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Politeness Principles Of Flouting Maxims Used By The Characters Of “The School Of Rock” Movie

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Abstract, The primary objective of this research is to examine and analyze the several instances in which the characters in the movie entitled "The School of Rock" flouted politeness maxims. Additionally, this research aimed to ascertain the underlying motivations of the characters in flouting the maxims, based on the context of situation. The documentation method was applied in this research to gather data that was methodically observed and documented. Due to its reliance on narrative description and without any numerical form, this research applied a descriptive qualitative methodology. The data, which was collected and consisted of utterances that violated maxims, was examined using several techniques. Based on the analysis, 23 data were found. 1 data of flouting generosity maxim, 12 data of flouting approbation maxim, 1 data of flouting modesty maxim, 4 data of flouting agreement maxim, 3 data of flouting sympathy maxim, which means the characters flouted all types of politeness principles maxims. The analysis of characters flouting maxims indicates that the motivations behind their actions vary depending on the context of situation. Most of the situations based on the context in the movie is dispraising to others, because of this, the characters mostly flouted approbation maxim.

Keywords: Pragmatic, Politeness Principles, Maxim, Context of Situation

BACKGROUND

Pragmatics is an academic discipline that investigates the intricate interplay between meaning and the contextual factors inherent in speech circumstances. In the context of human communication, the act of expressing oneself is crucial in establishing a sense of comfort within a relationship. Hence, the concept of pragmatics is inherently intertwined with the aspect of politeness. Over the course of nearly three decades, there has been a significant amount of scholarly attention directed towards the study of politeness within the field of pragmatics. Moreover, it can be argued that the theory of politeness might be considered a sub-discipline within the field of pragmatics.

Politeness serves as a crucial factor in regulating human interactions on a daily basis. Its primary objective is to demonstrate consideration for the emotions of others, generate a sense of mutual comfort in interpersonal relationships, and foster rapport among individuals. Leech (1983) proposed that another theoretical framework concerning politeness is known as "the politeness principles". The concept of politeness, when all other factors are held

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constant, reduces the manifestation of impolite views. Additionally, there exists a matching positive aspect of this principle that emphasize the display of polite beliefs, albeit it is relatively less significant. In this theoretical framework, Leech posited a set of maxims that bear a comparable relationship to the politeness principle that Grice's conversational maxims do to the "Cooperative Principles". Grice established a framework for effective communication known as the cooperative principles, which encompasses four maxims derived from a shared philosophy of language. According to Grice (1975), the cooperative principle can be defined as the act of making conversational contributions that are necessary and appropriate, given the specific stage of the conversation and the intended goals or directions of the speech exchange in which the participants are involved.

The utilization of polite speech acts constitutes an integral component of our everyday human discourse. In specific contexts, the utilization of politeness within everyday discourse is essential for the preservation of social bonds among individuals. Hence, it is crucial to acknowledge and identify courteous expressions within our everyday interactions with individuals. As a consequence, it is possible to discern the underlying objective that the speaker strives to achieve with their courteous expressions. Politeness maxims are not limited to everyday spoken language, but may also be observed in other literary forms such as novels, stories, drama, and movies, where polite language is employed in dialogues and conversations. Related to the problems above, the aims of the research can be described as follows:

1. Finding out the types of politeness principles maxim flouted by the characters.
2. Analyzing how the characters flout the maxims based on the context of situation.

THEORITICAL FRAMEWORKS

Pragmatics

The definition of pragmatics varies among linguists. According to Griffith (2006:1), pragmatics is focused on the utilisation of these instruments in meaningful discourse. In the field of linguistics, the term "accent" typically pertains to pronunciation and denotes "the combined auditory impact of the characteristics of an individual's pronunciation that indicate their regional origin". According to Levinson (1983, p. 21) "Pragmatics is the study of the relation between language and context that are basic an account of language understand". This implies that the study of language is inherently intertwined with the contextual factors surrounding the act of communication. There exists a strong correlation between an utterance and the corresponding situational context. Pragmatics encompasses the pertinent contextual elements or circumstances, as opposed to solely focusing on language usage. Furthermore, Cutting (2002, p. 1) asserts that pragmatics involves the examination of the interplay between

language and environmental background characteristics. In alternative terms, the concept of pragmatics might be delineated as the scholarly investigation of language utilization inside specific contextual frameworks.

