

**“Flouting and Hedging Maxims Used by the Main  
Characters in “*Gifted Hands*” Movie”**

**THESIS**

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**“Flouting and Hedging Maxims Used by the Main  
Characters in “*Gifted Hands*” Movie”**

**THESIS**

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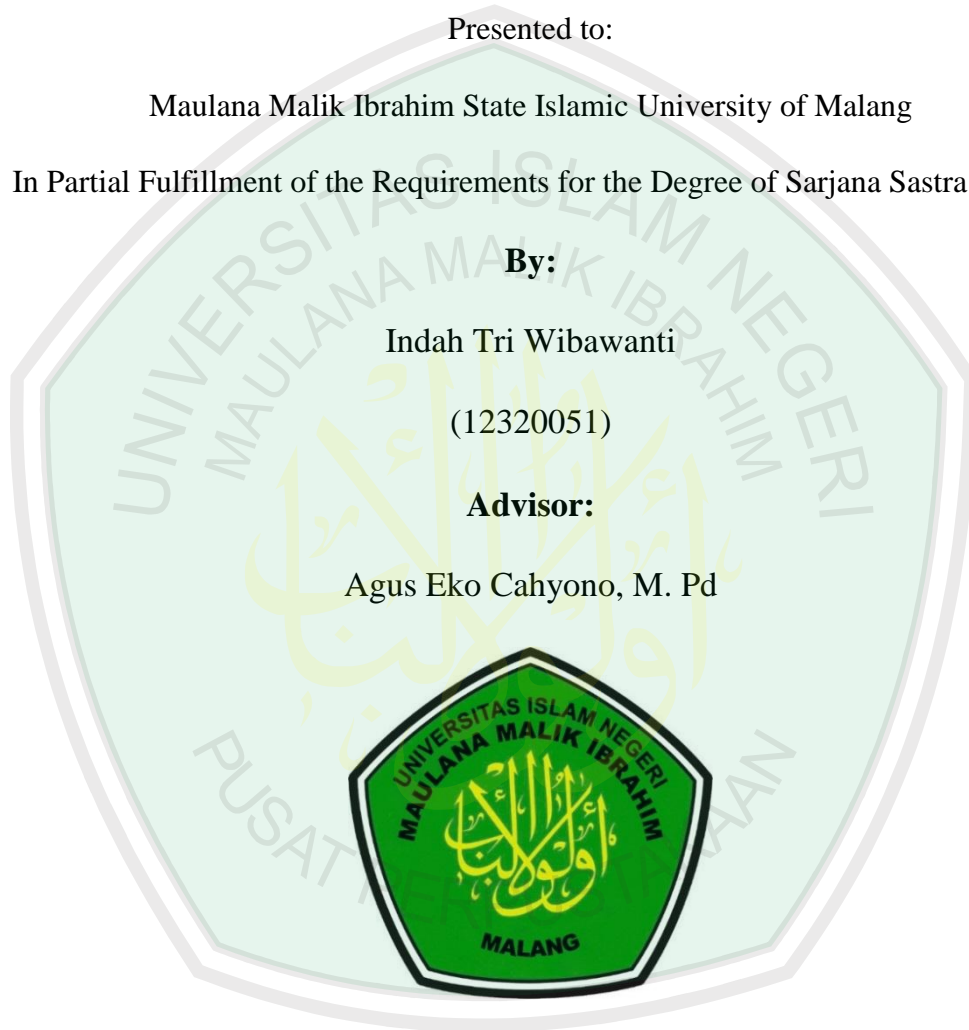
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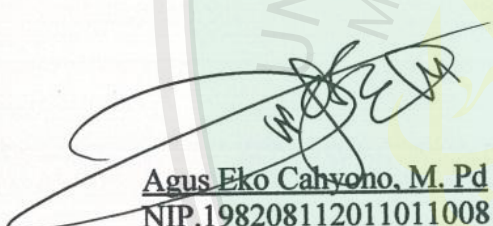
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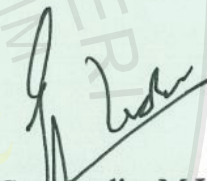
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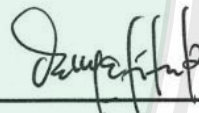
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## **MOTTO**

