will support their utterances, they should not say that utterances. And such a condition, of course, will maintain the harmonic atmosphere in the conversation.

However, in some occasions, we maybe have found that some people tell a lie in their conversations. People sometimes do not tell the truth. And when such a situation happens, it means that the maxim of quality has been violated. Look at the example (10) in the following below.

\[ A \quad : \quad \text{“Geoff has just borrowed your car.”} \]
\[ B \quad : \quad \text{“Well, I like that!”} \]

(Example 10)

The conversation in the example (10) above was taken from Leech’s pragmatics book (1983: 83). Given the context that in the conversation, what the speaker \( B \) actually meant was different with what he said. He truly did not
like Geoff borrowed his car. And in the conversation, he just told an untruth. He lied because he was trying to be polite to Geoff, and he maybe did not want the listener A to know that he disliked his car being borrowed by Geoff. As the result, he lied. It meant that he had violated the maxim of quality.

The writer also has a personal experience dealing with utterances that violate maxim of quality. Consider the example (11) in the following below.

\[
\begin{align*}
\text{English Teacher} & : \text{“Apakah ada PR?”} \\
& \quad \text{(Do you have any home assignment?)} \\
\text{Students} & : \text{“Tidak, Pak.”} \\
& \quad \text{(No, Sir)} \\
\end{align*}
\]

(Example 11)

The conversation in the example (11) above was based on true experience that the writer got when he was in high school. The writer often met such a conversation in English classes in high school, in which each time the English teacher asked whether the students had any home assignment, the students answered “No”. The true situation was that the students actually had a home assignment. However, they lied to their teacher because they did not want their teacher to deal with the home assignment. Moreover, some or most of the students in fact had not done their home assignment. So, by telling a lie, they hoped that their teacher would believe to them and not discuss the home assignment. In addition, the students who had not done their home assignment would certainly not get any punishment from their teacher.
because they had not done it. And since they had told a lie, they had violated the maxim of quality.

However, even though people sometimes tell a lie in a conversation in some situations, they may have their own reasons that encourage them not to tell the truth. For an instance, during an exam, some students maybe have to deceive their friends. Consider the example (12) in the following below.

Jono : “Bud, jawaban nomor 3 apa?”
(Bud, what is the answer of number 3?)

Budi : Aku belum mengerjakan nomor 3.
(I have not answered the number 3).

(Example 12)

The context of the conversation in the example (12) above was that Jono and Budi were having a final exam in their school. Jono asked Budi about the answer of the question number 3. In the conversation, Budi said that he had not answered the question number 3. Actually, Budi had answered the question number 3. But he did not want to give the answer to Jono. And Budi thought that if he said “No” to give the answer to Jono, Jono perhaps would hate him. So, the only way for Budi not to give the answer to Jono was that he had to lie to Jono. The situation actually made him told a lie and violated the maxim of quality.
The thing we should know as speakers is that we should not tell a lie in a conversation. Beside it will not violate the maxim of quality, it will keep the conversation going harmonically.

In some cases, in an attempt not to tell a lie or violate the maxim of quality, people usually use hedges in their utterances. Yule (1996) in his pragmatics book gave us some examples of utterances that use hedges. Consider the example (13) below.

1. *As far as I know, they’re married.*
2. *I may be mistaken, but I thought I saw a wedding ring on her finger.*
3. *I’m not sure if this is right, but I heard it was a secret ceremony in Hawaii.*
4. *He couldn’t live without her, I guess.*

(Example 12)

The conversational context of the sentences in the example (13) above was dealing with the recent rumor about a couple known to the speakers. The initial phrase and clauses above are the hedges, notes to the listener regarding the accuracy of the main statement. By using hedges, speakers can avoid to tell a lie if they do not have adequate evidence, or if they are not quite sure if what they want to say is true. So, hedges can prevent speakers from violating the maxim of quality.
To sum up, when producing an utterance, speakers should select words which are considered to be the most informative and truthful (quantity and quality) in certain circumstances (Yule, 1996: 41).

E. Literature

There have been various attempts to define “literature”. The definitions of literature tend to be circular. Merriam-Webster dictionary (Merriam-Webster, 2015) considers literature to be “writings having excellence of form or expression and expressing ideas of permanent or universal interest.” Cambridge Dictionaries defines literature as “written artistic works, especially those with a high and lasting artistic value” (Cambridge University Press, 2016). Another definition, Oxford Dictionaries refers literature to “written works, especially those considered of superior or lasting artistic merit” (Oxford University Press, 2016). From all the definitions above, literature can be defined as written works that expressing ideas and have a high and lasting artistic merit.

However, in this modern civilization, literature is not limited to only written works, but also spoken works. The art of literature is not reducible to the words on the page. They are there solely because of the craft of writing. As an art, literature might be described as the organization of words to give pleasure. Yet through words literature elevates and transforms experience
beyond “mere” pleasure. Literature also functions more broadly in society as a means of both criticizing and affirming cultural values (Rexroth, 2015).

Literature is a form of human expression. But not everything expressed in words (even when organized and written down) is counted as literature. Those writings that are primarily informative (technical, scholarly, journalistic) would be excluded from the rank of literature by most critics. Certain forms of writing, however, are universally regarded as belonging to literature as an art. Individual attempts within these forms are said to succeed if they possess something called artistic merit and to fail if they do not (Rexroth, 2015).

The scope of literature is that works of lyric poems, poetries, novels, and dramas (Rexroth, 2015). Beside them, historical works, essays, personal documents (autobiographies, diaries, memoirs, and letters), philosophical works, and works of oratory can also be considered to belong to literary works, as long as they are written or done with literary excellence.

F. **Novel**

Novel is a long written story usually about imaginary characters and events (Merriam-Webster, 2015). Novel can also be defined as “a fictitious prose narrative of book length, typically representing character and action with some degree of realism” (Oxford Dictionaries, 2016). Wikipedia (2016) defines novel as “a long narrative, normally in prose, which describes
fictional characters and events, usually in the form of a sequential story.” In addition, Burgess (2014) also considered novel as an invented prose narrative of considerable length and a certain complexity that deals imaginatively with human experience, usually through a connected sequence of events involving a group of persons in a specific setting.

Within its broad framework, the genre of novel has encompassed an extensive range of types and styles. Novel is a genre of fiction, and fiction may be defined as the art or craft of contriving, through the written word, representations of human life that instruct and/or divert (Burgess, 2014).

There are two elements that build the work of novel, i.e. intrinsic and extrinsic elements. The intrinsic elements include theme, characterization, plot, setting, point of view, and moral (message). Theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly. Characterization is a literary device that is used step by step in literature to highlight and explain the details about a character in a story. Plot is a literary term used to describe the events that make up a story or the main part of a story. These events relate to each other in a pattern or a sequence. The structure of a novel depends on the organization of events in the plot of the story. Setting is an environment or surrounding in which an event or story takes place. It provide information about the place and time of the story. Point of view is the angle of considering things, which shows the opinion, or feelings of the individuals involved in a situation. It is the mode of narration that an author employs to let the readers hear and see what takes place in a
story. And the last, moral is a message conveyed or a lesson learned from a story (Literary Devices, 2016).

Extrinsic elements are the literary elements/factors which can be found outside the literary works but it is indirectly influence the structure of the literary works. They comprise the background, history, social conditions, and biography of the author (Wellek and Warren, 1949).

G. **Linguistic Analysis**

Linguistic analysis refers to the scientific analysis of a language sample. It involves at least one of the five main branches of linguistics, which are phonology, morphology, syntax, semantics, and pragmatics. Linguistic analysis can be used to describe the unconscious rules and processes that speakers of a language use to create spoken or written language, and this can be useful to those who want to learn a language or translate from one language to another. Some argue that it can also provide insight into the minds of the speakers of a given language, although this idea is controversial (Lapham, 2015).

Lapham (2015) also stated that the discipline of linguistics is defined as the scientific study of language. People who have an education in linguistics and practice linguistic analysis are called linguists. The drive behind linguistic analysis is to understand and describe the knowledge that
underlies the ability to speak a given language, and to understand how the human mind processes and creates language.

The five main branches of linguistics are phonology, morphology, syntax, semantics, and pragmatics. An extended language analysis may cover all five of the branches, or it may focus on only one aspect of the language being analyzed. Each of the five branches focuses on a single area of language. In the following explanations below, Lapham (2015) defines each of the branches of linguistics.

Phonology refers to the study of the sounds of a language. Every language has its own inventory of sounds and logical rules for combining those sounds to create words. The phonology of a language essentially refers to its sound system and the processes used to combine sounds in spoken language.

Morphology refers to the study of the internal structure of the words of a language. In any given language, there are many words to which a speaker can add a suffix, prefix, or infix to create a new word. In some languages, these processes are more productive than others. The morphology of a language refers to the word-building rules speakers use to create new words or alter the meaning of existing words in their language.

Syntax is the study of sentence structure. Every language has its own rules for combining words to create sentences. Syntactic analysis attempts to
define and describe the rules that speakers use to put words together to create meaningful phrases and sentences.

Semantics is the study of meaning in language. Linguists attempt to identify not only how speakers of a language discern the meanings of words in their language, but also how the logical rules speakers apply to determine the meaning of phrases, sentences, and entire paragraphs. The meaning of a given word can depend on the context in which it is used, and the definition of a word may vary slightly from speaker to speaker.

Pragmatics is the study of the social use of language. All speakers of a language use different registers, or different conversational styles, depending on the company in which they find themselves. A linguistic analysis that focuses on pragmatics may describe the social aspects of the language sample being analyzed, such as how the status of the individuals involved in the speech act could affect the meaning of a given utterance.

Linguistic analysis has been used to determine historical relationships between languages and people from different regions of the world. Some governmental agencies have used linguistic analysis to confirm or deny individuals' claims of citizenship. This use of linguistic analysis remains controversial, because language use can vary greatly across geographical regions and social class, which makes it difficult to accurately define and describe the language spoken by the citizens of a particular country.
The explanations above are brief explanations about pragmatics, Grice’s theory of cooperative principle, maxim of quantity, maxim of quality, literature, novel, and linguistic analysis. Those are the theories that the writer uses in conducting this research.
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer talks about research methodology of this research. The writer explains and describes the methods and techniques that the writer uses in conducting this research, including the research approach, kind of research, research object, data source, technique of collecting data, and technique of analyzing data.

