

An Investigation Into Flouting Cooperative Principle Maxims in the Play *Arms and the Man*

Saba S. Saif

Department of English, Faculty of Languages, Sana'a University, Sana'a, Yemen

Abdusalam M. Al-Ghrafy

Department of English, Faculty of Languages, Sana'a University, Sana'a, Yemen

Ahmed S. Al-Shameri

Department of English, Faculty of Languages, Sana'a University, Sana'a, Yemen

Abstract—This study aimed at investigating the cooperative principle maxims flouted by the characters of the play *Arms and the Man*, identifying the rhetorical strategies applied in flouting these maxims, assessing the reasons behind flouting these maxims and recognizing the difference in flouting these maxims by high and low-class characters. Descriptive qualitative method was employed to analyze and interpret data that were collected from the utterances of the characters in the play. The instrument of collecting data was a data sheet. Data were selected and analyzed based on certain theories. Mostly, context theory was applied to conduct the study. Grice's (1975) theory was applied to investigate the maxims flouted by the characters in the play, Grundy's (2013) theory was utilized to identify the rhetorical strategies used in flouting these maxims, and Leech's (1983) theory was conducted to assess the reasons behind flouting these maxims. The study results revealed that the four cooperative principle maxims of quantity, quality, manner and relevance were flouted by the characters of the play. The most frequently flouted ones are the maxims of quality and manner, and the least frequently flouted one is the maxim of quantity. Secondly, the five strategies that were applied to flout the maxims are tautology, metaphor, overstatement, understatement and rhetorical question, but irony was not applied to flout the maxims in the play. Thirdly, the four maxims were flouted for the competitive, convivial, collaborative and conflictive reasons. Lastly, both high-class characters and low-class characters flouted Grice's maxims.

Index Terms—cooperative principle, flouting maxims, rhetorical strategies, reasons, social class

I. INTRODUCTION

Human beings are naturally social creatures who cannot live alone without communicating with one another. An individual cannot live without communicating with other individuals in social settings. Axiomatically, the encoded and decoded messages of a conversation must be intelligible to both the encoder and the decoder. Conversation is considered as a kind of human communication that has two facets: the encoder, sender or speaker, and the decoder, receiver or listener, called interlocutors. A successful conversation occurs when the interlocutors follow the cooperative principles, which can be elaborated into four sub-principles called maxims. Grice (1975) proposed the four maxims and emphasized the importance of their use in a particular conversation. Those four maxims, which are considered rational principles, are the maxims of quantity, quality, relevance, and manner, by which interlocutors endeavor to be informative, truthful, relevant and clear (Basya, 2017). By applying those maxims, the obvious connection between utterances and what is understood is perceived. The observance of the four maxims results in effective conversational flow and communication.

Nevertheless, cooperative principle maxims are not usually observed. They can be broken by infringing, opting out, suspending, violating, or flouting them. This results in the failure of the observance of those maxims. In contrast with the other types of non-observance of cooperative principle maxims, flouting a maxim is the one that results in implicature, as well as it is done in the observance of the maxims. The speaker flouts a particular maxim only for the purpose of letting the listener understand what is not found in its literal meaning but not misleading or deceiving him anymore (Li, 2016).

Flouting cooperative principle maxims is studied under the umbrella of speech act theory, which is related to pragmatics and discourse analysis that are based on real conversational exchange. The application of numerous pragmatic theories and approaches has been analyzed in various literary and non-literary texts. Particularly, a lot of studies have been conducted on the basis of the application of flouting cooperative principle maxims in non-literary works, and a minority have been done in literary works. Accordingly, *Arms and the Man* that was written by George Bernard Shaw (1856-1950) will be the focus of this study. With the guide of the pragmatic theory of Grice, cooperative principle maxims that were flouted will be scrutinized in the conversations and dialogues implemented among the various social characters.

II. OBJECTIVES OF THE STUDY

This study aims to achieve the following objectives:

1. To investigate the cooperative principle maxims flouted by the characters in the play *Arms and the Man*;
2. To identify the employed strategies in flouting these cooperative principle maxims in the play;
3. To assess the reasons behind flouting these cooperative principle maxims in the play;
4. To assess the effect of social class, high and low, on flouting the cooperative principle maxims in the play.

