

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some importance ideas and theories in conducting the research. It includes theory of cooperative principle, relevance theory, context, novel, synopsis of *For Better, For Worse, Forever* the descriptions are as follows.

A. Theory of Cooperative Principle

H.P. Grice had worked with J.L Austin at Oxford in the 1940s and 1950s and his work on the Cooperative Principle and its related conversational maxims. And Grice theory is constructed as theory of communication, it has the interesting consequence that it gives an account of how communication might be achieved for expression the intended message. Thomas (1995:56) states that Grice's theory is an attempt at explaining how a hearer gets from what is said to what is meant, from the level of expressed meaning to level of implied meaning.

The purpose we communicate or speak to other people is to extend the message. The communication can be called effective if the receiver can catch what the speaker talk about. In conveying the message, usually it is used a verbal language or non verbal language that is understood by both, speaker or listener. In relation to this purpose, there some strategies used to reach the purpose of communication. In another book is written as

follows; in order to communicate accurately and efficiently speakers and listeners try to cooperative to another.

Grice's argued that speaker intend to be cooperative when they talk. One way of being cooperative is for a speaker to give as much information as is expected. The kind of meaning was called an implicature by Grice. The cooperative principle of conversational are elaborated in four sub-principles called maxims, such as: maxim of quantity, maxim of quality, maxim of relation, maxim of manner.

Within this principle, he suggested four maxims:

1. The Maxims of Quantity: Information

- a. Make your contribution as informative as is required for the current purposes of the exchange.
- b. Do not make your contribution more informative than is required.

2. The Maxim of Quality: Truth

- a. Do not say what you believe to be false.
- b. Do not say that for which you lack adequate evidence.

3. The Maxim of Relation: Relevance

- a. Be relevant.

4. The Maxim of Manner: Clarity ("be perspicuous")

- a. Avoid obscurity of expression.
- b. Avoid ambiguity.
- c. Be brief (avoid unnecessary prolixity).
- d. Be orderly.

Grice makes it clear that what a speaker conventionally implicates by uttering a sentence is part of what the speaker means in uttering it, and that it is also closely connected to what the sentence means. Nonetheless, what a speaker conventionally implicates is not a part of what the speaker says.

B. Relevance Theory

Levinson's state that Relevance Theory is also able to show the function of procedural encoding as an instruction to operate on conceptual encoding in order to assist relevant understanding. Relevance Theory is a potential property not only of external stimuli (e.g. sights, sounds, utterances), but also of internal representations (e.g. thoughts, memories, conclusions of inferences). In relevance-theoretic terms, any external stimulus or internal representation which provide input cognitive process may be relevant to an individual at some time. An input is relevant to an individual when it connects with background information he has available to yield conclusions that matter to him (e.g. by answering a question he had in mind, improving his knowledge on a certain topic, confirming a suspicion, or correcting a mistaken impression). In relevance-theoretic terms, an input is relevant to an individual when its processing in a context of available assumptions yields a positive cognitive effect. A positive cognitive effect is a worthwhile difference to the individual's representation of the world – a true conclusion, for example. False

conclusions are not worth having. They are cognitive effects, but not positive ones (Sperber and Wilson 1995: 3.1-2). Wilson and Sperber make these rules:

- a. Other things being equal, the greater the positive cognitive effects achieved by processing an input, the greater the relevance of the input to the individual at that time.
- b. Other things being equal, the greater the processing effort expended, the lower the relevance of the input to the individual at that time.

Relevance: communication and cognition (second edition, 1995), that a single principle of relevance is sufficient to explain the process of utterance understanding. Relevance Theory was able to account for the understanding failures which occur when the processing load is too great for relevant assumptions to be recovered or when the addressee lacks sufficient contextual resources to infer the explicatures and implicature which prove the relevance of the utterances. Relevance Theory is also able to show the function of procedural encoding as an instruction to operate on conceptual encoding in order to assist relevant understanding. These are six principles of Relevance Theory:

1. Every utterance comes with a guarantee of its own particular relevance.
2. Because addressee cannot prove the relevance of the utterance they hear without taking context into account, 'the speaker must make assumptions about the hearer's

cognitive abilities and contextual resources (Sperber and Wilson, 1995:218).

3. However apparently grammaticalized linguistic structure may be, utterances are, as we have seen, radically underdetermine.
4. The utterance may be regarded as premise, which, taken together with other, non linguistic premises available to the hearer as contextual resources, enable him to deduce the relevant understanding.
5. The most accessible interpretation is the most relevant.
6. Context is not treated as given common ground, but rather as a set of more or less accessible items of information.

Implicature is hidden meaning. According to Grundy (2000:73), taking Grice's theory, an entailment is a meaning that is present on every occasion when an expression occurs, while an implicature is a meaning that implied, i.e, conveyed indirectly or through hints, and understood implicitly without being explicitly stated. Implicature arises as a result of interactant's mutual knowledge of the conventional maxims. An implicature is the result of an addressee drawing an inductive inference as to the likeliest meaning in the given context (Grundy, 2000:80). Like many advertisements and newspaper headlines, joke-telling routines also constitute an understanding test in which the processing effort is very great but worth engaging in because the understanding is correspondingly more

rewarding. Look at the example below. A hearer of joke must be able to imply the utterance he hears in order to understand the joke. Let us consider this one:

A newly married couple went on a cruise for their honeymoon.