A. 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 uses 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 Hiberman, 1984; in Efiana, 2014).

2. Kind of the Research

This research is 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). 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.

The writer also maintains the objectivity of this research. Objectivity is the simultaneous realization of as much reliability and validity as possible. Reliability is the degree to which the findings is independent of accidental circumstances of the research, and validity is the degree to which the findings is interpreted in a correct way (Kirk and Miller, 1986: 20).

B. Object of the Research

In this research, the writer analyzes the maxim of quantity and the maxim of quality in the novel of Gayle Forman entitled “If I Stay”. The writer examines the utterances in the conversations within the novel to find out whether there are utterances that violate the maxim of quantity and/or the maxim of quality. The writer uses Grice’s theory of maxim of quantity and maxim of quality in analyzing the two maxims.

C. Data Source of the Research

In this research, the writer uses a novel to be used as the data source. The writer analyzes maxim of quantity and maxim of quality in the novel of
Gayle Forman entitled “If I Stay”. The novel is a kind of tragic and romantic love-story novel. It contains 232 pages, excluding the introduction, acknowledgement, and attachment. Actually, it contains 261 pages in total. The novel was published in New York in 2010, by Speak which was an imprint of Penguin Group (USA) Inc.

D. Method of Collecting Data

The method of collecting data that the writer uses in this research is a documentation method. Documentation is “a process of providing written details or information about something” (Sangi, 2009). Documentation is a confirmation that some fact or statement is true through the use of documentary evidence. Documentation is a set of documents provided on paper, or online, or on digital or analog media, such as audio tape or CDs (Wikipedia, 2015). James (1991; in Sara, 2012) also stated that the data of qualitative research takes the form of descriptive like field notes, recordings, or other transcriptions from audio and videotapes, and other written records, as well as pictures or films.

The writer collects the data of this research from the novel of Gayle Forman entitled “If I Stay”. The writer firstly highlights all the conversations in the novel. Then, the writer analyzes the utterances in the conversations to find out whether there are utterances that violate Grice’s theory of maxim of quantity and maxim of quality. After getting some utterances that violate the
maxim of quantity and/or the maxim of quality, the writer collects them into tables.

In order to make orderly and easy to analyze the data in the next data analysis section, in this data collection section, the writer provides 3 tables for 3 categories of the violations. The first table is for the utterances judged to be violating only the maxim of quantity. The second table is for the utterances considered to be violating only the maxim of quality. And the third table is for the utterances that violate both the maxim of quantity and the maxim of quality simultaneously. This categorization also helps the writer in answering the research questions.

The tables that the writer uses in collecting the data look like in the following below.

TABLE 1

Utterances that violate the maxim of quantity

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TABLE 2

Utterances that violate the maxim of quality

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TABLE 3

Utterances that violate both the maxim of quantity and the maxim of quality simultaneously

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The following below is the Grice’s theory of maxim of quantity and maxim of quality (Grice, 1975; in Yule, 1996) that is used by the writer in collecting the data of this research, in which the data is the utterances from the novel that violate the maxim of quantity and/or the maxim of quality.
Maxim of Quantity:

1. Make your contribution as informative as is required (for the current purposes of the exchange);

2. Do not make your contribution more informative than is required.

Maxim of Quality: Try to make your contribution one that is true.

1. Do not say what you believe to be false;

2. Do not say that for which you lack adequate evidence.

(Grice, 1975; in Yule, 1996)

E. Method of Analyzing Data

The activities of analysis data in qualitative research have done interactively and continuing (Miles and Hiberman, 1984; in Sara 2012). In analyzing the data of this research, the writer uses the data in the data collection section, i.e. the utterances that have been collected and judged to be violating the Grice’s theory of maxim of quantity and maxim of quality. The writer analyzes the utterances one by one, based on each category. The writer uses Grice’s theory of maxim of quantity and maxim of quality in
analyzing the utterances. The writer uses the context of the utterances to explain how the utterances can be judged as violating the maxim of quantity and/or the maxim of quality. The writer explains each utterance in depth and detail, since qualitative research supplies depth and detail (Patton, 1980; in Sara, 2012). In addition, the range of depth and detail will suspend both the nature and purpose of particular study. The writer also gives information about on what page the particular utterances can be found in the novel.

The most frequent form of display data for qualitative research data is narrative text (Miles and Hiberman, 1984; in Sara, 2012). After analyzing the data, the writer provides description in narrative text as the findings of this research.

By applying systematically the method described above, the writer is sure that he gets the findings of the research which is purely objective. Objective means that the data of the research findings is reliable and valid. Reliable is the degree to which the findings is independent of accidental circumstances of the research. Besides, valid is the degree to which the findings is interpreted in a correct way (Kirk and Miller, 1986: 20).
CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

In this chapter, the writer presents a brief review of the novel “If I Stay”, data presentation of this research, and data analysis of this research. In the novel review, the writer begins by giving the information about the novel, then synopsis of the novel, and the intrinsic elements of the novel. In data presentation, the writer presents the data that has been collected in this research. And in data analysis, the writer presents the description of the data analysis of this research.

A. Review of the Novel

1. Information about the Novel

<table>
<thead>
<tr>
<th>Title</th>
<th>If I Stay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Gayle Forman</td>
</tr>
<tr>
<td>Genre</td>
<td>Tragedy, Romantic Love Story</td>
</tr>
<tr>
<td>Year of Publication</td>
<td>2010</td>
</tr>
<tr>
<td>City of Publication</td>
<td>New York, the United States of America</td>
</tr>
<tr>
<td>Publisher</td>
<td>Speak, an imprint of Penguin Group Inc. (USA)</td>
</tr>
</tbody>
</table>
2. Synopsis of the Novel

The story begins in the morning. One morning, it is snowing in Oregon. Mia (a seventeen years old girl) and her family are at home. They hear an announcement from radio that the schools are off because of the snow. Hearing that, Mia and her young brother Teddy are happy. Mia’s father who is an English teacher in a middle school is also happy. Mia, Teddy, and their father are off for school. Mia’s mother who works in a travel agency skips from her work. So, Mia and her family are home at that day. However, a few minutes later, the sun shines and the snow begins stopping. The family then plan to go to visit Henry and his wife Willow (Henry is a friend of Mia’s father), and then drop by Mia’s grandparents in the way back. They take a drive.

Unluckily, Mia and her family get a car accident on the road. Mia’s father and Mia’s mother die immediately in the accident. Mia and Teddy are still alive, but unconscious. They are badly injured. They are rushed to a nearby hospital. However, Mia is experiencing the condition where she is neither alive nor dead. Mia’s soul is out of her physical body. Mia can observe herself (her physical body) undergoes a surgery. She can see herself lying in the Intensive Care Unit (ICU). However, she cannot find Teddy.

In the state where Mia is neither alive nor dead, she begins to flashback the story in her life. She recalls the memory she has with her
family, her best friend Kim, her grandparents, her boyfriend Adam, and the memory with her cello, and so on. Actually, the setting of time of the novel is in the past and in the present. It is in the past when Mia flashbacks her life. And it is in the present when Mia is in the hospital where her physical body is being treated.

Mia begins to flashback to tell about her cello. She tells that she played cello at the first time when she was in the middle school. At first, Mia’s parents are shocked knowing that she plays a cello because her parents are rock lovers. However, after noticing that Mia is serious with cello, Mia’s parents then support her. They hire a private teacher for her to teach her to play cello. They also buy her a cello after her first recital.

Mia then tells about her past memory with Adam in Yo-Yo Ma concert. Yo-Yo Ma is a well-known cellist whom Mia adores. In the story, Adam wants to invite Mia to go to Yo-Yo Ma concert together. Then they go together. Mia also tells that after the Yo-Yo Ma concert, Adam kissed her.

In the hospital, Mia sees her physical body is undergoing a surgery. She then wonders whether she was a ghost. She is confused what is really happening to her. She is neither alive nor dead. She is out of her physical body. From the surgery room, she walks to the waiting room. In the waiting room, she sees her grandparents. At that moment, she flashbacks to tell her past memory she has with her grandparents.
She tells that her grandmother is the one who insists her to apply for Juilliard audition. Juilliard is a music school where it gives scholarship for the students admitted there. Mia then applies for the Juilliard audition. Her grandmother wants to accompany her to go to the audition. However, a week before they go, her grandmother gets her ankle sprained. Consequently, her grandfather becomes the person who accompanies her to the audition.

In the waiting room, Mia does not see Adam. Adam is not there yet. Mia really wants to see Adam. At that moment, Mia flashbacks to tell her past memory she has with Adam. She tells about a dinner with Adam and her family.

A few minutes later, Kim arrives to visit Mia. Mia then flashbacks to tell her past memory she has with her best friend Kim. She tells about when she first met Kim at school. She tells that she and Kim are not friends at first. They hate each other. However, eventually they become best friends.

A couple of minutes later, Mia’s grandparents visit Mia in the ICU. In the ICU, a nurse tells Mia’s grandparents that it is Mia who takes the control whether she is alive or dead, neither the doctors nor machines. It is Mia who decides to live or die. It is Mia who is actually running the show. Mia hears what the nurse says. She then understands that it all is up to her whether to stay or leave. In that moment, Mia is
thinking about Adam. Adam is not in the hospital yet. She wants to see him. She then flashbacks to tell her past memory she has with him in the Halloween party.

After a few minutes later, eventually Adam comes to visit Mia. However, when he tries to go into the ICU room to see Mia, an orderly stops him. Adam is not allowed to visit, because the visitation is only limited to immediate family. Adam then insists to find another way to visit Mia. Kim is with him to help him get into the ICU. At this moment when Mia sees Adam with Kim, Mia is happy because Adam eventually makes friends with Kim. Mia has ever asked Adam to make friend with her best friend Kim. But Adam declined the request. Adam and Kim did not become friends. However, at that moment in the hospital, finally Mia can see that Adam and Kim eventually become friends.

Kim helps Adam to find a way to get into the ICU. Adam and Kim then go to look for an unlocked-door room. Adam has a plan that he wants to pretend to be an orderly or a janitor to get into the ICU. They find an unlocked room. However, they cannot find accessories that will make Adam looks like a janitor. The first plan fails. They try to find some other plans. But none of the plans is successful. Adam then has a final plan, i.e. to create some noise in the hospital so that all the nurses will go outside the ICU. Nevertheless, the final plan is also unsuccessful. Finally, Adam and Kim meet Willow (Henry’s wife). Willow is actually
a nurse, and is doing her training there. She knows some of the nurses in the hospital. She wants to help Adam get into the ICU to see Mia.