Similarly, pragmatics is a subfield of linguistics that focuses on the study of language in use, encompassing both oral and written forms of communication. On the contrary, Djajasudarma (2012, p. 48) provides further explanation that pragmatics involves the examination of the interplay between language proficiency and the fundamental understanding of the world possessed by the recipient of the message, whether they are a listener or a reader. The field of pragmatics is concerned with the manner in which individual who receives spoken or written language employ their existing knowledge to derive meaning from it.

Politeness Principles

The Politeness Principles, in accordance with Leech (1983), highlights the value of taking into account the social context, the relationship between speakers, and the effect of language on face or social identity when communicating. It offers a framework for comprehending how speakers employ different linguistic techniques to uphold decorum and successfully handle social situations. The concept of politeness principles encompasses a set of maxims that have been offered by Leech (1983:104) in order to elucidate the functioning of politeness in interpersonal communication. Leech conducted an analysis of politeness by examining the application of politeness principles, which encompass six maxims: tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim.

1. Tact Maxim

The principle of tact can be summarized as follows: It is advisable to minimize the communication of opinions that may impose a burden on others, while maximizing the communication of beliefs that may bring advantages or benefits to others. The tact maxim refers to the practice of employing tactfulness in communication, which involves adhering to two sub maxims: minimize cost to others, and to maximize benefit to others.

Example:

Could I interrupt you for a second?

If I could, please clarify this.

2. Generosity Maxim

The Generosity states: Minimize the expression of benefit to self; maximize the expression of cost to self. By the generosity maxim, the notion posits that individuals should strive to

exhibit generosity in their communication endeavors. to minimize benefit to self, and to maximize cost to self.

Example:

You relax and let me do the dishes.

You must come and have dinner with us.

3. Approbation Maxim

The Approbation maxim states: Minimize the expression of beliefs which express dispraise of other; maximize the expression of beliefs which express approval of other. By the approbation maxim, The concept of the approbation maxim refers to the tendency of individuals to seek approval and validation in their communication efforts are to minimize dispraise of others, and to maximize praise of others.

Example:

I know you're genius. Could you help me to solve this mathematic problem

4. Modesty Maxim

The Modesty maxim states: minimize the expression of praise of self; maximize the expression of dispraise of self. The concept of the modesty maxim refers to the collective effort made by individuals to exhibit modest behavior in order to minimize praise of self, and to maximize dispraise of self.

Example:

Oh, I am stupid. I did not understand it. Did You?. I believe you did

5. Agreement Maxim

The Agreement maxim rules as follows: Minimize the expression of disagreement between self and other; maximize the expression of agreement between self and other. The concept of the agreement maxim refers to the principle of striving for mutual agreeability among participants engaged in a dialogue in that to minimize disagreement between self and others, and to maximize agreement between self and others.

Example:

A: I don't want my daughter to do this, I want her to do that.

B: Yes, but ma'am, I thought we resolved this already on your last visit.

6. Sympathy Maxim

The sympathy maxim states: minimize antipathy between self and other; maximize sympathy between self and other, This implies that there is a collective effort among individuals to demonstrate empathy for one other.

Example:

¹ I am sorry to hear about your father.

Context of Situation

Context is a determinant of language usage. According to Leech (1983:13), context encompasses the pertinent elements of the physical or social environment in which a statement is made. Properly understanding the meaning of a speech is essential because it enables the speaker and the hearer to mutually perceive their respective utterances by sharing their background knowledge. The study incorporates Leech's idea of context due to its clear explanation and its relevance to the theory employed in addressing the second problem of the research.

Malinowski highlights the significance of understanding language in connection with the context of situation and the wider cultural framework in which it was employed.³ The idea shows that the study of any language spoken by people under conditions different from our own and possess a different culture, must be carried out in conjunction with the study of their culture and environment. The significance of Malinowski's context of situation resides in the observation that speech, which includes specialized terminology directly related to the environment, is influenced by actions strongly tied to social relationships, leading to variations and changes.

RESEARCH METHOD

In this research, documentation method was used to collect the data in which it is observed and noted systematically. The primary data source is a movie⁷ entitled The School of Rock. The data for this research is also derived from the script as secondary data by putting the dialogue that violates the maxims of politeness principles. The data set utilized in this study consisted of utterances extracted from the movie that exhibited potential for flouting the maxims of politeness principles.