III. QUESTIONS OF THE STUDY

1. What are the cooperative principle maxims flouted by the characters in the play *Arms and the Man*?
2. What are the strategies applied to flout these cooperative principle maxims in the play?
3. What are the reasons behind flouting these cooperative principle maxims in the play?
4. What is the difference between high-class and low-class characters in flouting these cooperative principle maxims in the play?

IV. LITERATURE REVIEW

A. Cooperative Principle

The cooperative principle was first suggested by Grice (1975), and it proposes that "Make your 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 you are engaged" (Grice, 1975, p. 45). It refers to formulating a *cooperative* and meaningful conversation between two interlocutors. That is, effective communication occurs when both interlocutors understand each other in that conversation, regardless of whether they are close friends or just strangers.

Grice (1975) proposed four rules related to the cooperative principle and which are needed to be obeyed in order to make a cooperative conversation. These rules are suggested as sub-principles called maxims. These four maxims are the maxim of quantity, quality, relevance, and manner. The maxim of quantity refers to how the speaker makes his contribution informative and not more, or less, than what is required (Grice, 1975). Under this maxim, Grice (1989) has proposed two categories, namely: The speaker's contribution is as informative as required, and the speaker's contribution is not more or less informative than what is required. In addition, the maxim of quality refers to the idea that the interlocutor attempts to be truthful and not to represent false or without evidence information. Under this maxim, Grice (1989) has represented two categories, which are: The speaker's contribution is not what he believes to be false, and the speaker's contribution does not lack adequate evidence. Moreover, the maxim of manner is concerned with how the conversation is said. It requires the contribution to be clear and perspicuous, so the speaker has to use the expressions the listener understands and not the expressions the speaker knows that the listener will not understand (Purnomo, 2017). Grice (1975) has stated four categories under the maxim of manner, they are: avoiding obscurity, avoiding ambiguity, being brief and being orderly. Lastly, the maxim of relevance requires that the information represented needs to be relevant to the conversation topic. That is, the conversation of the interlocutor has to be relevant to the required exchange. Grice (1989) has represented one category under this maxim, which is being relevant. The maxim of relevance is the most important maxim because the listener might find it difficult to understand the speaker if this maxim is not seen.

B. Non-Observance of the Maxims

Grice's maxims are rules interlocutors need to follow in their conversations for the purpose of making successful communication. However, interlocutors sometimes do not observe those rules. People occasionally fail to follow the maxims, and this leads to non-observance of the maxims. Grice (1975) finds it interesting that interlocutors break the four maxims and do not observe them. There are five types of non-observance of the maxims, which are infringing a maxim, suspending a maxim, opting out a maxim, violating a maxim and flouting a maxim. Infringing a maxim is what is done by the speaker without the intention of establishing implicature or misleading the hearer (Mey, 2001). The maxim is not observed because the speaker has "imperfect linguistic performance" (Grice, 1989, p. 56). That is because of the speaker's impaired performance (being nervous, excited, or drunken), cognitive impairment, or inability to speak clearly (Sumarsih, 2018). Infringing a maxim also exists if the speaker lacks knowledge about the topic being discussed (Zhao, 2017). Babies' talk or foreign language learners might infringe a maxim. Furthermore, suspending a maxim refers to the idea that interlocutors expect the non-observance of the maxim (Mey, 2001). It occurs in cultural or specific events as if there are taboo words and the speaker tries not to utter them. Moreover, opting out a maxim occurs in public life because of the unwillingness of the speaker to cooperate, but he still tries to attempt he is cooperative (Grice, 1975). The interlocutor, even though has the information required, has no desire to collaborate although others need the information being hidden. The interlocutor sometimes withholds information and opts out the maxim because of "legal, political, social, or ethical issues" (Sumarsih, 2018, p. 22), or because presenting the required information will hurt a third party (Thomas, 1995). Therefore, the interlocutor mostly produces less information than is required. Additionally, violating a maxim is defined as the unostentatious non-observance of a maxim (Mey, 2001). It is the idea that the encoder intentionally misleads the decoder, so the encoder is responsible for untrue, ambiguous or irrelevant information given. Violating a maxim does not help in making a cooperative conversation since it might lead the decoder to believe something not true (Sumarsih, 2018). Lastly, flouting a maxim expresses that the maxim is not observed because the encoder intends to make the decoder infer and look for the implied meaning (Cutting, 2002). Unlike the previous types of non-observance of the maxims, the speaker