Willow is the one who takes care of Teddy (Mia’s young brother) in another hospital. Teddy is Willow’s priority. Teddy is the patient whom Willow takes care in the hospital where she works. Mia finds out why Willow is here. Why she leaves Teddy. Mia also notices that Willow’s face is sad. Then, Mia finds out that Teddy is gone. Mia is so sad knowing about it. She gets upset. At that moment, she flashbacks to tell her past memory she has with Teddy. She tells about Teddy’s birth. She tells that she used to play Teddy a lullaby when Teddy was still a baby and about to sleep. She used to read Harry Potter story when Teddy was a kid. She also tells that whenever Teddy skinned his knee or bumped his head, he would miraculously recover and stop crying if she bestowed a magic kiss on his injury.

Knowing that Teddy is dead, Mia is badly sad. She wonders how she can live in this world without one of her family. Her parents have died in the accident. And now, Teddy also dies. This is a crucial time for Mia to make a decision whether to stay or leave (die). And actually, Mia is getting desperate. She is desperate to stay in this world without her family. It seems that she wants to leave.

However, finally Adam can get into the ICU due to Willow’s help. It is the crucial moment in the story, because in this moment, Mia
gets to know what to do. Adam begs Mia to stay. Adam tells her that he will always be with her. He loves her so much. It makes Mia recalls all the memory she has with Adam. Then Mia gets some strength not to leave. Even though all her family have died, she still has love from her boyfriend. Then suddenly Mia returns into her physical body which is lying on the bed. Mia begins to feel Adam’s touch. And little by little, Mia can open her eyes. Finally, she gets conscious and can wake up from her coma.

3. The Intrinsic Elements of the Novel

a. Theme

The theme that the author of the novel (Gayle Forman) uses to write the novel is love. Most of the story in the novel is about love, i.e. the love between Mia and Adam. The author of the novel actually wants to tell the reader about the power of love. Mia gets a car accident that takes her parents and her little brother. If she stay in the world, she will be alone (without her family). She almost makes her decision to leave (die). She is so desperate. However, after Adam (her boyfriend) comes to see her in the ICU, she gets a power to stay to live. Adam begs her to stay. Then she gets the strength from Adam’s love to stay. And finally, she decides to stay (live).
b. **Point of view**

The point of view that the author of the novel uses is first-person point of view. In the novel, the author acts as both the narrator and Mia.

c. **Characterization**

1) **Protagonist**

The protagonist character in this novel is Mia. She is as both the narrator and the main character in the novel. She is seventeen years old. It can be found out from the narration in the novel.

*Teddy having just turned eight and me being seventeen*

.... (pg. 9)

She has brown hair and dark eyes.

*I’m like their negative image, brown hair and dark eyes.* (pg. 23)

She is dark, quiet, studious, and serious.

*... we were both dark, quiet, studious, and, at least outwardly, serious.* (pg. 68)
She is a quiet girl at school.

*I was quiet in class. I didn’t raise my hand a lot or sass the teachers.* (pg. 34)

She is a cellist.

*Then, in third grade, I’d wandered over to the cello in music class --- it looked almost human to me. It looked like if you played it, it would tell you secrets, so I started playing. It’s been almost ten years now and I haven’t stopped.* (pg. 8)

Mia likes to drink coffee.

*I sniff the coffee, the rich, black, oily French roast we all prefer.* (pg. 7)

2) **Antagonist**

Actually, the author of this novel creates two antagonist characters. The first is the situation that Mia faces in the story, including her past memories and the difficult option she has to choose whether to stay or to leave. And the second antagonist character refers to the character of Adam. He is a cool and rocker guy. He also has subtle tattoos.
He’s such the cool guy with his pegged jeans and black low-tops, his effortlessly beat-up punk-rock tees and his subtle tattoos. (pg. 10)

But he was cool. Cool in that he played in a band with people who went to the college in town. Cool in that he had his own rockery style, procured from thrift stores and garage sales, not from Urban Outfitters knockoffs. (pg. 33)

He is popular.

... Adam was such a popular guy. (pg. 33)

He had a small group of friends and a large group of admirers. (pg. 34)

He is a guitar player in his band.

Adam was there a lot, too, playing guitar. Not the electric guitar he played in his band. Just acoustic melodies. (pg. 32)

3) Supporting Characters

There are also some characters that are considered as the supporting characters in this novel. Among them are in the following below.
a) Mia’s Father

Mia’s father has blond and fair hair. It can be found out from the narration in the novel.

*They are all blond and fair* .... (pg. 23)

He has gray-blue eyes.

*They all have the same watery gray-blue eyes* ....

(pg. 46)

He has a wiry and muscular body.

... *and Dad, who is wiry and muscular from afternoon weight-lifting sessions at the Y.* (pg. 46)

He is a smoker.

*My dad smiles and taps on his pipe. He started smoking one recently as part of this whole 1950s* .... (pg. 4)

He is an English teacher in a middle school.

... *he used to be a punker but is now a middle-school English teacher* .... (pg. 4)

He usually wears bow ties.

*He also wears bow ties.* (pg. 4)
Before he becomes an English teacher, he was a drummer in his band.

*When I first started playing the cello, Dad was still playing drums in his band, though that all started to taper off a couple years later when Teddy arrived.* (pg. 125)

He is a cool man.

*“Your parents are so cool,” Adam said, opening the car door for me.* (pg. 37)

He seems to like to joke.

*“Son, you break my heart,” Dad jokes.* (pg. 14)

*Dad sometimes joked that ....* (pg. 22)

He likes to drink coffee.

*I sniff the coffee, the rich, black, oily French roast we all prefer.* (pg. 7)

b) Mia’s Mother

Mia’s mother is a caring mother. She cares with Mia. In one conversation, she gives Mia a suggestion.
“Just wear something you feel good in,” she suggested. (pg. 36)

She has blond and fair hair.

They are all blond and fair .... (pg. 23)

She works as a travel agent.

My mother, who works for a travel agent in town .... (pg. 4)

She is a cool woman.

“Your parents are so cool,” Adam said, opening the car door for me. (pg. 37)

She seems to like joking.

Mom used to joke that it was when the road was dry that people ran into trouble. (pg. 14)

She likes to drink coffee.

I sniff the coffee, the rich, black, oily French roast we all prefer. (pg. 7)

c) Teddy

Teddy is eight years old. It can be found out from the narration in the novel.
Teddy having just turned eight and me being seventeen .... (pg. 9)

He has gray-blue eyes.

They all have the same watery gray-blue eyes .... (pg. 46)

He has blond and fair hair.

They are all blond and fair .... (pg. 23)

He is a cheerful kid. It can be found out from some of his utterances in the novel, such as in the following below.

“I do! I do!” (pg. 5)

“Woo! Hoo!” (pg. 5)

He loves to play a drum. It can be found out from the narration in the novel.

I hear a crash and a boom coming from upstairs.

Teddy is pounding on his drum kit. (pg. 8)

d) Mia’s Grandfather (Gramps)

Mia’s grandfather has gray hair and stocky legs. It can be found out from the narration in the novel.
... although Gramps’s wavy hair has gone from blond to gray and he is stockier than Teddy .... (pg. 46)

He has gray-blue eyes.

_They all have the same watery gray-blue eyes .... (pg. 46)_

He is a good man. He takes Mia to the Juilliard audition.

_It was Gramps who insisted on taking me. We drove down together in his pickup truck. (pg. 49)_

He seems to be a quiet.

_He’s not much of a talker, so it must be hard for him being ordered to chat with me now. (pg. 81)_

He seems to like fishing.

_Gramps fishes and he smokes his own salmon and oysters. (pg. 31)_

e) Mia’s Grandmother (Gran)

Mia’s grandmother is 74 years old. It can be found out from the narration in the novel.
... but I guess fifty-two years ago it was kind of scandalous for a twenty-two-year-old unmarried woman to do that kind of thing. (pg. 46)

She has short, curly, and gray hair.

*Gran’s hair is short and curly and gray ....* (pg. 44)

She believes in angels.

*She keeps a collection of ceramic angels, yarn-doll angels, blown-glass angels, you-name-it angels, in a special china hutch in her sewing room. And she doesn’t just collect angels, she believes in them.*

(pg. 45)

She is a good woman. She supports Mia to apply the Juilliard audition. She also wants to accompany Mia to the audition, even though she actually cannot accompany Mia because she gets her ankle sprained a week before they go.

*Juilliard was Gran’s idea.* (pg. 46)

*... so Gran volunteered to accompany me.* (pg. 49)
f) Kim

Kim is Mia’s best friend. From the narration in the novel, we can find out about it.

*I’ve never been in a helicopter before. My best friend, Kim, has.* (pg. 29)

She is droll and funny.

*Kim is so the opposite of that, so droll and funny in a low-key way that she’s always having to say “just kidding” to people who don’t get her sarcastic sense of humor.* ... (pg. 64)

She is dark, quiet, studious, and serious.

... *we were both dark, quiet, studious, and, at least outwardly, serious.* (pg. 68)

She is Jewish.

*But Kim is really Jewish.* (pg. 64)

She is the only child in her family.

*And Kim, an only child, didn’t have any siblings to sock.* (pg. 71)
She cares with Mia. It is many times that she helps Mia. One day when Mia wants to give up to play cello, Kim prevent her and gives her a suggestion.

“You can’t quit cello,” she said after a moment of stunned silence. (pg. 128)

“I don’t know but it just seems like your cello is part of who you are. I can’t imagine you without that thing between your legs.” (pg. 128)

“Please,” Kim said. “You hate to shop. And you hang out with me plenty. But fine, skip practice today. I want to show you something.” She took me home with her and dragged out a CD of Nirvana’s MTV Unplugged in New York and played me “Something in the Way.” (pg. 128)

She also recommends Mia to join a music camp in summer.

But before I had a chance, at the dinner table Kim casually announced to my parents that she thought I ought to go to summer camp. (pg. 129)

She is a good girl. She helps Adam to get into the ICU to see Mia.
So Kim doesn’t. Without saying another word, she hoists his arm around her shoulder and shifts his weight onto her. Adam has about a foot and fifty pounds on Kim, but after stumbling for a second, she adjusts to the added burden. She bears it. (pg. 108)

g) Henry

Henry was Mia’s father bandmate when Mia’s father was still in a band. It can be found out from the narration in the novel.