First, the movie was watched for several times to discover where the dialogue contains the flouting politeness principles maxims. The data, which consist of utterances that have contained flouting maxims and had been collected, was analyzed using several methodologies.

Second, the script was read to collect utterances from dialogues which had the possibility to contain the maxims of politeness principles flouted. Every utterance that potentially contained flouting politeness principles maxim was noted together with the dialogue where the utterance existed.

Third, the data relating to the flouting maxims is explained and note-taking technique. Each analysis is presented descriptively with the explanation of how the data could be categorized as a certain type of maxim.

RESULT AND DISCUSSION

Within the scope of this chapter, there are a few points which are thoroughly analyzed and discussed. These are the various types of politeness principles maxims, as well as the reasons why the character flouted the politeness principles maxims based on the context of the situation.

Politeness Principles Maxims Flouted by the Movie's Characters

The analysis of the maxims of politeness principles in the movie focuses on the utterances that the characters make throughout the movie. The data was collected from the script of the movie, and they were presented in the form of bolded utterance in conversation (dialogue) that were containing six types of politeness principles maxims. The following analysis takes the form of a presentation of the findings of the analysis that related to the problems of the research that were analyzed.

Tact Maxim

[Data 1]

Dewey Finn : "Summer, you're the class whatever, **go to the board.**"

Summer : "Factotum."

Dewey Finn : "Factotor. New schedule. 8:15 to 10, Rock History. Ten to 11, Rock Appreciation and Theory. Then band practice till the end of the day."

The context of the situation in which the exchange takes place is that Dewey was discussing about starting a band, and then he went on to talk about the significance of influence when determining what kind of band to form. According to Dewey, when he asked some students who their idols were, none of them were rock artists. Furthermore, when he identified several famous rock singers, none of the student even recognized the performers that he had described. Following the completion of his explanation of the situation, he grew quite upset and then requested that summer go to the board and draw the schedule.

According to the utterance above, Dewey, in his capacity as a teacher, is flouting the tact maxim. This is because, rather than writing the schedule himself, Dewey asks someone which is Summer to write it on the board. It is a violation of the tact maxim because by doing this, he is maximizing **cost to others, and minimize benefit to others.**

Generosity Maxim

[Data 3]

Tomika : "Mr. S?"

Dewey Finn : "What's up?"

Tomika : "**I don't think I can sing.**"

Dewey Finn : “What are you talking about? Come here. So, Tomika, what's going on? What do you mean, you can't sing?”

Tomika : “I don't feel good. I feel sick. Just let Alicia and Marta do it.”

During the time that Dewey and the students who are the members of the band were sneaking out of class in order to participate in an audition for the Battle of the Bands competition, this situation took place. After arriving at the location, they waited for the coordinators of the competition to call them and inform them that they were prepared to participate in the audition. During the time that they were waiting to be called up for the audition, suddenly Tomika made an effort to overcome her emotions of insecurity and her desire to give up, Tomika encouraged Alicia and Martha to sing instead of giving up.

Tomika's statement, "**I don't think I can sing,**" can be perceived as flouting the generosity maxim because she is not offering her full potential or willingness to participate in the battle of the bands. Instead of focusing on her perceived inability to sing, she could have tried to contribute in other ways, demonstrating generosity and openness to learning. The utterance above is how Timika flouts generosity maxim. She maximizes benefit to herself and minimizes cost to herself by saying this.

Approbation Maxim

[Data 4-6]

Dewey Finn : “**Mommy**, could we please talk about this later?”

Petty : “ No, we can't talk about it later, because we have to go to work.

We have jobs we contribute to society. All right? I am an assistant to the mayor of the city, hello!”

16

Dewey Finn : “What? Can you get her out of here, please? Why? Why her?”

Petty : “And Ned has the most important job there is.”

Dewey Finn : “Temping?”

Ned Schneebly: “Dewey, a substitute teacher is not a temp.”

Dewey Finn : “**He's a babysitter.**”

Ned Schneebly: “Oh yeah you think it's so easy? Well, I'd like to see you try. You wouldn't last one day.”

The dialogue above is occurred when Ned was asking Dewey for some money to pay their rent, he was aware that it was the first of the month. Patty, Ned's girlfriend, was also collecting at the same time, but she did so in a more severe manner. This was due to the fact that Ned's attitude was too polite for him to ask anything until Dewey was already several months behind them.