represents a conversational implicature and intends the decoder will understand the literal and implied meaning (Grice, 1975).

Violating a maxim and flouting a maxim are different. In violating a maxim, the encoder intentionally attends to mislead the decoder. He gives untrue or ambiguous information that makes the decoder believe something not true. The encoder, however, does not intend to mislead the decoder in flouting a maxim. He intends to imply meaning and expects the decoder to look for it and understand what is behind his speech (Levinson, 1983). The encoder feels that there is no necessity for some expressions to be said, or it is better to use expressions instead of other ones in a better and understood way.

The four cooperative principle maxims can be flouted. Flouting the maxim of quantity expresses the idea that the encoder blatantly gives more or less information and intends that the decoder understands what is behind it. Flouting the maxim of quality shows that the encoder who flouts the maxim of quality deliberately gives untrue or inadequate information without paying attention to mislead the decoder. Flouting the maxim of manner represents that the encoder does not utter brief and orderly information, and he uses obscurity and ambiguity. Lastly, flouting the maxim of relevance expresses that the encoder deliberately gives information that is not relevant to the topic being discussed.

C. *Rhetorical Strategies of Flouting Cooperative Principle Maxims*

Rhetorical strategies are utilized in conversations to change the normal style of speech or writing. They are used when a speaker represents in his speech or writing something and implies another thing. These strategies result in flouting cooperative principle maxims. Grundy (2013) comprehensively presented six rhetorical strategies utilized in conversations as means of flouting Grice's maxims. These strategies are tautology, metaphor, overstatement, understatement, rhetorical question and irony. Tautology is a replacement expression or statement that facilitates the complexity of a norm as it expresses a complex meaning in an easier way (Grundy, 2013). Even though using tautology lacks information, the speaker gives true information and expects the listener to "look for an informative interpretation of a non-informative utterance" (Rahmah, 2016, p. 18). In addition, metaphor is "the use of an expression in which there is a relationship between a 'metaphorical' expression and a 'literal' expression" (Fatmawati, 2015, p. 33). It comprises two things in common, but they are not alike. In other words, metaphor connects between two different things having similar properties. The implied meaning of the expression is different from the literal meaning. Moreover, overstatement describes something in a way that makes it more important than it really is. Leech (1983) clarifies that there is similarity between overstatement and hyperbole. It is a matter of exaggeration. The expression represents a stronger meaning than the reality is. Napitupulu (2022) and Fatmawati (2015) express that the strategy of overstatement flouts the maxim of quality. Unlike overstatement, understatement describes something in a way that makes it less important, less stated or weaker than it really is. Embu-Worho (2020) represents that understatement hides unpleasant fact by saying less than the actual fact is. Furthermore, irony is an expression in which words have literal meaning in contrast to the intended meaning; it is an expression expresses a positive feeling and implies a negative one (Cutting, 2002). It expresses offensiveness in a friendly way.

D. *Reasons of Flouting the Maxims*

Cooperative principle maxims are usually flouted for the purpose of making conversational implicature and leading the hearer to look for the implied meaning. More than one implicature may come to the mind of the hearer (Isbandi, 2021). There might be one reason or a lot of reasons behind flouting a maxim or more maxims.

