

**Reflecting the ELESP Students' Pragmatic Competence through the Flouting
of Grice's Maxim in *WhatsApp* Chat**



Ruth Trianggi

2215151947

**A Thesis is Submitted in Partial Fulfillment of the Requirement for the
Degree of “Sarjana Pendidikan”**

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI JAKARTA

2020

LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Ruth Trianggi
No. Registrasi : 2215151947
Prodi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : *Reflecting the ELESP Students' Pragmatic Competence through the Flouting of Grice's Maxim in WhatsApp Chat*

Telah berhasil dipertahankan di hadapan Dewan Penguji dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan pada Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

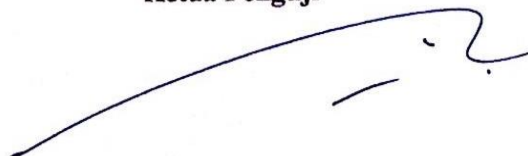
DEWAN PENGUJI

Pembimbing



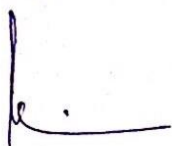
Dr. Ifan Iskandar, M.Hum
NIP. 197205141999031003

Ketua Penguji



I Wayan Darya, M.A
NIDK. 8899690019

Penguji Ahli Materi



Prof. Dr. Ilza Mayuni, M.A
NIP. 195906221986022001

Penguji Metodologi



Nina Wanda Cassandra, M.Pd
NIP. 197806022005012002

Jakarta, 11 Februari 2020

Dekan Fakultas Bahasa dan Seni



Dr. Lihana Muliastuti, M.Pd
NIP. 196805291992032001

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Ruth Trianggi

No. Registrasi : 2215151947

Prodi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : *Reflecting the ELESP Students' Pragmatic Competence through the Flouting of Grice's Maxim in WhatsApp Chat*

Menyatakan bahwa benar skripsi ini adalah hasil karya saya sendiri. Apabila saya mengutip dari karya orang lain, maka saya mencantumkan sumbernya dengan ketentuan yang berlaku. Saya bersedia menerima sanksi dari Fakultas Bahasa dan Seni, Universitas Negeri Jakarta apabila saya terbukti melakukan tindakan plagiarisme.

Demikian saya membuat pernyataan ini dengan sebenarnya.

Jakarta, 11 Februari 2020



Ruth Trianggi
NIM. 2215151947

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH
UNTUK KEPENTINGAN AKADEMIS**

Sebagai civitas akademika Universitas Negeri Jakarta, saya yang bertandatangan di bawah ini:

Nama : Ruth Trianggi
No. Registrasi : 2215151947
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Jenis Karya : Skripsi
Judul : *Reflecting the ELESP Students' Pragmatic Competence through the Flouting of Grice's Maxim in WhatsApp Chat*

Demi pengembangan ilmu pengetahuan, saya menyetujui untuk memberikan kepada Universitas Negeri Jakarta Hak Bebas Royalti Non-Eksklusif (Non-Exclusive Royalty Free Right) atas karya ilmiah saya. Dengan Hak Bebas Royalti Non-Eksklusif ini, Universitas Negeri Jakarta berhak menyimpan, mengalihkan media/formatkan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya dan menampilkan/mempublikasikannya di internet atau media lainnya **untuk kepentingan akademis** tanpa perlu meminta izin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta. Segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah ini menjadi tanggungjawab saya pribadi.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Jakarta, 11 Februari 2020

Yang menyatakan,

Ruth Trianggi
NIM. 2215151947

ABSTRAK

Ruth Trianggi. 2020. *Mencerminkan Kompetensi Pragmatik Mahasiswa ELESP melalui Pelanggaran Maksim Grice dalam Obrolan WhatsApp*. Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta, Januari 2020.