It was in the first utterance that Dewey addressed Petty as "**mommy**." The reason why he meant to use the word "mommy" was because Petty was yelling and acting nagging to him in this scene, and he was responding to her in the same manner. This can be considered as a violation of approbation maxim, because dewey demeans patty by calling her 'mommy' which means he is maximizing dispraise of others and minimizing praise of others.

When Petty overheard Dewey complaining about his desire to discuss it at a later time, she declined and telling him, "**We have jobs we contribute to society**." Petty was aware that Dewey's work was not well known and did not pay as much as hers did. This is violation of approbation maxim as by his doing this ⁷ is minimizing praise of others and maximizing dispraise of others.

Still with the same topic, Petty informed Dewey that Ned too has an important job as a substitute teacher. However, Dewey refers to the "important job" that Petty is referring to as "temping," and Ned disputes that this is the case. In the following sentence, Dewey makes a snide remark about Ned's work by stating, "**He's a babysitter**". Dewey violates the approbation maxim because saying that substitute teacher is a babysitter is an example of how he minimizes praise of other and maximizes dispraise of other.

[Data 14-15]

Billy : "Mr. S."

Dewey : "Yeah?"

Billy : "What do you think?"

Dewey : "I don't know. L.. **They might be a little distracting**."

²⁰ Billy : "It's glitter rock and it's glam and it's fabulous."

Dewey : "Billy, it's just not the right style."

Billy : "Style? You're gonna talk to me about style? **You can't even dress yourself. Look at that bow tie**."

Dewey : "Don't you be talking about my bow tie."

Billy : "You know what, I give up. They can just wear their uniforms."

In a classroom setting where they were engaged in their own activities, Dewey and Summer, in their capacity as band managers, were preparing some props for the battle of the bands. Billy was in the process of arranging some props with Katie and Freddy in preparation for the competition. Billy then came in and showed Dewey the costume that he had designed ¹² for the battle of the bands and inquired about Dewey's opinion.

Dewey Finn flouts the approbation maxim by expressing his dislikes and sarcastic opinion "**They might be a little distracting**". He refuses the potential interpretations of his

viewpoint by others. The flouting of approbation maxim is therefore applied in this situation because Dewey is maximizing his disapproval of other people while minimizing his praise of other people. This is due to the fact that, as an adult, Dewey decides to be honest and disapprove of the costume ideas that Billy has displayed.

In his statement, "**You can't even dress yourself**," Billy is publicly dispraising and criticizing Dewey's personal appearance, which is an obvious violation of the approbation maxim. In spite of the fact that Dewey would most certainly disapprove of this, He said, "Look at that bow tie." Billy's behavior indicates his disrespect for Dewey's thoughts because he is concentrating on pointing out what he considers to be Dewey's inadequacies rather than addressing the primary problem that is now being discussed.

Modesty Maxim

[Data 16]

Dewey Finn : "Mommy, could we please talk about this later?"

Petty : "No, we can't talk about it later, because we have to go to work. We have jobs we contribute to society. All right? **I am an assistant to the mayor of the city, hello!**"

¹⁶ Dewey Finn : "What? Can you get her out of here, please? Why? Why her?"

Petty : "And Ned has the most important job there is."

Dewey Finn : "Temping?"

Ned Schneebly: "Dewey, a substitute teacher is not a temp."

Dewey Finn : "He's a babysitter."

Ned Schneebly: "Oh yeah you think it's so easy? Well, I'd like to see you try. You wouldn't last one day."

Ned and his girlfriend, patty, were asking some money from Dewey for their rent, and he was conscious that it was the first of the month. This is the situation that lay behind the exchange. Dewey's perception that their presence had disrupted his sleep, he asked Ned to send his girlfriend away, but Ned refused it. Furthermore, Dewey confronted Petty about intruding on her sleep and arguing with her. At the same time, Patty was also collecting due to the fact that Ned's nature was too gentle to ask until Dewey was already several months behind. Patty's collection was more harsh than Ned's.