In speech act theory, the perlocutionary effect of an utterance can be considered as the reason of flouting cooperative principle maxims (Hidayati, 2015). These reasons, interconnected with perlocutionary act, are conviction, alarm, insult, cause, inspiration, surprise, enlightenment, boredom, annoyance, frightfulness and doing or realizing something. However, in an illocutionary act, Leech (1983) proposed four reasons for flouting the cooperative principle maxims, including a competitive reason, a convivial reason, a collaborative reason and a conflictive reason. Firstly, the competitive reason takes place when there is competition between an illocutionary goal and social goal. An illocutionary goal is a self-centered goal. It is a goal that a person cares about his intended and implied desire without any care about other participants. A social goal, unlike the illocutionary goal, is the intention of bringing advantages to others. Therefore, in the competitive reason, the illocutionary goal competes the social goal like asking, demanding, ordering, and begging (Leech, 1983). Secondly, the convivial reason occurs when there is a coincidence between the illocutionary goal and social goal like greeting, thanking, offering, graduating, and inviting (Leech, 1983). In this reason, both the illocutionary and social goals get an advantage from the expression represented in the conversation. No goal overcomes the other one since there is no disadvantage. Thirdly, the collaborative reason occurs when the illocutionary goal and social goal are different as in announcing, reporting, asserting, and instructing (Leech, 1983). Both illocutionary goal and social goal seek to give understanding between participants (Ibrahim et al., 2018). Fourthly, the conflictive reason occurs when there is a conflict between the illocutionary goal and social goal. Some examples of conflictive reasons are reprimanding, accusing, threatening, and cursing.

E. *Social Stratification*

Human beings are socially heterogeneous rather than homogenous. They are divided into superiority and inferiority. Hence, they are socially treated in an unequal way based on income, status, power and any other social criteria. This

makes social inequality exist. By the existence of differences among human beings, there will be simple similarities but obvious differences. These differences, which are risen because of inequality in society and rank individuals, lead to the occurrence of stratification (Ogburn & Nimkoff, 1964). Social stratification, which is a form of social inequality, refers to the hierarchy of social standing in which individuals are classified on the basis of wealth, gender, race, education, occupation, etc. Generally, social stratification refers to the difference between groups, either between the rich and the poor, the young and the old, the male and the female, the educated and uneducated people, etc.

There might not be justice among individuals when they are distinguished, but still distributing them into different groups may motivate people to work harder to achieve what makes them in higher positions in some classifications of social stratification. These positions and types of social stratification are arisen based on time and place. The common types of social classification are caste, class, estate and slavery. Caste is a closed system of social stratification that refers to the classification of individuals based on birth. Class in social stratification refers to the division of individuals into different social classes based on the socioeconomic status. It is collecting individuals in the same class when they share the same economic circumstances. Basically, social classes are differentiated based on power, wealth and education. Estate is the possession and property that a person gains due to birth or wealth. Lastly, slavery refers to the restricted liberty that represents the two characters of a master and a slave; whenever there is a master, there is a slave.

V. RESEARCH METHODOLOGY

A. Research Design

Based on the purpose of the study, a qualitative, interpretive and descriptive research method is applied to analyze the data with more cryptic contextualized perception. This kind of method is adopted to enable the researcher to analyze the data collected from the play *Arms and the Man*. Then it describes and interprets the phenomenon of the study to gain deep understanding of it.

B. Sample of the Study

The sample of the study is simply the participants in the selected play the researchers applied their study on, which is the play of *Arms and the Man* that was authorized by George Bernard Shaw. This play, which is about social issues found in the late nineteenth century, consists of different kinds of characters that utter expressions differently. The play is full of flouting the cooperative principle maxims. The researcher analyzes the three acts of the play to achieve the aims of this study.

C. Instruments of the Study

There are two instruments used in the study, primary and secondary. Because the study is qualitative, its primary instrument is the researcher since the researcher's beliefs, views, attitudes, emotions and feelings are taken into consideration through the study (Vanderstoep & Johnston, 2009). The secondary instrument is a data sheet to be used in collecting data, and then analysing them based on the theories that will assist the achievement of the study objectives. The form of the data sheet used in collecting and analysing the study data adopted from Hidayati (2015) is as follows.