Willow to the rescue. Just the way she rescued Henry, Dad’s best friend and bandmate .... (pg. 150).

He is a good man. He is good to Mia’s family. One day when Mia’s mother is about to birth a baby in a birthing center, he bring some food for Mia and her father.

“I’ve got the flu or something, but your dad just called asking me to bring some food. So here I am,” he said, proffering a Taco Bell bag reeking of onions. (pg. 156)
He seems to be freaked out of kid-things. It can be found out in the novel when he comes to the birthing center where Mia’s mother is about to birth a baby.

When he came inside and heard the noise, he froze in his tracks. I knew that the whole kid-thing freaked him out. (pg. 155)

h) Willow

Willow is a good woman. She takes care of Teddy in the hospital. It can be found out from the narration in the novel.

I know her well enough to know that she never would have left him there. Even with me here, she would’ve stayed with him. He was broken, and brought to her for fixing. He was her patient. Her priority. (pg. 151)

She also helps Adam to get into the ICU to see Mia.

Now Willow is here. Willow the nurse. Willow who doesn’t take no for an answer is here. She’ll get Adam in to see me. She’ll take care of everything.

(pg. 151)
She is a nurse. In a conversation in the novel, she tells the readers that she is an RN (registered nurse).

“Excuse me. I’m an RN over at Cedar Creek. I did my training here .... (pg. 148)

i) A medic who brings Mia from the car accident scene to the hospital using ambulance.

She has freckle and red hair. It can be found out from the narration in the novel

... the medic with the freckles and red hair who has been working on me answers my question. (pg. 21).

She is a good woman.

Then she smooths a lock of hair from my forehead.

“You hang in there,” she tells me. (pg. 22)

She is beautiful.

... the nice red-haired medic screams as she passes me off to a team of nurses and doctors. (pg. 28)
d. **Setting**

1) **Setting of Time**

The time setting of the novel is in the past and in the present. It is in the past when Mia flashes back her story. And it is in the present when Mia is at home, then gets a car accident, and finally ends up in a hospital. The present time is divided by time (the whole book is divided by time and in only about 2 days the book ends). It starts at 7:09 a.m. and ends at around 7:16 a.m. the next day.

2) **Setting of Place**

There are some places that the author of the novel uses as the place setting in the novel. The places are in Mia’s house, in senior high school, in Yo Yo Ma’s concert, in Adam’s concert, in Halloween party, in New Year’s Eve party, in a birthing center, and in a hospital. It is in Oregon.

B. **Data Presentation**

The writer has collected the data of this research. The writer has examined utterances in the novel to find out some utterances that violate the
maxim of quantity and/or the maxim of quality. The writer uses Grice’s theory of maxim of quantity and maxim of quality in examining and collecting the data. The writer finds that there are actually 27 utterances that violate the maxim of quantity, 3 utterances that violate the maxim of quality, and 2 utterances that violate both the maxim of quantity and the maxim of quality simultaneously. The following below is the data presentation of the collected data.

1. Utterances that violate the maxim of quantity

<table>
<thead>
<tr>
<th>No.</th>
<th>Utterance</th>
<th>Context</th>
<th>Page</th>
</tr>
</thead>
</table>
| 1   | Mia : “Really? A picture?”  
Mom : “Yep. It’s about the most we’ve seen of him since summer.” | The conversation happens in the kitchen. Mia wants to ensure whether there is really a picture of Adam in the newspaper. | 5 |
| 2   | A medic : “What’s the ETA for Life Flight?”  
Another medic : “Ten minutes. It takes twenty to get back to” | The conversation happens in the road where Mia and her family get car accident. ETA | 21 |
stands for estimated time of arrival. Mia’s parent dies immediately. The medics want to take Mia and Teddy to the nearest hospital.

| 3 | **Mia**: “So what did you do?”  
    **Mom**: “He got wasted. A pair of forty-ouncers before the show. I don’t recommend that for you.” | The conversation occurs on a backstage. Mia is about to perform to play a cello. But she is so nervous. She asks her father what he usually did when he was nervous before his show. |

<p>| 4 | <strong>Adam</strong>: “What would you say if I said I had tickets to the master?” | In the conversation, Adam wants to |</p>
<table>
<thead>
<tr>
<th>Mia</th>
<th>“Shut up. You do not.”</th>
<th>invite Mia to go with him to Yo-Yo Ma’s concert. Yo-Yo Ma is a cellist whom Mia adores.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam</td>
<td>“You interested?”</td>
<td>In the conversation, Adam asks Mia whether she is interested to go to Yo-Yo Ma’s concert.</td>
</tr>
<tr>
<td>Mia</td>
<td>“Are you serious? Yes! I was dying to go but they’re like eighty dollars each.”</td>
<td></td>
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<tr>
<td>Dad</td>
<td>“Do you play basketball?”</td>
<td>The conversation happens in Mia’s house. Mia’s father asks Adam whether he plays basketball.</td>
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<tr>
<td>Adam</td>
<td>“Sure. I mean, I’m not very good.”</td>
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<tr>
<td>Dad</td>
<td>“You mind?”</td>
<td>Mia’s father asks Mia whether she mind if Adam plays basketball with him.</td>
</tr>
<tr>
<td>Mia</td>
<td>“Not at all. I can practice while you play.”</td>
<td></td>
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<tr>
<td>No.</td>
<td>Character</td>
<td>Dialogue</td>
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<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Gramps</td>
<td>“Can we see her?”</td>
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<tr>
<td></td>
<td>Social worker</td>
<td>“That’s why I’m here. I think it would be good for Mia to have a short visit. Just one or two people.”</td>
</tr>
<tr>
<td>9</td>
<td>Gran</td>
<td>“Decides what?”</td>
</tr>
<tr>
<td></td>
<td>Gramps</td>
<td>“You know? Decides.”</td>
</tr>
<tr>
<td>10</td>
<td>Mia</td>
<td>“You’re going to be Seinfeld with the puffy shirt?”</td>
</tr>
<tr>
<td></td>
<td>Adam</td>
<td>“Pff. Seinfeld. And you call yourself a classical musician. I’m going to be Mozart.”</td>
</tr>
<tr>
<td>Line</td>
<td>Conversation</td>
<td>Location</td>
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<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>11</td>
<td><strong>Mia</strong>: “What about you? Are you feeling very Mozarty?”</td>
<td>Halloween party.</td>
</tr>
<tr>
<td></td>
<td><strong>Adam</strong>: “All I know about him is from what I saw in that movie. But I remember he was a kind of a horndog, so after that kiss, I guess I am.”</td>
<td></td>
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<tr>
<td>12</td>
<td><strong>Adam</strong>: “Really?”</td>
<td>The conversation happens in the Halloween party. Adam wants to make sure whether Mia really wants to stay in the party.</td>
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<tr>
<td></td>
<td><strong>Mia</strong>: “Yeah. I might even go into the pit with you.”</td>
<td></td>
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<tr>
<td>13</td>
<td><strong>Mia</strong>: “But did you like me like this? Like me better?”</td>
<td>The conversation happens after the Halloween party. Mia asks Adam whether he likes</td>
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<tr>
<td></td>
<td><strong>Adam</strong>: “This is the you I like. You definitely dressed”</td>
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</table>
sexier and are, you know, blond, and that's different. But the you who you are tonight is the same you I was in love with yesterday, the same you I'll be in love with tomorrow. I love that you're fragile and tough, quiet and kick-ass. Hell, you're one of the punkest girls I know, no matter who you listen to or what you wear.”

Mia: “How'd you know?”

Kim: “Please. Everyone knows. It’s the hottest gossip this side of Melanie Farrow dropping out to have a baby. It’s like a Democratic

In the conversation, Mia asks Kim how she can know about Mia’s relationship with Adam.
presidential candidate marrying a Republican presidential candidate.”

15  **Kim**: “Have you?”

   **Mia**: “No, it’s only been a week. We’re still in the same group on that one.”

   Kim asks Mia whether she has made a love (committed sexual intercourse) with Adam.

16  **Mia**: “You don’t?”

   **Kim**: “No, Mia. Not everyone swoons for Adam.”

   The conversation happens in Kim’s house. Mia asks Kim whether she really does not click with Adam.

17  **Mia**: “What, you trying to convert me so I’ll go to your Torah camp?”

   **Kim**: “Nope. It’s music camp. It’s for serious musicians. You have to send a recording of yours.”

   The conversation happens in a dinner in Mia’s house. Kim offers Mia to join a camp. Mia then asks Kim whether Kim wants Mia to join it.
your playing to get in. I called. The deadline for the applications in May first, so there’s still time.”

Mia to join her Torah camp.

**18**

**Simon:** “Will you be trying for the concerto competition?”

**Mia:** “I don’t think so. I don’t even know what that is.”

The conversation takes place in the music camp. Simon asks Mia whether she will try the concerto competition.

**19**

**Mia:** “How’d you hear that?”

**Simon:** “The teachers hear all the application reels and word gets around. Your audition tape was apparently quite good. It’s unusual to admit someone in year two. So I was hoping for some bloody good
competition, to up my
game, as it were.”

| 20 | **Adam’s friend**: “Is that Brooke Vega?”
   | **Brooke Vega**: “Yeah, that’s right. I’m here to offer some rock-and-roll succor to all the people of Portland.”
   | The conversation occurs in the hospital. Brooke Vega is a punk-rock diva. |

| 21 | **Adam**: “You think you can? That old nurse has it in for me.”
   | **Willow**: “If that old nurse is who I think she is, it doesn’t matter if she has it in for you. It’s not up to her. Let’s check in with Mia’s grandparents and then I’ll find out who’s in charge of breaking the
   | The conversation takes place in the hospital. Adam asks Willow whether she is really able to get him in the ICU to see Mia. |
rules around here and get you in to see your girl. She needs you now. More than ever.”

| 22 | Mia : “Shouldn’t you like lie down or go to the birthing center or something?” | Mia and her mother are about to go shopping. Mia’s mother is in labor of her pregnancy. |
| 23 | Mia : “Shouldn’t we call Dad?” | Mia offers her mother will go to the mall to do shopping. Mia’s mother is in labor of her pregnancy. |
I'm ready to pop. I'd much rather have you around.”