Following the previous utterance, In continuation of the previous statement, Petty emphasizes to Dewey that she has an important position by stating, "**I am an assistant to the mayor of the city, hello!**" This statement indicates that he does not have time to talk to Dewey. Because of this, the maxim of modesty is being flouted in this situation since Petty is limiting

the amount of disapproval she gives herself and increasing the amount of praise she gives herself. This is because by stating it in this manner, she is basically showing him that she is superior to him in an indirect manner. Therefore, flouting of modesty maxim is applied here as Petty is minimizing dispraise to herself and maximizing praise to herself

Agreement Maxim

[Data 17-18]

- ¹⁸
Dewey Finn : "OK. Teach, teach , teach. All right, look, here's the deal. I've got a hangover. Who knows what that means?"
- Frankie : "Doesn't that mean you're drunk?"
- Dewey Finn : "No. It means I was drunk yesterday."
- Freddy Jones : "It means you're an alcoholic."
- Dewey Finn : "**Wrong.**"
- Freddy Jones : "**You wouldn't come to work hangover unless you are an alcoholic. Dude, you got a disease.**"

Through his impersonation of Ned, Dewey is hired. Even though Dewey does not know how to spell "Schneebly," he decides to go by the nickname "Mr. S" on his first day of school. Because of his unsteady behavior, the kids are confused. In a manner that is inconsiderate, he asks for food to the student and then taking food from the student. Following the act of stealing food from one of the students in the class and eating it, Dewey announced to the students the fact that he had got a hang over and asked of the students whether or not they were knowledgeable about the meaning of the 'hang over'.

Dewey, in this context, flouts the agreement of maxim by his expression of disagreement between self and other. He does not directly address the subject, but rather concentrates on correcting Freddy Jones's assumptions about what having a hangover implies, and he refers to Freddy Jones as a "alcoholic." In contrast, Dewey holds a contrary viewpoint. It appeared as though he did not agree with his comments, and he immediately responded with the word "**wrong.**" Straight away.

Freddy Jones flouts the agreement maxim, it can be seen from his utterance "You wouldn't come to work hangover unless you are an alcoholic.". freddy is expressing disagreement when Dewey denied his statement on him being an alcoholic. Instead of agreeing with Dewey's answer, Freddy said "**You wouldn't come to work hangover unless you are an alcoholic.**" and kept calling him an alcoholic. With that, he is flouting the agreement maxim. He maximizes the expression of disagreement between self and other.

[Data 19-20]

Summer : “Any questions about our schedule? Because usually now Miss Dunham teaches vocabulary, then gives us a pop quiz, then splits us up into reading groups. Track B is...”

¹⁹ Dewey Finn : “OK, hey, hey, hey. Miss "Dumbum" ain't your teacher today, I am. And I got a headache and the runs. So I say, time for recess.”

Summer : “But Mr. S, that poster charts everyone's performance. We get stars when we master the material covered. **How do we get gold stars if we just have recess?**”

Dewey Finn : “What are these black dots here?”

Leonard : “Demerits.”

Dewey Finn : “What kind of a sick school is this? As long as I'm here, there will be no grades or gold stars or demerits. We're gonna have recess all the time.”

Summer : “**But Miss Dunham only gives us recess for 15 minutes...**”

Dewey Finn : “You're not hearing me, girl. I'm in charge now, OK? And I say recess. Go. Play and have fun, now.”

Following the previous situation, Summer Hathway, in her capacity as the president of the class, presents and explains the schedule of teaching method that Miss Dunham used teaching method. Dewey interrupted Summer's explanation and stated that he was the one who was currently serving as the teacher, and not Miss Dunham. As an alternative to concentrating on grades, 'gold stars' and 'demerits', he is making a decision to alter the typical routine and incorporate playtime into the daily schedule. Then, however, Summer and Dewey got into a disagreement about it, and Summer simply wants to continue their lessons by emphasising the significance of their performance graph and the value of getting gold stars.

By her utterance “¹⁰ **How do we get gold stars if we just have recess** “ Summer Hathway opposes Dewey Finn's decision to have a recess instead of continuing their lessons by pointing out the importance of their performance graph and earning gold stars. This shows that she is unwilling to accept Dewey's decision which could negatively impact their learning. Summer can be considered as flouting the agreement maxim because by her utterance she maximizes ¹ the expression of disagreement between self and other.