TABLE 1
THE SAMPLE DATA SHEET OF TYPES OF FLOUTING THE MAIMS, STRATEGIES UTILIZED IN FLOUTING THEM, REASONS BEHIND FLOUTING THEM AND THE EFFECT OF SOCIAL CLASS ON FLOUTING THE MAXIMS IN THE PLAY *ARMS AND THE MAN*

No.	Code	Data	Maxim Flouting														Class	
			Types			Strategies					Reasons						H.	L.
			QN	QL	MN	RL	T	M	O	U	Rh	Ir	Com	Conv	Col	Conf		
1.	D1/1/1																	
2.	D1/1/2																	

Notes:

D1 /	O: Overstatement
	U: Understatement
D1: The number of the act	Rh: Rhetorical Question
1: The number of the	Ir: Irony
	Com: Competitive
1: The number of	Conv: Convivial
	Col: Collaborative
QN: Maxim of	Conf: Conflictive
	H: High
QL: Maxim of Quality	L: Low

D. Data Collection

The data is vigilantly collected in the sort of conversations and dialogues from which the questions of the study are answered. This is done by using an observational method which is used to analyze information by the observance of the use of language (Napitupulul, 2022). The technique used to collect data in this study is non-participatory technique (Napitupulul, 2022).

Collecting data undertakes the following steps. The first step is that the play *Arms and the Man* is read by the researcher to understand context. The second step is that the characters' utterances are identified and observed. The third step is that the utterances containing flouting of Grice's cooperative principle maxims are selected. Then the occurrence of these flouting maxims is determined using the cooperative principle maxim theory. After that, these utterances are categorized into the four types of flouting of the maxims. In addition, the employed strategies used in flouting the cooperative principle maxims are identified. Finally, the reasons behind flouting the maxims are assessed, and the characters who flout these maxims more, either those of high-class or low-class, are also assessed.

E. Data Analysis

Theories related to the topic of this study are used to support the analysis of the data. These include the researcher's viewpoint and understanding of the pragmatic and context theories, Grundy's theory of rhetorical strategies, and Leech's theory of the reasons behind flouting the maxims. These all work together to analyze the data and bring out the study findings that answer its questions through the following steps.

Firstly, collected data are analyzed on the basis of the theory of pragmatics, including the cooperative principle maxims and flouting of these maxims as modeled by Grice (1975), to answer the first question of the study. The data collected or conversations are classified into four types: those flouting the quantity maxim, those flouting the quality maxim, those flouting the relevance maxim, and those flouting the manner maxim. The context of the utterance of each conversation is analyzed depending on the context theory (Brown & Yule, 1983). Secondly, the theory of rhetorical strategies represented by Grundy (2013) is followed to answer the second question of the study. Thirdly, the theory of Leech (1983) in reporting the reasons behind flouting the maxims is followed to answer the third question of the study. Fourthly, the collected data or conversations existing between any high-class characters and low-class characters are analyzed to answer the fourth question of the study. In this respect, the researcher focuses on the conversations that occurred between Louka, Nicola and any other superior character. Finally, the accuracy of the data analysis is checked.

VI. RESULTS

1. The cooperative principle maxims flouted by the characters in the play arms and the man

Based on the study collected and analysed data, 40 cases of the data were found representing flouting the four cooperative principle maxims in the play *Arms and the Man*. Table 2 below shows an overview of the cases of flouting the four cooperative principle maxims.

TABLE 2
THE NUMBER OF THE CASES OF FLOUTING EACH COOPERATIVE PRINCIPLE MAXIM IN THE PLAY

The cooperative principle maxims	Number of flouting the maxims	Percentage
The maxim of quantity	5	12.5 %
The maxim of quality	13	32.5 %
The maxim of manner	13	32.5 %
The maxim of relevance	9	22.5 %
Total	40	100%

The table above expresses that all the four maxims in the play *Arms and the Man* are flouted in 40 cases. 32.5 % is for flouting the maxims of each quality and manner, 22.5 % is for flouting the maxim of relevance, and 12.5 % is for flouting the maxim of quantity. The highest number of cases is related to flouting the maxims of quality and manner, and the lowest number of cases is related to flouting the maxim of quantity.