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<tr>
<td>24</td>
<td>Henry</td>
<td>“Did he puke yet?”</td>
<td>Mia</td>
<td>&quot;He threw up when you were coming. Almost fainted on the floor. Not that I can blame him. But the dude was a mess, the doctors wanted to kick him out. . . said they were going to if you didn’t come out within a half hour. That got your mom so pissed off she pushed you out five minutes later.”</td>
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<td></td>
<td></td>
<td></td>
<td>Mia</td>
<td>&quot;Well, did he?”</td>
</tr>
<tr>
<td></td>
<td>Dad</td>
<td>“I suppose in an indirect way he did. By being who he is, by showing me what a</td>
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The conversation takes place in the birthing center where Mia’s mother is about to pop out the baby in her womb. Henry asks Mia whether her father puked.

The conversation takes place in Mia’s house. Mia asks her father whether her
father is.”

grandfather has exerted her father to change her father’s life.

26 Teddy: “Can we still do sprinklers today?”

Dad: “Damn straight you can. Flood the place if you want.”

The conversation occurs in Mia’s house. Teddy wants to do sprinklers in the afternoon.

27 Mia: “Can Adam come?”

Mom: “Of course. We haven’t seen much of your young man lately.”

The conversation happens when Mia and her family are at home and about to play sprinklers. She wants Adam to join them playing.
2. Utterances that violate the maxim of quality

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<th>No.</th>
<th>Utterance</th>
<th>Context</th>
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| 1   | *Mia*: “I guess we should talk about racism in the Old South, or something.”
      *Kim*: “I read this book at my old school. The racism thing is a kind of obvious. I think the bigger thing is the people’s goodness. Are they naturally good and turned bad by stuff like racism or are they naturally bad and need to work hard not to be?”
      *Mia*: “Whatever. It’s a stupid book.” | The conversation takes place in the classroom. Mia and Kim are paired to work together in a discussion lesson. Although Kim and Mia are best friends, they are actually not friends and hate each other in the beginning of their school. In the conversation, Mia tells a lie. | 69 |
| 2   | *Adam*: “I’m calling it ‘The Girlfriend’s-Going-to-Juilliard-Leaving-My...” | The utterance happens in the studio of Adam’s | 212 |
**Punk-Heart-in-Shreds**

*[Blues’]*’

band. Adam is strumming an unfamiliar melody on his acoustic guitar. Mia asks him what he is playing (Mia’s question is not written in an utterance, but narrated by the narrator in the novel). Nevertheless, Adam tells a lie to Mia.

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<td>3</td>
<td><em>Teddy</em>: <strong>“When dinosaurs roamed the earth?”</strong></td>
<td>The conversation takes place in their house. Teddy is curious to know about when dinosaurs roamed the earth.</td>
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<td></td>
<td><em>Dad</em>: <strong>“Exactly, when dinosaurs roamed the earth and you mom and I were young.”</strong></td>
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Teddy: “When dinosaurs roamed the earth?”

Dad: “Exactly, when dinosaurs roamed the earth and you mom and I were young.”
However, his father tells him a lie.

3. Utterances that violate both the maxim of quantity and the maxim of quality simultaneously

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<th>No.</th>
<th>Utterance</th>
<th>Context</th>
<th>Page</th>
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<tr>
<td>1</td>
<td>Mia : “Wait, how did you get tickets?” Adam : “A friend of the family gave them to my parents, but they can’t go. It’s no big thing. Anyhow, it’s Friday night. If you want, I’ll pick you up at five-thirty and we’ll drive to Portland together.”</td>
<td>In the conversation, Mia asks Adam how he gets the tickets. Adam’s answer is too informative. Adam also tells a lie to Mia.</td>
<td>35</td>
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<td>2</td>
<td>Adam : “So did you knock them dead? They gonna let you in with a full</td>
<td>In the conversation, Adam asks Mia</td>
<td>199 to 200</td>
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Mia: “I did okay.”

Whether she did well in the Juilliard audition. He also asks whether Mia will get the Juilliard scholarship. However, Mia tells a lie to Adam. She also gives an answer which is less informative.

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<th>C. Data Analysis</th>
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<td>The following below is the data analysis of this research. The writer analyzes the data from the data collection. There are 27 utterances that violate the maxim of quantity, 3 utterances that violate the maxim of quality, and 2 utterances that violate both the maxim of quantity and the maxim of quality simultaneously. The writer analyzes the utterances based on Grice’s theory of maxim of quantity and maxim of quality, and based on the context of the utterances in the novel. The writer describes in detail why the utterances can</td>
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be judged as violating the maxim of quantity and/or the maxim of quality. The writer also gives description about the context of all the utterances.

1. Utterances that violate the maxim of quantity

   The utterances below are the utterances that violate the maxim of quantity. Grice (1975; in Yule, 1996) stated that there are two sub-maxims of the maxim of quantity, they are: 1) Make your contribution as informative as is required (for the current purposes of the exchange); and 2) Do not make your contribution more informative than is required. According to the Grice’s theory of maxim of quantity, there are two type of utterances that violate the maxim of quantity, i.e. the utterances that are less informative and the utterances that are more informative than required.

   There are actually 27 utterances in the novel that violate the maxim of quantity. The writer analyzes and describes them in the following below.

   1) Mia : “Really? A picture?”

   Mom : “Yep. It’s about the most we’ve seen of him since summer.”
The conversation above can be found on the page 5 in the novel. The context of the conversation above is that Mia wants to ensure that there is really Adam’s picture in a newspaper. Mia asks her mother the question above. However, Mia’s mother seems to answer the question with additional information. By saying “Yep”, Mia’s mother actually has answered the question. However she adds additional information to her utterance. She says about what the news in the newspaper is talking about dealing with Adam’s picture. Mia does not ask about that. So, it is considered as additional information. And based on Grice’s theory of maxim of quantity, giving utterance that is more informative than is required is considered as violating the maxim of quantity. Consequently, Mia’s mother’s utterance violates the maxim of quantity.

2) **A medic**: “What’s the ETA for Life Flight?”

   **Another medic**: “Ten minutes. It takes twenty to get back to town.”

In the novel, the conversation above can be found on the page 21. The conversation above takes place on the road where Mia and her family gets a car accident. Mia’s parents dies immediately in the accident. Mia and her young brother Teddy are seriously
injured. They will be rushed to the nearest hospital. The conversation is between the medics who want to take Mia and Teddy to the hospital.

The first medic asks the other medic what the ETA (estimated time of arrival) for Life Flight is. The other medic answers ten minutes. However, he (the other medic) also gives an additional information about the time required to get back to the town. He says “It takes twenty to get back to town.” His latter sentence is actually not asked by the first medic. The first medic does not ask about the time required to get back to the town. Based on Grice’s theory of maxim of quantity, the other medic has violated the maxim of quantity, because his utterance is more informative than is required.

3) Mia : “So what did you do?”

Mom : “He got wasted. A pair of forty-ouncers before the show. I don’t recommend that for you.”

The conversation above can be found on the page 26 in the novel. The conversation above takes place on the backstage. Mia is about to perform to play cello. She feels so nervous. She asks her father what he did when he got nervous before his band performed.
However, Mia’s mother answers the question. She says that what he used to do when he got nervous before his performance was that he got wasted and drank alcohol. She says “He got wasted. A pair of forty-ouncers before the show.” However, after giving the answer, she also gives an advice to Mia. She says “I don’t recommend that for you.” She means that she does not recommend Mia to drink alcohol. But, Mia actually does not ask for an advice. So the advice is considered as an additional informative that makes Mia’s mother’s utterance becomes more informative. Since Grice (1975; in Yule, 1996) stated not to make contribution which is more informative than is required, consequently, Mia’s mother has violated the maxim of quantity.

4) Adam : “What would you say if I said I had tickets to the master?”

Mia : “Shut up. You do not.”

The conversation between Adam and Mia above can be found on the page 34 in the novel. The context of the conversation above is that Adam wants to invite Mia to go with him to Yo-Yo Ma’s concert (Yo-Yo Ma is a cellist whom Mia adores). Adam asks Mia “What would you say if I said I had tickets to the master?” But,
Mia only answers “Shut up. You do not.” Mia’s answer is considered less informative than what Adam requires. He wants to hear Mia’s opinion about the tickets to Yo-Yo Ma’s concert. Mia’s answer is not a kind of opinion. She actually has not answered Adam’s question. According to Grice’s theory of maxim of quantity, Mia violates the maxim of quantity, because her utterance is less informative than is required.

5)  Adam : “You interested?”

Mia : “Are you serious? Yes! I was dying to go but they’re like eighty dollars each.”

The conversation above can be found on the page 35 in the novel. In the conversation, Adam asks Mia whether she is interested to go to Yo-Yo Ma’s concert. And Mia says that she is interested to go. She says “Are you serious? Yes!” However, she also gives a comment to Adam that she was dying to go to the concert but the tickets are quite expensive. She says “I was dying to go but they’re like eighty dollars each.” Her comment is considered as an additional information. Adam actually does not ask for a comment. It means that Mia’s contribution in the conversation is more
informative than is required. Following the Grice’s theory of maxim of quantity, Mia violates the maxim of quantity.

6) **Dad** : “Do you play basketball?”

**Adam** : “Sure. I mean, I’m not very good.”

In the novel, the conversation above happens on the page 57. The conversation takes place in Mia’s house. Adam is having dinner with Mia’s family. Before the meal, Mia’s father wants to ask Adam to play basketball with him. He asks Adam whether Adam plays basketball. Adam answers that he plays basketball. Adam says “Sure”. However, after saying “Sure”, Adam opines about himself that he is not very good in playing basketball. He says “I mean, I’m not very good.” Adam maybe wants to tell Mia’s father that he is not very good in basketball. Nevertheless, Mia’s father actually neither asks about that, nor asks for an opinion. So, what Adam says is more informative than what Mia’s father requires. Based on Grice’s theory of maxim of quantity, he violates the maxim of quantity for giving utterance that is more informative than is required.
7) **Dad** : “You mind?”

**Mia** : “Not at all. I can practice while you play.”

The conversation between Mia and her father above can be found on the page 57 in the novel. The conversation above takes place in Mia’s house. In the context, Mia’s father wants to ask Mia’s boyfriend (Adam) to play basketball. Mia’s father asks Mia whether she mind if Adam plays basketball with him. Mia answers that she does not mind at all. She says “Not at all”. However, after saying it, Mia also gives an additional information that she can practice while her father and Adam are playing basketball. Actually, Mia’s father does not asks about what Mia will do when he is playing basketball with Adam. As the matter, Mia’s utterance is considered more informative than is required. According to Grice’s theory of maxim of quantity, Mia violates the maxim of quantity because her utterance in the conversation is more informative than is required.