Sebagai calon guru bahasa Inggris, kemampuan untuk berkomunikasi secara efektif sangatlah diperlukan. Kompetensi pragmatik adalah kemampuan untuk membuat komunikasi yang sukses dan memahami ungkapan satu sama lain dengan jelas dan maksim Grice adalah sebuah cara untuk memberikan kontribusi yang sesuai untuk menunjukkan percakapan yang kooperatif. Penelitian ini bertujuan untuk menyelidiki tingkat penguasaan kompetensi pragmatik mahasiswa ELESP melalui pelanggaran maksim. Dengan menggunakan metode deskriptif kualitatif, analisis konten digunakan untuk menganalisis ucapan siswa dalam obrolan *WhatsApp* yang berisi pelanggaran maksim dan implikatur percakapan yang mengandung pelanggaran maksim. Temuan mengungkapkan bahwa (1) ada 50 pelanggaran maksim yang ditemui dalam obrolan *Whatsapp* dengan maksim kuantitas memiliki frekuensi terbesar, diikuti oleh maksim relevansi, cara, dan kualitas (2) implikatur percakapan yang mengandung pelanggaran maksim yang digunakan oleh para mahasiswa adalah implikatur percakapan partikular dengan persentase 59% dan implikatur percakapan yang disamaratakan dengan persentase 41% (3) tingkat penguasaan kompetensi pragmatik mahasiswa ELESP adalah cukup dengan kategori mampu mengendalikan dua register, mirip dengan orang asli dan memiliki struktur tata bahasa yang cukup, dan mampu menggunakan referensi budaya dengan tepat.

Kata kunci: Pragmatik, Kompetensi Pragmatik, Pelanggaran Maksim, Implikatur Percakapan

ABSTRACT

Ruth Trianggi. 2020. *Reflecting the ELESP Students' Pragmatic Competence through the Flouting of Grice's Maxim in WhatsApp Chats*. A Thesis. Jakarta: English Language Education Study Programme, Faculty of Languages and Arts, Universitas Negeri Jakarta, January 2020.

As a prospective English teacher, the ability to communicate effectively is highly required. Pragmatic competence is the ability to create a successful communication and understand each other's utterance clearly and Grice's maxim is one way to give the appropriate contribution to show the cooperative conversation. This study aims to find out the ELESP students' mastery level of pragmatic competence through the flouting maxim. Using a descriptive qualitative method, content analysis is used to analyze the students' utterances in *WhatsApp* chat which contain flouting maxim and conversational implicature in which the flouting maxim encountered. The findings revealed that (1) there are 50 flouting maxims encountered in *Whatsapp* chat with flouting maxim of quantity as the biggest number of frequency, followed by maxim of relevance, manner, and quality (2) the conversational implicatures which contain flouting maxim used by the students are particularized conversational implicature with percentage of 59% and generalized conversational implicature with percentage of 41% (3) the ELESP students' mastery level of pragmatic competence is moderate with the category of being able to control two registers, being native-like and have enough grammatical structures, and being able to use cultural references appropriately.

Keywords: Pragmatics, Pragmatic Competence, Flouting Maxim, Conversational Implicature

ACKNOWLEDGMENT

The writer would like to send her gratitude to the people whose assistance was a milestone in the completion of this *skripsi*. First and foremost, praises and thanks to the God, my Lord Jesus Christ, for His eternal blessings so that I am able to get through this meaningful phase of my life. I am truly grateful for the strength and success that comes solely from Your immense mercy. Thank you, Lord.

I take pride in delivering my sincere gratitude to my first advisor, Dr. Ifan Iskandar, M.Hum., for his insightful guidance, feedbacks, encouragement and patience. Thank you for teaching me to be independent and sparing me your valuable time when I approached you. The huge honor also goes to my second advisor, Nina Wanda Cassandra, M.Pd., for being very kind and warm in giving the support and suggestion to help me achieve my goal. I send my gratitude to all of my great lecturers for showering me with knowledge and precious experiences throughout my college life.

I would like to express my deepest gratitude to my beloved parents, Mama and Papa. Thank you for your remarkable support, trust, patience, and endless love. Thank you for always mentioning my name in your prayer. Thank you for always mad at me whenever I stay up late at night, even morning, for doing this research. I dedicate this *skripsi* for both of you. For my sisters and brother, thank you for supporting me indirectly in all ways. Thank you for the laughs, talks and singings that always made me feel relaxed in those hard times.

Special credits are given to my besties. Hilda the labile giraffe and Tium the food admirer, thank you for ensuring that my fire keeps burning and being there when I needed motivation. For Dear the church warrior, Katar the sporty tweety, Syeren the introvert auntie, Icha the easygoing manager, Nadia the heartless yupi that officially became a wife, and Fryda the oppa admirer, and Hilda again, thank you for the lovely moments. Thank you for exchanging stories and never-realized plans. After attending Nadia's wedding, I've just realized we are stepping into a our

own dreams. I feel both glad and sad. You guys should know all those stories and plans are never enough for me. Let's create another ones, shall we?