2. the employed strategies in flouting the cooperative principle maxims in the play arms and the man

The study results show that 5 rhetorical strategies out of the 6 proposed by Grundy (2013) are used in the 40 cases of flouting the maxims in the play. The only rhetorical strategy that is not used in flouting the maxims in the play selected is irony. The following Table 3 shows an overview of the rhetorical strategies utilized in flouting the cooperative principle maxims in this selected and analyzed play.

TABLE 3
RHETORICAL STRATEGIES USED TO FLOUT COOPERATIVE PRINCIPLE MAXIMS IN *ARMS AND THE MAN*

Rhetorical Strategies	Maxim of Quantity	Maxim of Quality	Maxim of Manner	Maxim of Relevance	Total Number	Percentage
Tautology	-	-	-	1	1	2.5 %
Metaphor	-	13	-	3	16	40 %
Overstatement	3	-	4	-	7	17.5 %
Understatement	-	-	7	1	8	20 %
Rhetorical Question	2	-	2	4	8	20 %
Total Number	5	14	13	8	40	100%

The table above illustrates that the types of the rhetorical strategies used in flouting the cooperative principle maxims are tautology, metaphor, overstatement, understatement and rhetorical question. The results show that the strategy of metaphor is applied 40 %, the two strategies of understatement and rhetorical question are applied 20 %, the strategy of overstatement is applied 17.5 %, and only the strategy of tautology is applied 2.5 %. Generally, metaphor is the rhetorical strategy that is most frequently applied in flouting the maxims in the play *Arms and the Man*, and tautology is used only once to flout the maxim of relevance. However, irony is not applied in flouting any maxims in this play.

3. reasons behind flouting the cooperative principle maxims in the play arms and the man

From the analysis of the data in this study, it is found that the four reasons suggested by Leech (1983) are found behind flouting the maxims. The following Table 4 will represent an overview of the reasons behind flouting the cooperative principle maxims.

TABLE 4
THE REASONS BEHIND FLOUTING COOPERATIVE PRINCIPLE MAXIMS IN *ARMS AND THE MAN*

	Quantity	Quality	Manner	Relevance	Total	Percentage
Competitive	3	8	2	2	15	37.5 %
Convivial	1	3	-	1	5	12.5 %
Collaborative	1	1	7	5	14	35 %
Conflictive	-	2	3	1	6	15 %
Total	5	14	12	9	40	100 %

The table above shows that the four reasons behind flouting the maxims are stated. The four maxims are applied for the competitive and collaborative reasons. Only the maxim of manner is not applied for a convivial reason, and only the maxim of quantity is not applied for a conflictive reason. The highest reason of flouting the maxims is the competitive reason with 37.5 %. On the other hand, the lowest reason is the convivial reason with 12.5 %.

4. the effect of social class, high and low, on flouting the cooperative principle maxims in the play

The results show that high-class characters flout the maxims in any particular situation for their considered reasons. Unlike high-class characters, low-class characters flout the maxims in particular situations with regards to the effect that could occur. The following Table 5 shows an overview of the flouting of the cooperative principle maxims by high-class and low-class characters in the play.

TABLE 5
THE EFFECT OF SOCIAL CLASS, HIGH AND LOW, ON FLOUTING THE COOPERATIVE PRINCIPLE MAXIMS BY THE CHARACTERS IN *ARMS AND THE MAN*

	Maxims flouted by high class characters		Maxims flouted by low class characters	
	Same Class Participants	Different class participants	Same class participants	Different class participants
Quantity	5	-	-	-
Quality	11	1	-	1
Manner	11	-	2	-
Relevance	4	2	1	2
Total	31	3	3	3
Percentage	77.5 %	7.5 %	7.5 %	7.5 %
Total	34		6	
Percentage	85 %		15 %	

It is noticed from the table above that both high and low-class characters flout the cooperative principle maxims. High-class characters flout the maxims more than low-class characters. According to the table above, 85 % of flouting the maxims is done by the high-class characters, 77.5 % of which represents flouting the maxims by the high-class characters in the play among themselves, and 7.5 % represents flouting the maxims by the high-class characters in the play in their conversations with low-class characters. However, only 15 % of flouting the maxims in the play is done by the low-class characters: each 7.5 % represents flouting the maxims by low-class characters among themselves and in conversations with high-class characters.