8) **Gramps** : “Can we see her?”

**Social Worker** : “That’s why I’m here. I think it would be good for Mia to have a short visit. Just one or two people.”
The conversation between Mia’s grandfather and the social worker above can be found on the page 79 in the novel. The conversation above takes place in the hospital where Mia is being treated. Mia’s grandfather asks the social worker whether he and the other relatives can see Mia in the ICU. The social worker says that they can see Mia in the ICU. She says “That’s why I’m here. I think it would be good for Mia to have a short visit.” However, she adds an additional information that only one or two people that are allowed to visit Mia at a time. She says “Just one or two people.” Actually, Mia’s grandfather does not asks about that. He does not asks how many people are allowed to visit Mia at a time. So, the social worker’s utterance is more informative than it should be. As the matter, according to Grice’s theory of maxim of quantity, the social worker has violated the maxim of quantity.

9)  Gran  : “Decides what?”

Gramps : “You know? Decides.”

In the novel, the conversation between Mia’s grandfather and Mia’s grandmother above happens on the page 86. The conversation above takes place in the ICU. In the context, before Mia’s grandfather thinks that Mia has a control whether she wants
to stay or leave. She decides whether she wants to live or die. Mia’s grandfather asks Mia’s grandmother whether she thinks that Mia decides. But Mia’s grandmother does not understand what Mia’s grandfather means that Mia decides. So she asks Mia’s grandfather “Decides what?” However, Mia’s grandfather answers the question with an utterance that is considered less informative to Mia’s grandmother. He only says “You know? Decides.” Referring to Grice’s theory of maxim of quantity, Mia’s grandfather violates the maxim of quantity because his utterance is less informative than is required.

10) Mia : “You’re going to be Seinfeld with the puffy shirt?”

Adam : “Pff. Seinfeld. And you call yourself a classical musician. I’m going to be Mozart.”

The conversation between Mia and Adam above happens on the page 89 in the novel. The conversation above takes place in Mia’s house. In the context, Adam comes to Mia’s home to show her his Halloween costume. Adam’s costume is a classical style. Mia asks Adam whether he wants to be Seinfeld with the costume. Adam answers that he will not be Seinfeld, but Mozart. He says “I’m going to be Mozart.” However, he adds a statement which is
considered as more informative that what he should only say to answer Mia’s question. He says “And you call yourself a classical musician.” Mia actually does not ask about that. Consequently, according to Grice’s theory of maxim of quantity, Adam violates the maxim of quantity for making an utterance that is more informative than is required.

11) Mia : “What about you? Are you feeling very Mozarty?”

   Adam : “All I know about him is from what I saw in that movie. But I remember he was a kind of a horndog. so after that kiss, I guess I am.”

In the novel, the conversation above can be found on the page 99. The conversation takes place in Halloween party. Mia asks Adam whether he feels Mozarty with his classical costume. Adam says “I guess I am.” It means that he feels Mozarty. However, he actually adds additional information in his answer. He says “All I know about him is from what I saw in that movie. But I remember he was a kind of a horndog.” The utterance is considered as more informative than what Mia actually requires. So, based on the Grice’s theory of maxim of quantity, Adam violates the maxim of quantity.
12) Adam : “Really?” 
Mia : “Yeah. I might even go into the pit with you.”

The conversation above can be found on the page 99 in the novel. The conversation above takes place in Halloween party. Adam asks Mia “Really?” in order to make sure whether she is sure not to get out of the party. Mia answers “Yeah” that means she does not want to get out of the party. However, in her last statement, she says that she may even go into the pit with Adam. She states “I might even go into the pit with you.” Adam actually does not ask about what Mia will do. As the result, the utterance is considered more informative than is required. According to Grice’s theory of maxim of quantity, Mia violates the maxim of quantity for making an utterance that is more informative than is required.

13) Mia : “But did you like me like this? Like me better?”
Adam : “This is the you I like. You definitely dressed sexier and are, you know, blond, and that’s different. But the you who you are tonight is the same you I was in love with yesterday, the same you I’ll be in love with tomorrow. I love that you’re fragile and tough, quiet and kick-ass.”
Hell, you’re one of the punkest girls I know, no matter who you listen to or what you wear.”

The conversation above can be found on the page 100 in the novel. The conversation takes place in Halloween party. In the party Mia is dressing like a rocker girl. Then Mia asks Adam whether he likes her better if she is like that (rocker). Adam actually answers the question that he likes her whatever she looks like. But Adam also says about what he loves of Mia. He says “I love that you’re fragile and tough, quiet and kick-ass.” Actually, Mia does not ask about it. So, the statement is considered to be the utterance that makes Adam’s contribution in the conversation becomes more informative than is required. According to Grice’s theory of maxim of quantity, Adam violates the maxim of quantity.

14) Mia : “How’d you know?”

Kim : “Please. Everyone knows. It’s the hottest gossip this side of Melanie Farrow dropping out to have a baby. It’s like a Democratic presidential candidate marrying a Republican presidential candidate.”
The conversation above can be found on the page 110 to 111 in the novel. In the context, Mia asks Kim how Kim can know about her relationship with Adam. In fact, Mia has not told Kim about her relationship with Adam. However, what Kim answers in the conversation above is considered less informative. Although the utterance is so long, it has less information to Mia’s question. Grice (1975; in Yule, 1996) stated that we should make our conversational contribution as informative as required. So, according to Grice’s theory of maxim of quantity, Kim violates the maxim of quantity.

15) Kim : “Have you?”
Mia : “No, it’s only been a week. We’re still in the same group on that one.”

The conversation between Kim and Mia above happens on the page 113 in the novel. In the context, Kim asks Mia whether she has made a love (had sexual intercourse) with Adam. Mia answers “No”. However, after saying “No”, she adds additional information to her utterance. She says that her relationship with Adam has only been a week, and that she and Adam are still in the same group. She says “it’s only been a week. We’re still in the same group on that one.” Actually, Kim does not ask Mia about that. She only asks
about whether Mia has done sexual intercourse with Adam. So, Mia’s utterance is considered more informative than is required. Based on the Grice’s theory of maxim of quantity, Mia violates the maxim of quantity.

16) Mia : “You don’t?”

Kim : “No, Mia. Not everyone swoons for Adam.”

The conversation above can be found on the page 115 in the novel. The conversation takes place in Kim’s house. In the context, Kim tells Mia that she does not click with Adam. Then Mia asks Kim “You don’t?” to make sure whether Kim really does not click with Adam. Then Kim answers “No”. However, she also gives Mia a reason why she does not click with Adam. She says “Not everyone swoons for Adam.” Actually, Mia does not ask about that. Mia does not ask about the reason of why Kim does not click with Adam. As the matter, Kim’s utterance is considered as more informative than is required. Based on Grice’s theory of maxim of quantity, Kim violates the maxim of quantity.
17) Mia : “What, you trying to convert me so I’ll go to your Torah camp?”

Kim : “Nope. It’s music camp. It’s for serious musicians. You have to send a recording of your playing to get in. I called. The deadline for the applications in May first, so there’s still time.”

The conversation above can be found on the page 129 in the novel. The conversation above takes place in Mia’s house. Mia asks Kim whether Kim is trying to ask her to go to Kim’s Torah camp. Kim says “Nope”. However, after saying “Nope”, Kim explains about music camp. She explains in detail. She says “It’s music camp. It’s for serious musicians. You have to send a recording of your playing to get in. I called. The deadline for the applications in May first, so there’s still time.” Actually, Mia does not ask the detail information about the camp. What Kim means by giving the detail information is perhaps she wants Mia to understand about the camp. Anyhow, Kim’s utterance is more informative than is required. Consequently, according to Grice’s theory of maxim of quantity, Kim violates the maxim of quantity.
18) Simon : “Will you be trying for the concerto competition?”  
Mia : “I don’t think so. I don’t even know what that is.”

In the novel, the conversation between Simon and Mia above can be found on the page 132. The conversation takes place in the music camp. Simon (Mia’s friend in the music camp) asks Mia whether she will try concerto competition. Mia answers that she will not try. She says “I don’t think so.” However, she also says that she does not know what concerto competition is. Her utterance is “I don’t even know what that is.” In one side, Mia perhaps wants to tell Simon that she does not know about the concerto competition he is talking about. But in another side, Mia’s utterance is actually more informative than is required. Simon does not ask whether Mia know about the concerto competition. Anyhow, based on the Grice’s theory of maxim of quantity, Mia violates the maxim of quantity.

19) Mia : “How’d you hear that?”
Simon : “The teachers hear all the application reels and word gets around. Your audition tape was apparently quite good. It’s unusual to admit someone in year two. So I
was hoping for some bloody good competition, to up my game, as it were.”

The conversation above can be found on the page 133 in the novel. The conversation takes place in the music camp. Simon tells Mia that he is happy hearing that Mia is serious in music. Then Mia asks Simon how he can hear that. Simon then answers “The teachers hear all the application reels and word gets around.” However, Simon also gives his opinion to Mia’s playing. He says that Mia’s audition tape was good. Actually, Mia does not ask about that. Simon also gives another statement about what he thinks of Mia. He says “I was hoping for some bloody good competition, to up my game, as it were.” This statement is considered as an additional information Simon gives to Mia in answering Mia’s question. So, according to Grice’s theory of maxim of quantity, Simon violates the maxim of quantity.

20) Adam’s friend : “Is that Brooke Vega?”

Brooke Vega : “Yeah, that’s right. I’m here to offer some rock- and-roll succor to all the people of Portland.”
In the novel, the conversation above happens on the page 142 to 143. The conversation takes place in the hospital. Brooke Vega is in the hospital to help Adam get in the ICU to see Mia. It is Adam’s trick to make a ruckus in the hospital, so that all the nurses hopefully will watch Brooke Vega and Adam can get in the ICU.

In the context, one of Adam’s friends asks “Is that Brooke Vega?” Then Brooke Vega answers “Yeah, that’s right.” However, after saying that, Brooke Vega also gives information about why she is there. She says “I’m here to offer some rock-and-roll succor to all the people of Portland.” Adam’s friend actually does not ask about that. So, that utterance is considered as more informative than what Adam’s friend actually requires. Referring to Grice’s theory of maxim of quantity, Brooke Vega violates the maxim of quantity.