Summer Hathway seemingly flouts the agreement maxim by questioning Dewey Finn's new rule of having ²¹ recess all the time “**But Miss Dunham only gives us recess for 15 minutes.**”. She brings up the previous teacher's restrictions, which implies that she may not fully trust or agree with Dewey's authority and the changes he has introduced. This could potentially lead to Summer not fully adhering to the new rules and creating a conflict in

following the agreed-upon terms. By her utterance, Summer is maximising her disagreement with others, it might be considered as a flouting of the agreement maxim.

Sympathy Maxim

[Data 22-23]

Dewey Finn : "Hey, is she always like that?"

Teacher 1 : "Oh, yeah."

Teacher 2 : "**Except for the time she got drunk at the alumni dinner.**"

Teacher 1 : "You should have seen that. She got up on the table and did a Stevie Nicks impersonation. **And she wasn't bad**. Remember, she took up the tablecloth and whirled around with it?"

Rosalie Mullins as the school principal came to the teachers' room and gave an announcement to the teachers, instructing them to get ready for the presentation that will be given at the upcoming parents' night event. In addition, she reminded them that it is the most important occasion of the year, and she underlined the importance of being well-prepared for it throughout her announcement towards them. She genuinely emphasized and told the teachers to be over-prepared for it. Therefore, Dewey noticed that Rose was showing a high level of perfection, and thus asked to the teacher sitting next to him. He was concerned as to whether Rose's attitude had always been this perfectionist, and then the teachers started talking about Rose.

Teacher 2 initiated a discussion about the incidents in which Rose Mullins had been involved, followed by his utterance "**Except for the time she got drunk at the alumni dinner.**". He inadvertently flouts the sympathy maxim by sharing an anecdote about Rose in a light-hearted, amusing manner rather than focusing on her usual behavior or addressing any potential concerns Rose Mullins might have. This approach might make Dewey Finn feel that the teachers are not taking Rose's actions seriously or empathizing with the situation she is trying to understand.

Teacher 1 is sarcastically saying "And she wasn't bad," referring to Rose's behavior at the alumni dinner. She is focusing on Rose's drunken Stevie Nicks impersonation rather than addressing the drunkenness. She demonstrates a flout of the sympathy maxim by sharing an amusing anecdote about Rose's behavior during the alumni dinner. This implies that teacher 1 flouts the sympathy maxim by creating among the teachers in showing antipathy to each other.

Discussions

After analyzing the data, some points were identified as the most significant to discuss. These things were regarded to be different from the theory applied.

1 Conducting study on politeness standards in the communication movie is essential. Because the researcher and reader will understand how to communicate politely with others. Politeness also tries to eliminate misunderstandings in communication and assist others in making things operate smoothly. There are also informal situations or places, such as the studio, outside of school, at home, and so on. It is also necessary to conduct study to determine whether politeness is the same or different.

However, there is a lot of research on politeness principles. It is important for other researchers to provide current results regarding the six types of maxims by conducting study on politeness in a variety of contexts, such as debate, speaking, and interviews.

CONCLUSIONS

According to the data gathered during the research, the characters flouted all types of politeness principles maxims. Twenty three data were identified, consisting of two data of flouting tact maxim, one data of flouting generosity maxim, twelve data of flouting approbation maxim, one data of flouting modesty maxim, four data of flouting agreement maxim, three data of flouting sympathy maxim. Type of maxim which is most frequently flouted by the characters is approbation maxim. Most of the situations based on the context in the movie are dispraising to others. Because of this, the characters mostly flouted approbation maxim because their response to either comments or arguments from the interlocutor is characterized by a lack of calmness and a dispraising attitude towards the other person.

The analysis of flouting maxim reveals that the intentions of the characters for flouting the maxim depend on the context of the situation. Based on the context of the situation, it was shown that tact maxim flouted When the speakers insensitively asked someone else to do something instead of doing it themselves, it could potentially impose a cost on the other person. Flouting of generosity maxim occurs when the speakers demonstrate a lack of generosity and unwillingness to contribute themselves, rather than focusing on her apparent incompetence. Approbation maxim is flouted by either directly or indirectly dispraising and criticizing others personal appearance. Modesty maxim is flouted by emphasizing their abilities to others, essentially praising themselves. Furthermore, flouting of agreement maxim is shown by the speaker is unwilling to accept other utterances. Lastly, the characters flout sympathy maxim by not expressing any concern or empathy towards others.

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