VII. CONCLUSIONS

The present study aimed at approaching the play *Arms and the Man* from a pragmatic point of view to be qualitatively analyzed to investigate flouting the cooperative principle maxims. The achievement of the present study has supported the previous relevant studies by validating the idea that cooperative principle maxims are flouted in literary texts, including plays. The study results show that the four cooperative principle maxims are flouted in the play *Arms and the Man*. Each maxim of quality and manner is flouted 13 times (32.5 %), the maxim of relevance is flouted 9 times (22.5%) and the maxim of quantity is flouted 5 times (12.5 %). That is, the highest maxims flouted are the maxims of quality and manner, and the lowest maxim flouted is the maxim of quantity. In addition, five rhetorical strategies out of six are applied to flout the maxims in the play. Those five rhetorical strategies are tautology, metaphor, overstatement, understatement and rhetorical question. Irony which is the sixth strategy is not utilized in the play to flout any maxim. The strategy of metaphor is applied 16 times (40 %) to flout the maxims of quality and relevance, the strategies of each understatement and rhetorical question are utilized 8 times (20 %) to flout some maxims, the strategy of overstatement is used 7 times (17.5 %) to flout the maxims of quantity and manner, and lastly the strategy of tautology is applied only once (2.5 %) to

flout the maxim of relevance. Moreover, the reasons behind flouting the cooperative principle maxims in the play are the same four reasons represented by Leech's (1983) theory; the competitive, convivial, collaborative and conflictive reasons. Comprehensively, the four maxims are flouted for the competitive and collaborative reasons. The only exceptions are that the manner maxim is not flouted for the convivial reason, and the quantity maxim is not flouted for the conflictive reason. Furthermore, there is an obvious difference between classes in flouting the maxims in the play. High-class characters flout the maxims more than low-class characters. Moreover, high-class characters flout the maxims in the situations when they communicate with each other more than flouting them in the situations when they communicate with low-class characters. However, surprisingly, low-class characters flout the maxims in the situations they communicate with high-class characters or with the same low-class characters equally. More specifically, high-class characters flout the maxims 34 times (85 %), and low-class characters flout the maxims only 6 times (15 %).

ACKNOWLEDGEMENTS

This study is a partial part of the Master Degree work of Saba Saif, Department of English, Faculty of Languages, Sana'a University, Sana'a, Yemen.