***Anything anybody else can do, Bennie. Only you can  
do it better.***

***(Mrs. Cindy, Benjamin's mom)***



## DEDICATION

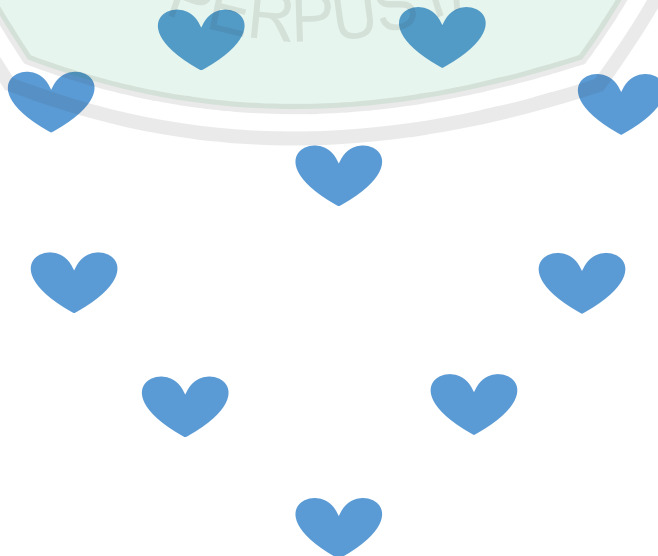


This thesis is proudly dedicated to my beloved  
Mother “Hindrawati” and Father “Joely Hariyanto”

My sisters and brothers: Indah Febriant Wulan Sari and  
Ahmad Yudianto, Dwindi Febri Lestari and Arief  
Rahman Setiawan. My cute young brother Muchammad  
Arie Wibowo. My beautiful niece also my handsome  
nephew: Fajriyah Mincha Al Mawla Hafsa and  
Muhammad Ardansyah Ramadhan.

My dearest “SH”

“THANKYOU VERY MUCH FOR EVERYTHING”





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7. My best friends on my Vocational High School.
8. All people whom I cannot mention one by one.

Finally, the researcher hopes this research will be useful for others.

Malang, 27 June 2016

Indah Tri Wibawanti

## ABSTRACT

**Wibawanti, Indah. 2016. Flouting and Hedging Maxim Used by the Main Characters in "Gifted Hands" movie. Thesis, English Language and Letters Department Faculty of Humanities Maulana Malik Ibrahim State Islamic University of Malang.**

**Advisor : Agus Eko Cahyono, M. Pd.**

**Key term: Flouting Maxims, Hedging Maxims.**

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The "Gifted Hands" movie is used as the object of this study because it is a true story and inspiring movie. He was a stupid men when he was a young. However, his mother always gave him spirit and said that he could do anything he wanted to do with his brain until he could be a specialist doctor of brain. There will be two research problem that will be analyzed, that is "What flouting and hedging maxims are represented by the main characters in "Gifted Hands" movie"? and "How flouting and hedging maxims are represented by the main characters in "Gifted Hands" movie?"

This study is expected to be able to develop or widen the theoretical perspective of flouting and hedging of Grice's conversational maxims theory. This research is expected to be one of the sources in discourse studies and it is also expected to be able to give empirical proof of how people flout and hedge utterances. Therefore, it is expected to be useful for helping lecturers and students in understanding flouting and hedging maxims in "Gifted Hands" movie.

Dealing with the research problem above, the characters in the movie flout all Gricean maxims. (1)Whereas, the maxim of relevant is the most frequently flouted maxim of all. They flout the four maxims in numerous and diverse manner. (2)They only hedge two of the four maxims that are maxim of quantity and maxim of relevant. The most frequently hedged maxim is the maxim of quantity. Hedging maxim of quantity appears when the characters give information which is not as precise as the provided information and when their knowledge about the given information is limited. Hedging maxim of relevant occurs when the characters deliberately intend to change one topic to another by giving the hint previously.

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## CHAPTER I

### INTRODUCTION

This chapter explains about background of the study, statement of the problems, objectives of the study, significances of the study, scope and limitation of the study, definition of the key terms, and research method: research design, research subject, data source, research instrument, data collection and data analysis.