21) **Adam** : “You think you can? That old nurse has it in for me.”

**Willow** : “If that old nurse is who I think she is, it doesn’t matter if she has it in for you. It’s not up to her. Let’s check in with Mia’s grandparents and then I’ll find out who’s in charge of breaking the rules around here and get you in to see your girl. She needs you now. More than ever.”
In the novel, the conversation between Adam and Willow above can be found on the page 150. The conversation above takes place in the hospital. In the context, Adam is not allowed to get in the ICU to see Mia, because visitation is only for relatives. Adam then meets Willow. Willow tells him that she will get him in the ICU. Adam asks Willow whether she can do it. Willow then answers “If that old nurse is who I think she is, it doesn’t matter if she has it in for you. It’s not up to her. Let’s check in with Mia’s grandparents and then I’ll find out who’s in charge of breaking the rules around here and get you in to see your girl.” Her answer is okay. It is informative to answer Adam’s question. However, she also says that Mia needs Adam. She says “She needs you now. More than ever.” It is a suggestion. Adam actually does not ask for suggestion. So it is considered as an additional information. Willow’s utterance becomes more informative than is required. Based on Grice’s theory of maxim of quantity, Willow violates the maxim of quantity.
22) Mia : “Shouldn’t you like lie down or go to the birthing center or something?”

Mom : “Nah. The contractions aren’t that bad and are still like twenty minutes apart. I cleaned our entire house, from top to bottom, while I was in early labor with you.”

The conversation between Mia and her mother above can be found on the page 152 in the novel. In the context, Mia and her mother are going to go shopping. Mia offers a suggestion to her mother who is pregnant. She says to her mother that her mother should lie down or go to birthing center. Mia’s mother says “Nah”. However, after saying it, Mia’s mother also says “The contractions aren’t that bad and are still like twenty minutes apart. I cleaned our entire house, from top to bottom, while I was in early labor with you.” It is a reason. Mia actually does not ask about the reason. So, Mia’s mother has made an utterance which is considered as more informative than what Mia requires. Consequently, referring to Grice’s theory of maxim of quantity, Mia’s mother violates the maxim of quantity.
23) Mia : “Shouldn’t we call Dad?”

Mom : “Please, it’s enough for me to have to birth this baby. I don’t need to deal with him, too. We’ll call him when I’m ready to pop. I’d much rather have you around.”

The conversation above can be found on the page 152 to 153 in the novel. In the context, Mia and her mother are about to go shopping. They will take a bus. Mia then offer a suggestion to her mother that they should call Mia’s father. But Mia’s mother denies the suggestion by saying “We’ll call him when I’m ready to pop.” However, before saying it, Mia’s mother says “It’s enough for me to have to birth this baby. I don’t need to deal with him, too.” This utterance is considered as a reason for her denial. Mia actually does not ask about the reason. So, Mia’s mother’s utterance is more informative than what Mia requires. Based on the Grice’s theory of maxim of quantity, Mia’s mother violates the maxim of quantity.

24) Henry : “Did he puke yet?”

Mia : “He threw up when you were coming. Almost fainted on the floor. Not that I can blame him. But the dude was a mess, the doctors wanted to kick him out . . . said they were going to if you didn’t come out within a half hour.”
That got your mom so pissed off she pushed you out five minutes later.”

The conversation above happens on the page 156 in the novel. The conversation above takes place in the birthing center. Mia’s mother is about to pop the baby. Henry asks Mia whether her father puked. Mia answers that her father threw up when Henry was coming. She says “He threw up when you were coming. Almost fainted on the floor.” However, after saying it, Mia also says some other sentences. She says “Not that I can blame him. But the dude was a mess, the doctors wanted to kick him out . . . said they were going to if you didn’t come out within a half hour. That got your mom so pissed off she pushed you out five minutes later.” This utterance is not of what Henry asks. So, this utterance is considered as an additional informative. It makes Mia’s utterance becomes more informative to answer Henry’s question. Consequently, referring to Grice’s theory of maxim of quantity, Mia violates the maxim of quantity.

25) Mia : “Well, did he?”

Dad : “I suppose in an indirect way he did. By being who he is, by showing me what a father is.”
The conversation between Mia and her father above can be found on the page 192 in the novel. The conversation takes place in Mia’s house. Mia asks her father whether Mia’s grandfather really exerts Mia’s father to change Mia’s father’s life. Mia’s father then answers “I suppose in an indirect way he did.” However, he also says “By being who he is, by showing me what a father is.” The latter utterance is considered as additional information Mia’s father gives to Mia. Mia actually does not ask about how Mia’s grandfather exerts Mia’s father to change his life. She only asks whether Mia’s grandfather does it. So, Mia’s father’s utterance is more informative for Mia. As the result, based on Grice’s theory of maxim of quantity, Mia’s father violates the maxim of quantity.

26) Teddy : “Can we still do sprinklers today?”
Dad : “Damn straight you can. Flood the place if you want.”

The conversation above can be found on the page 222 in the novel. The conversation above happens in Mia’s house. Based on the context in the novel, Teddy’s father has promised him that he can do sprinklers that afternoon. To remind his father’s promise, he asks his father the question “Can we still do sprinklers today?” His father then answers “Damn straight you can. Flood the place if you
want.” However, what his father says in the last sentence (“Flood the place if you want”) actually made his utterance more informative. In fact, Teddy’s father only needs to say the first sentence in the utterance (“Damn straight you can”) to answer Teddy’s question, means that Teddy can still do sprinklers. Because Teddy’s father’s utterance is more informative than is required, according to Grice’s theory of maxim of quantity, he violates the maxim of quantity.

27) Mia : “Can Adam come?”

Mom : “Of course. We haven’t seen much of your young man lately.”

The conversation between Mia and her mother above can be found on the page 223 in the novel. The conversation takes place in Mia’s house. In the context, Mia and her family (including her mother) are playing sprinklers. Mia asks her mother whether Adam can come to join them. Her mother says “Of course”. It means that Adam can come. However, she also says “We haven’t seen much of your young man lately.” This utterance is considered as an additional information that Mia’s mother gives to Mia. Mia’s mother gives utterance that is more informative for Mia.
Consequently, based on Grice’s theory of maxim of quantity, Mia’s mother violates the maxim of quantity.

2. Utterances that violate the maxim of quality

The utterances below are the utterances that violate the maxim of quality. Grice (1975; in Yule, 1996) stated that, in a conversation, speakers should make their contribution one that is true. Based on Grice’s theory of maxims, there are two sub-maxims of the maxim of quality, they are: 1) Do not say what you believe to be false; and 2) Do not say that for which you lack adequate evidence (Grice, 1975; in Yule, 1996).

There are actually 3 utterances in the novel that violate the maxim of quality. The writer analyzes and describes them in the following below.

1) Mia : “I guess we should talk about racism in the Old South, or something.”

Kim : “I read this book at my old school. The racism thing is a kind of obvious. I think the bigger thing is the people’s goodness. Are they naturally good and turned bad by
stuff like racism or are they naturally bad and need to work hard not to be?"

Mia : “Whatever. It’s a stupid book.”

The conversation above can be found on the page 69 in the novel. The conversation takes place in the classroom. In the context, Mia and Kim are paired together by their teacher for a discussion lesson about To Kill a Mockingbird. Even though Mia and Kim are best friends, they were still rivals in that situation (in the beginning of their school). So when they are paired together in the discussion, they seems not to cooperate. After ten minutes of silence among them, finally Mia breaks the silence. She offers an idea that they should talk about racism in the Old South or something. However, Kim responds the idea chilly, instead. Kim says that she has read the book at her old school. Kim also says that the racism thing is a kind of obvious, and the bigger thing is people’s goodness. Hearing it, Mia becomes offended. Then she says “Whatever. It’s a stupid book.”

However, in the novel, it is stated that Mia inwardly regrets for what she has said. Mia admits that she does not know why she said it. She actually loves the book. She also has talked to her father about the book, and her father uses the book for his student
teaching. In the novel also stated in which Mia admitted that she hated Kim even more for making her betray a book she loved.

From the context above, we can see that what Mia says about the book is an untruth. She does not mean to say “It’s a stupid book” to the book she loves. She has actually deceived Kim by saying it. Grice (1975; in Yule, 1996) stated not to say what we believe to be false. So, according to Grice’s theory of maxim of quality, Mia violates the maxim of quality because she has said what she believes to be false.


The utterance above can be found on the page 212 in the novel. The context of the utterance above is that Adam and Mia are in the music studio of Adam’s band, called “House of Rock”. They are talking about their relationship. During the talk, Adam is holding his acoustic guitar. In the middle of their talk, Adam strums an unfamiliar melody. Then Mia asks him what he was playing (the question is not written in an utterance, but is narrated by the narrator in the novel). Adam answers “I’m calling it ‘The Girlfriend’s-Going-to-Juilliard-Leaving-My-Punk-Heart-in-Shreds Blues’.”
However, what he says is actually not true. There is a statement in the novel stating that after a few seconds later, Adam admits that he is kidding. So, he in fact has deceived Mia. He tells a lie. Since he had told a lie, therefore, he had violated the maxim of quality. Grice (1975; in Yule, 1996) stated not to say what we believe to be false. Therefore, based on Grice’s theory of maxim of quality, Adam violates the maxim of quality.

3)  Teddy : “When dinosaurs roamed the earth?”

        Dad : “Exactly, when dinosaurs roamed the earth and you mom and I were young.”

The conversation between Teddy and his father above can be found on the page 224 in the novel. In the context, Teddy and his family (including his father) are playing sprinklers in their house. In the middle of the activity, Teddy asks his father “When dinosaurs roamed the earth?” Then his father answers the question with the utterance “Exactly, when dinosaurs roamed the earth and you mom and I were young.” Teddy’s father actually deceives Teddy, even though it looks like kidding. Consequently, referring to Grice’s theory of maxim of quality, he violates the maxim of quality.
3. Utterances that violate both the maxim of quantity and the maxim of quality simultaneously

There are actually 2 utterances in the novel that violate both the maxim of quantity and the maxim of quality simultaneously. The writer analyzes and describes them in the following below.

1) Mia : “Wait, how did you get tickets?”

Adam : “A friend of the family gave them to my parents, but they can’t go. It’s no big thing. Anyhow, it’s Friday night. If you want, I’ll pick you up at five-thirty and we’ll drive to Portland together.”