My *skripsi* fighters, Neneng and Dear, thank you for struggling together though not graduate together. Yet I'm so proud of you for graduating earlier than us, Neng. Emotionally, I need to mention your name again, Dear. You know I'm so lucky to have by my side. I'm so grateful that you was there to strengthen and motivate me. Thank you for spreading the positivity. Finally, we did it, Yar! My bestie, Bonbon, the soft hearted moron, thank you for always assuring if the things ran well. Thank you for praying for me. I wish all best things belong to your life, my dearest mates.

I deliver tons of thanks to my legislative partners that turned into my family, Ashar Pokemon, Dinda Lumba, Ali Bye-bye, Mega Onyon, Shely, Mia, Afra, Fanisa, Audy, Atiw, Nasya, and Bynta. Thank you for the silly stuffs we've created together. Thanks for never letting things get dull and boring. You are my bundle of joy indeed.

My appreciation also goes to ELESP students for the willingness to give tremendous contribution to my *skripsi* by allowing the chat being investigated. I could never have finished this *skripsi* without your assistance. I especially send my warm gratitude to 15 DB friends that have shared unforgettable moments in the past four years, or more. Thank you for being harmonious when the other didn't. See you on top, Dik B!

I wish I could write down the names of every person who helped me in finishing this *skripsi*. May God always give blessing in all their endeavours. This *skripsi* is far from perfect, but it is expected that it will be beneficial for those who read this. For this reason, worth suggestion and critics are welcomed. Thank you

Jakarta, January 2020

RT

TABLE OF CONTENTS

LEMBAR PENGESAHAN	i
LEMBAR PERNYATAAN	ii
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS	iii
ABSTRAK	iv
ABSTRACT	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES AND FIGURES.....	x
CHAPTER I: INTRODUCTION	1
1.1. Background of the Study	1
1.2. Problems of the Study	5
1.3. Purposes of the Study	5
1.4. Scope and Limitation of the Study	5
1.5. Significance of the Study	6
CHAPTER II: LITERATURE REVIEW.....	8
2.1. Pragmatic Competence	8
2.2. Cooperative Principle	10
2.2.1. Maxim of Quantity	11
2.2.2. Maxim of Quality	11
2.2.3. Maxim of Relevance	12
2.2.4. Maxim of Manner	13
2.3. Flouting maxim	14
2.3.1. Flouting Maxim of Quantity	15

2.3.2.	Flouting Maxim of Quality	15
2.3.3.	Flouting Maxim of Relevance.....	15
2.3.4.	Flouting Maxim of Manner.....	16
2.4.	Conversational Implicature	16
2.4.1.	Generalized Conversational Implicature.....	18
2.4.2.	Particularized Conversational Implicature.....	20
2.5.	Computer-Mediated Communication.....	21
2.6.	<i>WhatsApp</i>	22
2.7.	Previous Related Study	24
2.8.	Theoretical Framework	26
CHAPTER III: METHODOLOGY		27
3.1.	Research Design	27
3.2.	Data and Data Source	27
3.3.	Instrument of the Study	28
3.4.	Data Collection Procedure.....	28
3.5.	Data Analysis Procedure	29
CHAPTER IV: FINDINGS AND DISCUSSION.....		31
4.1.	Data Description.....	31
4.2.	Findings	31
4.3.	Discussion	35
CHAPTER V: CONCLUSION AND SUGGESTIONS		47
5.1.	Conclusion.....	47
5.2.	Suggestions.....	48
REFERENCES.....		51
APPENDICES		54

LIST OF TABLES AND FIGURES

Table 3. 1 The Analysis of Flouting Maxim and Conversational Implicature	30
Table 3. 2 The Category of Level of Pragmatic Competence.....	30
Table 4. 1 The Conversation String in which Flouting Maxims Encountered	34
Table 4. 2 The Level of Students' Pragmatic Competence.....	35
Figure 2. 1 Components of pragmatic competence (based on Leech 1983)	8
Figure 4. 1 The Flouting Maxim Encountered in ELESP Students' WA Chat.....	32
Figure 4. 2 Types of Conversational Implicature which contains Flouting Maxim..	33