#### **I.1 Background of the Study**

This study examines flouting and hedging found in “Gifted Hands” movie. It is called flouting maxims because the speaker violates or disobey some rules of maxims in producing the utterance in the form of rhetorical strategies namely tautology, methapor, overstatement, understatement, rhetorical question and irony (Grundy, 2000). It is called hedging maxims because the speaker breaks the maxims and when the information is not totally accurate but seems informative, well founded and relevant (Grice, 1975). This rule is called cooperative principle (Grice, 1975). The maxims are hedged when the information is not totally accurate but seem informative, well founded and relevant (Grice in Cook, 1989).

Pragmatic is another broad approach to discourse. It deals with three concepts that are meaning, context, and communication they are themselves extremely vast and unwieldly. According to Cutting (2002) claimed that it is an approach to learning language’s relation to the contextual background features

concerning on the meaning of words in context, text, and function ( the participant's aim in speaking ). Given such a broad definition, it is not surprising that the scope of pragmatics is so wide. In other words, pragmatics faces definitional dilemmas similar to those faced by discourse analysis.

Maxims is divided into four categories. These are maxim of quantity, quality, relevance, and manner (Cook, 1989:29). First, maxim of quantity means that in a conversation, a speaker has to give contribution as informative as it is required. In other words, a speaker should not give contribution which is more or less informative than it is required. Second, maxim of quality regulates a speaker to speak the truth in a conversation, in other words, the speaker must not give information which he believes to be false and lack of evidence. Third, maxim of relevance means that the speaker has to be relevant with the topic within a conversation. The last, maxim of manner means that the speaker has to utter perspicuous utterances while making conversation. The speaker should avoid obscurity of expression, ambiguity, be brief and be orderly.

In fact, speakers do not always do or fulfill the maxims while making a conversation. In some cases, speakers flout the Gricean maxims with some directions and purposes. In short, flouting means breaking or violating the four maxims of Gricean. In some conversations, flouting is manipulated by a speaker to produce a negative pragmatic effect, sarcasm and irony in order to avoid unpleasant thing, and to emphasize a message (Cook, 1989:31). This strategy does not mean that both speaker and hearer are not being cooperative in a conversation, but they try to imply what they mean when conveying the utterances through

flouting a maxim. The speaker does not intend to mislead the hearer. Otherwise, he wants the addressee to look for the conversational implicature, that is the meaning of the utterance which is not directly stated in the utterances. It is hidden.

The Gricean's maxims are often purposefully flouted by comedians and writers, who may hide the truth and manipulate the words for the effect of the story and the sake of the reader's experience. For example, when the comedian utters "*I am a brief man*" but actually he is not. In the context while he is facing six robbers or criminal on stage and then he run away. As it is stated by Cook (1989:31-32) that flouting the cooperative principles or Gricean maxims has three functions. First, the quantity maxim is violated in both direction are prolixity if the speakers say too much and are terseness if they are too brief. Second, a speaker often says more than we need, which is perhaps considered to be rude or forthright. Sometimes, we deliberately flout the charge in order to be relevance, to signal embarrassment or a desire to change the subject. The last, the maxim of manner is violated either for humor, or establishing solidarity between speakers and excluding an over hearer from the conversation. Some researchers used flouting and hedging strategies when make a cooperative conversation with a stammerer due to some reasons, they want to reveal and describe the condition of making talk exchange with a stammerer in order to provide a clear explanation under linguistics subcategories by using Grice's theory of conversational maxims. This theory is appropriate for this research because the Gricean Maximx are a way to explain the link between utterances and what is understood from them.



Misunderstanding in a conversation sometimes happens between speaker and hearer in catching a meaning due to the speaker implication of what he said, as Grice named by implicature. Not all communications, either verbal or nonverbal communication, use four maxims or cooperative principles. They disobey the Grice's maxims, either one maxim or more, which is called by flouting and hedging maxims.

Some researchers had investigated maxims in a variety of contexts, such as in video by Kholillah; 2012, speech by Zulkarnain; 2013, cartoon movie by Mustaqim; 2010 and Laila; 2012. Related to the discussion that is about flouting and hedging maxims, there are several researchers who observed about this topic. According to Mustaqim (2010) that examine flouting and hedging in "Kung Fu Panda" movie. He translated Kung Fu Panda movie based on flouting and hedging maxims theories. He used Paul Grice's theories to analyze his data. From his study, he found three flouted maxims that were relevance, quantity, and quality of maxims. He did not find any hedging maxims on his studies. Laila (2012) examined flouting and hedging maxims used by the main character in "That's What I Am" movie. Her study found that there were three flouted maxims: manner, relevance, and quantity of maxims but she did not get hedges on that movie.