The conversation between Mia and Adam above happens on the page 35 in the novel. The context of the conversation above is that Adam got 2 tickets to watch Yo-Yo Ma’s concert (Yo-Yo Ma is a well-known cellist whom Mia adores). Mia asks Adam how he got the tickets. Then Adam says that he got the tickets from a friend of the family that gave them to his parents. But his parents could not go, so they gave the tickets to Adam. His utterance is “A friend of the family gave them to my parents, but they can’t go.” However, what Adam says is a lie. He deceives Mia. A prove that shows the writer that Adam has told a lie to Mia is that his own admission. On
another page in the novel (page 39), Adam admits that he actually bought the tickets himself. He says “That was two week of pizza-delivery tips.” It means that he actually did not get the tickets from a friend of his family. He admits that he bought the tickets with his money, in which was from two weeks of pizza-delivery tips. Grice (1975; in Yule, 1996) stated not to say what we believe to be false. So, according to Grice’s theory of maxim of quality, Adam violates the maxim of quality.

However, Adam does not only violate the maxim of quality in the conversation above. He also violates the maxim of quantity. Mia’s question is about how Adam got the tickets. So, Adam’s answer “A friend of the family gave them to my parents, but they can’t go” actually has answered Mia’s question (even though it is a lie). However, he actually has uttered more than it in his answer. He also says “It’s no big thing. Anyhow, it’s Friday night. If you want, I’ll pick you up at five-thirty and we’ll drive to Portland together.” So, his utterance is considered becomes more informative than is required. Grice (1975; in Yule, 1996) stated not to make our contribution in a conversation more informative than is required. As the result, according to the Grice’s theory of maxim of quantity, Adam violates the maxim of quantity.

From the two explanations above, the writer concludes that Adam actually has violated both the maxim of quantity and the
maxim of quality simultaneously through his utterance in the conversation.

2) Adam : “So did you knock them dead? They gonna let you in with a full scholarship?”

Mia : “I did okay.”

The conversation between Adam and Mia above can be found on the page 199 to 200 in the novel. In the context Adam asks Mia whether Mia did well in Juilliard audition, whether she knocked the juries dead and she will get the scholarship in the Juilliard. Mia answers that she did okay. She says “I did okay.” From her answer, Mia actually violates the maxim of quantity, for making utterance that is less informative. Her answer does not answer all of what Adam asks. Grice (1975; in Yule, 1996) stated to make our contribution in a conversation as informative as required. So, based on Grice’s theory of quantity, Mia violates the maxim of quantity.

Mia actually also violates the maxim of quality in her utterance. By saying only “I did okay”, it infers that Mia only did okay in that Juilliard audition. It means that nothing is special of her performance. It also means that she totally does not know whether
she will get the Juilliard scholarship or not. However, in the novel stated (page 200) that Mia actually lies to Adam. She in fact did really well, more than just okay. She admit that she has played better in the Juilliard audition. She has played better than has ever in her life. And she also heard a comment from one Jury in the audition that has convinced her that she will be admitted in Juilliard. So, Mia deceives Adam by only saying “I did okay” rather than saying “I did very good and the best ever in my life.” Because the latter sentence infers that she has knocked the juries in the audition dead. And she should also tell Adam that she is so sure she will get the Juilliard scholarship. Grice (1975; in Yule, 1996) stated not to say what we believe to be false. So, according to Grice’s theory of maxim of quality, Mia violates the maxim of quality.

From the two explanations above, the writer concludes that Mia actually has violated both the maxim of quantity and the maxim of quality simultaneously through his utterance in the conversation.

From the data presentation and the description of the data analysis above, the writer actually has answered what have become the problems of this research. They are actually 3 research problems that have been stated in Chapter I in this paper. The three research problems are:
1. Are there utterances that violate the maxim of quantity and/or the maxim of quality in the novel of Gayle Forman entitled “If I Stay”?

2. If there found some utterances that violate the maxim of quantity and/or the maxim of quality in the novel of Gayle Forman entitled “If I Stay”, then how do the utterances violate the maxims?

3. Which kind of the two maxims is more frequent to be violated in the novel of Gayle Forman entitled “If I Stay”? And why?

The first research problem actually has been answered through the data presentation and data analysis above, in which there found some utterances in the novel that violate the maxim of quantity and the maxim of quality. The writer finds that there are actually 27 utterances that violate the maxim of quantity, 3 utterances that violate the maxim of quality, and 2 utterances that violate both the maxim of quantity and the maxim of quality simultaneously.

The second problem has also been answered by the writer through the description in the data analysis above, in which it describes how the utterances violate the maxim of quantity and the maxim of quality. There are actually 2 kinds of utterances that violate the maxim of quantity, they are the utterances that are less informative than are required, and the utterances that are more informative than are required.
Besides, the utterances that violate the maxim of quality are the utterances that are not true. The utterances are not a truth.

Lastly, the third research problem has also been answered through the data presentation and data analysis above, in which the maxim that is more frequent to be violated in the novel is the maxim of quantity.

However, the answer of the third research problem above is actually still not complete. It has not answered the question “Why?” in more detail. The question is why the maxim of quantity is more frequent to be violated in the novel of Gayle Forman entitled “If I Stay”, rather than the maxim of quality. To answer the question, the writer does not analyze the extrinsic elements of the novel, including the social and psychology background of the author of the novel, because it is not a literary analysis in depth. It is a linguistic analysis, specifically a pragmatic analysis. The writer analyzes the language as well as the speakers that use the language. The writer analyzes the speakers of the utterances or the characters in the novel. From the novel, the writer finds that most of the characters that the author creates are the characters that do not like to tell a lie. They are rather expressive. They like to be cooperative in conversations. However, they are actually too cooperative, that makes them provide utterances that are more informative than are required. As the result, they violate the maxim of quantity for making utterances that are more informative than are
required. And that is why the maxim of quantity is more frequent to be
violated in the novel than the maxim of quality.
CHAPTER V

CLOSURE

In this chapter of the paper, the writer presents the conclusion of this research. The writer also gives some suggestions for the readers of this research paper.

A. Conclusion

After collecting and analyzing the data of this research, the writer has found several research findings. The research findings are to answer what have become the problems of this research. The writer actually has found 3 research findings. They are in the following below.

1. There are found some utterances in the novel of Gayle Forman entitled “If I Stay” that violate the maxim of quantity and the maxim of quality. There are 27 utterances that violate the maxim of quantity, 3 utterances that violate the maxim of quality, and 2 utterances that violate both the maxim of quantity and the maxim of quality simultaneously.

2. The utterances in the novel of Gayle Forman entitled “If I Stay” violate the maxim of quantity in 2 ways, i.e. by giving information which is less informative than is required, and by giving information which is more
informative than is required. And the way the utterances in the novel violate the maxim of quality is by giving information that is not true.

3. Between the maxim of quantity and the maxim of quality, the maxim that is more frequent to be violated in the novel of Gayle Forman entitled “If I Stay” is the maxim of quantity. The reason of why the maxim of quantity is more frequent to be violated in the novel than the maxim of quality is because most of the characters (the speakers) that Gayle Forman (the author) creates in the novel are the characters that do not like to tell a lie. They are rather expressive. They like to be cooperative in conversations. However, they are actually too cooperative, that it makes them produce utterances that are more informative than are required. As the result, they violate the maxim of quantity for making utterances that are more informative than are required. And that is why the maxim of quantity is more frequent to be violated in the novel than the maxim of quality.

B. Suggestion

This research is not the only research that concerns with maxim of quantity and maxim of quality. There are a lot of researchers that have conducted some researches dealing with the maxim of quantity and the maxim of quality. After conducting this research, the writer has some
suggestions for the readers of this research paper, including English teachers, high school and college English students, and other researchers.

1. English Teachers

The writer suggests that pragmatics, especially maxim of quantity and maxim of quality, should be introduced to high school students so that the students will understand the importance of the maxim of quantity and the maxim of quality. The writer also hopes that this paper can be used by the teachers as one of the materials for their teaching.

2. High School and College English Students

The writer suggests high school and college English students to study about maxim of quantity and maxim of quality. By studying it, the students expectedly will realize that there are sometimes utterances that violate the maxim of quantity and the maxim of quality. The writer expects that this paper can be used by the students as a material for them if they want to find out how utterances violate the maxim of quantity and the maxim of quality.

3. Other Researchers

The writer realizes that this research is just a humble analysis concerning with maxim of quantity and maxim of quality. The writer suggests other researchers to conduct further analysis dealing with the
maxim of quantity and the maxim of quality. The writer hopes that this paper can be used by them as a reference.
REFERENCES


1. Front Cover of the Novel of Gayle Forman Entitled “If I Stay”
2. Back Cover of the Novel of Gayle Forman Entitled “If I Stay”

On a day that started like any other...

Mia had everything: a loving family, a gorgeous, adoring boyfriend, and a bright future full of music and full of choices. Then, in an instant, almost all of that is taken from her. Caught between life and death, between a happy past and an unknowable future, Mia spends one critical day contemplating the only decision she has left—the most important decision she'll ever make.

Simultaneously tragic and hopeful, this is a romantic, riveting, and ultimately uplifting story about memory, music, living, dying, loving.

“[A] beautiful novel.”—Los Angeles Times

“A poignant novel . . . reminiscent of Alice Sebold’s The Lovely Bones. Forman is a master at creating memorable characters and at tugging the heartstrings enough to keep us turning the pages as we sob our eyes out.”—Buffalo News

“Beautifully written.”—Entertainment Weekly

“This book is a do-not-miss story of love, friendship, family, loss, control, and coping.”—Justine magazine

“If I Stay throbs with love and tragedy. And the dilemma of choice. Long after its last moment, readers may find themselves dwelling on how the story resonates in their own lives.”—Sacramento Bee
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CATATAN:

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Dosen Pembimbing

Hanung Triyoko, S.S., M.Hum., M.Ed.
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<td>Konser Produksi SMC Salatiga Tahun 2014</td>
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<td><strong>TOTAL NILAI</strong></td>
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Salatiga, 18 Februari 2016

Wakil Dekan, Kemahasiswaan dan Kerjasama

Achmad Maimun, M.Ag.

NIP. 19700510 199803 11003
CURRICULUM VITAE

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7. 2010 – 2016 : Institut Agama Islam Negeri (IAIN) Salatiga