REFERENCES

- [1] Basya, A. F. (2017). *An analysis on the non-observance maxims of cooperative principle in Larry king show special: Johnny Deep.R*. Retrieved July 23, 2023 from <http://repository.uinjkt.ac.id/dspace/handle/123456789/37453>
- [2] Brown, G., & Yule, G. (1983). *Discourse analysis*. Cambridge university press.
- [3] Cutting, J. (2002). *Pragmatics and discourse*. London: Routledge.
- [4] Embu-Worho, V. (2020). *Rhetoric strategies of flouting Gricean maxims in sexuality education videos on 'parents explain' segment on cut YouTube channel*. Retrieved July 20, 2023 from https://repository.usd.ac.id/36557/2/164214159_full.pdf
- [5] Fatmawati, S. N. K. (2015). A pragmatic analysis of maxim flouting performed by Solomon Northup in 12 years a slave movie. *Sastra Inggris-Quill*, 4(1), 1-10. Retrieved December 19, 2023 from <http://eprints.uny.ac.id/16012/1/Siti%20Nur%20Khasanah%20Fatmawati%2010211144039.pdf>
- [6] Grice, H. P. (1975). *Logic and conversation*. New York, NY: Academic Press.
- [7] Grice, H. P. (1989). *Studies in the way of words*. Cambridge. Harvard University Press.
- [8] Grundy, P. (2013). *Doing pragmatics*. New York, NY: Routledge.
- [9] Hidayati, L. (2015). *A pragmatic analysis of maxim flouting done by the main characters in the devil wears prada*. Universitas Negeri Yogyakarta. Retrieved January 30, 2019 from <https://eprints.uny.ac.id/27461/>
- [10] Ibrahim, Z., Arifin, M. B., & Setyowati, R. (2018). The flouting of maxim in the se7en movie script. *Jurnal Ilmu Budaya*, 2(1), 81-94. Retrieved February 2, 2024 from <https://media.neliti.com/media/publications/240538-the-flouting-of-maxim-in-the-se7en-movie-e2256e85.pdf>
- [11] Isbandi, I. (2021). *Flouting maxim of Grice's cooperative principle conversation at coronacast ABC news: Pragmatics approach* (Doctoral dissertation, Prodi Sastra Inggris). Isbandi. Retrieved September 22, 2021 from <http://repository.upbatam.ac.id/1203/1/cover%20s.d%20bab%20III.pdf>
- [12] Leech, G. (1983). *Principles of Pragmatics*. London: Longman Inc.
- [13] Levinson, S. C. (1983). *Pragmatics*. London: Cambridge University Press.
- [14] Li, Y. (2016). *The observance and non-observance of cooperative principle in English advertisements*. Atlantis Press. Retrieved July 18, 2023 from <https://www.atlantis-press.com/proceedings/icemaess-15/25847921>
- [15] Mey, J. L. (2001). *Pragmatics: An introduction*, 2nd edition. Oxford: Blackwell Published.
- [16] Napitupulu, E. B. (2022). *Types and strategies of flouting maxim in justice society World War II (2021) movie: Pragmatics approach*. Retrieved February 2, 2024 from <http://repository.upbatam.ac.id/1495/1/cover%20s.d%20bab%20III.pdf>
- [17] Ogburn, & Nimkoff. (1964). *Sociology*, (4th ed.). Boston: Houghton Mifflin.
- [18] Purnomo, C. S. (2017). *An analysis of the violation of Grice's maxims on the boy movie script*. USD Repository. Retrieved December 12, 2023 from <http://repository.usd.ac.id/id/eprint/12551>
- [19] Rahmah, A. (2016). A pragmatic analysis of maxim flouting uttered by the characters in Muccino's Pursuit of happiness movie. *Sastra Inggris-Quill*, 5(3), 262-70. Retrieved February 2, 2024 from <https://journal.student.uny.ac.id/ojs/index.php/quill/article/download/2426/2094>
- [20] Sumarsih, S. (2018). The analysis of non-observance maxim in listening class. *UIN Salatiga Repository*. Retrieved December 17, 2023 from <http://e-repository.perpus.uinsalatiga.ac.id/id/eprint/4606>
- [21] Thomas, J. (1995). *Meaning in interaction: An introduction to pragmatics*. Harlow: Pearson Education.
- [22] Vanderstoep, S. and Johnston D. (2009). *Research method for everyday life. Blending qualitative and quantitative approaches*. Wiley. Retrieved February 20, 2023 from <https://www.wiley.com/engb/Research+Methods+for+Everyday+Life:+Blending+Qualitative+and+Quantitative+Approaches-p-9780470343531>
- [23] Zhao, X. (2017). *The non-observance of Grice's maxims in the creation of humour in a Chinese sitcom*. Retrieved July 23, 2023 from <https://core.ac.uk/download/pdf/268878986.pdf>

Saba'a S. Saif is a Master research fellow in the Department of English, Faculty of Languages, Sana'a University, Sana'a, Yemen. Her research is in the field of pragmatics that is conducted on literature.

Abdusalam M. Al-Ghrafy is working as a Professor of Linguistics, Faculty of Languages, Sana'a University, Sana'a, Yemen. He is the supervisor of the research conducted by Saba S. Saif.

Ahmed S. Al-Shameri had a Bachelor's degree in English Language from Sana'a University in 2015. Later, he gained his master and PhD degrees in Business Administration from Universiti Tun Hussein Onn Malaysia (UTHM).