When they returned, the bride phoned her mother. “How was the honeymoon?” asked the mother. “We had a terrific time, but as soon as we returned, Sam began using horrible four letter words. I can’t live like this. Please come and take me home,” the bride pleaded, bursting into tears.

Umar Khatab, Indonesia

1. **IMPLICATION OF:** *A newly married couple went on a cruise for their honeymoon.* When they returned, the bride phoned her mother.

It seems that the couple were having a time alone in a private and beautiful place.

PREMISES:

- a. The couple were having time alone for holiday
- b. The couple having time alone for enjoy
- c. The couple were having time alone for sleeping
- d. The couple were having time alone for wonderful place.

CONCLUSION:

So, from this premises the researchers conclude premises (a), (b), (c) is not relevant. Which the context is relevant premises is (d).

Other example by Mrs. Nurul Chojimah

2. Nita : What do you think if we go the movie tonight?

Santi : Tomorrow I will have translation examination.

PREMISES:

- a. Going to movie takes at least 2 hours
- b. Inside the movie , the light is off
- c. What we can do inside the movie is just watching the movie
- d. Translation exam needs preparation
- e. Preparing exam needs light
- f. Preparing exam and watching movie can not be done at the same time

CONCLUSION: Refuse the offer.

C. Context

Context is a sentence or phrase in which a word appears in certain circumstances in which an event happens in the use of language. When we use any language, the environments, circumstances and contexts are important aspects, which must be referred (Brown and Yule, 1983:25). It means that context is on the particular occasion, contexts and that speakers are related each other. In addition, Hymes in Brown and Yule (1983:38-39) sets about specifying the features of context, which may be relevant to the identification of a type of speech event. He abstracts the role of: (1) Addressor

(speaker or writer who produce the utterances) and addressee (the hearer or reader who is the recipient of the utterance). Knowledge of addressor in a given communicative event makes it possible for the analyst to imagine what that particular person likely to say. (2) Topic is what is being talked about. (3) Setting is where the event is situated in place and time, and in terms of the physical relations of the interactants with respect to posture and gesture and facial expression. (4) Channel, how is contact between the participants in the event being maintained by speech. (5) Code, what language or dialect or style of language is being used. (6) Message form, what form is intended chat, debate, sermon, fairy-tale, sonnet, speech, love- letter, etc. (7) Event, the nature of the communicative event within which a genre may be embedded, thus a sermon or prayer may part of the larger event in a church service. (8) Key, which involves evaluation was it good sermon, a pathetic explanation etc. (9) Purpose, what did the participants intend should come about as a result of the communicative event. So, context can help us to determine what is conveyed implicitly but not explicitly stated by the speaker. It is very important in determining what someone means by what they say.

D. Novel

Novel is literary work told about sequence of life of the characters inside. It is an imaginative piece of fiction around a plot, enacted by several major and minor characters, at several location, in a social context, where the interchange between characters enables them to express their characters in

terms of their relationship with others and the existing circumstances. Moreover, Jones (1986:82-86) states that novel deals with truths, problems and conflict. It aims to entertain and to inform the readers. The elements of structure of a novel are:

1. Title; the title of a novel may name the chief character, some significant object, name of place, or indicate the nature of the story.
2. Point of view; point of view is the way an author permits the reader to observe the story. Point of view may be first person, third person, dramatic or omniscient.
3. Dramatic conflict; dramatic conflict is kind of action in novel. Conflict appeals to the emotions of reader. It may be physical, social, psychological, or it may be a combination of these.
4. Theme; theme of novel is its underlying idea or wisdom that the author is presenting.
5. Plot; plot is the action of the story or the sequences of events involving the character or characters. It may be simple or complex. A novel usually uses complex plot. Complex plot has several group of characters; the story deals with one, takes up another, return to first, then takes up another.
6. Characterization; characterization is the depicting of clear image of a person. There are two methods of characterization: the dramatic and the analytic. In the dramatic we form our opinions of the characters from what they do and say, from their environment, and from what other character

think of them. In the analytic method the author comments upon the characters, explaining their motives, their appearances, and their thought.

7. Situation; situation is what gives background to the story. It shapes the action and provides the tone through setting and description.
8. Style; style is the way in which an author selects, arranges, and presents his words. It is his manner of expression.

Thus, novel as kind of literary work is a good source for those who intends to find and analyze pragmatic phenomena. It is known that novel is a kind of literary work where we can learn the true secret of life.

E. Synopsis of *For Better, For Worse, Forever*

The novel of *For Better, For Worse, Forever* by Lurlene McDaniel published serially in *All the Year Round* from 1997. The novel has very exiting story and a memorable each has become fixed in the common imagination. The novel have the dramatic and lovestory intensity that fiction gives. However, it is essentially a serious lovely and frightened novel.

April Lancaster and Mark Gianni fell in love, that's how long they thought they would be together. But since Mark's death, April has never felt more alone. Then Brandon Benedict comes into her life. April cannot tell Brandon about her illness. When April's medical problems suddenly return, she must decide what to tell Brandon.