The present study examines flouting and hedging maxims found in "Gifted Hands" movie. "Gifted Hands" is used as the object of this study for it is an inspiring movie. This movie based on a true story. The plot of this movie is also good. The main characters in this movie are: Benjamin, his mother, dr. Mark,

Augusta and Peter, Chyntia's parents. This movie is very interesting to be analyzed especially using flouting and hedging maxims theories, because this movie is a true story. This movie is kind of inspiring movie since he was a stupid man when he was young. Nevertheless, his mother always gave him spirit and said that he could do anything he wanted to do with his brain until he could be a specialist doctor of brain. The difference between this study and the previous studies which analyzing flouting and hedging is that, in this study, the researcher focused on spoken language uttered by adult and children. That is when Benjamin was still a child and when he had become an old man. This story is also taken from a true story, therefore the researcher is interested in analyzing this topic with "Gifted Hands" movie as the object of study.

## **I.2 Problems of the Study**

Based on the previous research background, this research is done to answer the following questions:

1. What flouting and hedging maxims are represented by the main characters in "Gifted Hands" movie?
2. How flouting and hedging maxims are represented by the main characters in "Gifted Hands" movie?

### **I.3 Objectives of the Study**

Based on the problem above, the objectives of the study are:

1. To find what maxims are flouted and hedged by the main character in “Gifted Hands” movie.
2. To describe how the utterances are flouted and hedged by the main characters in “Gifted Hands” movie.

### **I.4 Research Significances**

Theoretically, this study is expected to be able to develop or widen the theoretical perspective of flouting and hedging of Grice’s conversational maxims theory. That is in terms of giving more description on how the theory of Grice’s maxims is used in a movie. This research is expected to be one of the sources in discourse studies and it is also expected to be able to give empirical proof of how people flout and hedge utterances. It provides the empirical evidence of flouting and hedging maxims in “Gifted Hands” movie.

Therefore, it is expected to be useful for helping lecturers and students in understanding flouting and hedging maxims in “Gifted Hands” movie. Moreover, this study is also expected to give significant contribution for those who are interested in studying the similar research field. The results of this study are expected to give practical contribution for the linguistics students.

## I.5 Scope and Limitation

The scope of this study is Discourse Analysis based on Grice's theory of maxims. There are four cooperative principles: *maxim of quality*, *maxim of quantity*, *maxim of relevance*, and *maxim of manner*. Furthermore, this research focuses on flouting and hedging of maxims used by the main characters in "Gifted Hands" movie. Whereas, the limitation of this study is the analyzed objects that are only the main characters of "Gifted Hands" movie.

## I.6 Definition of Key Terms

To avoid misunderstanding in interpreting the terms used and to keep this study being specific, also the key terms used in this study are defined. They are:

1. **Flouting maxims** is when the speaker violates or disobey some rules of maxims in producing the utterance in the form of rhetorical strategies namely tautology, methapor, overstatement, understatement, rhetorical question and irony (Grundy, 2000).
2. **Hedging maxims** is when the speaker breaks the maxims and when the information is not totally accurate but seems informative, well founded and relevant (Grice, 1975).
3. **The "Gifted Hands" movie** is used as the object of this study because it is a true story and inspiring movie. The main character in this movie is a good men. He was a stupid men when he was a young. However, but his mother always gave him spirit and said that he could do anything he wanted to do with his brain until he could be a specialist doctor of brain.

The main character in this movie are: Benjamin, his mother, dr. Mark, Augusta and Peter, Chyntia's parents.

### **I.7 Research Design**

In this study, the researcher uses qualitative approach. This approach is used to describe a language phenomenon about the flouting and hedging of conversation maxims. The data are collected, analyzed, and described in the form of words. Bogdan and Biklen (1992) state that the qualitative study has five characteristics and features which this research. Firstly, the research has natural setting as the direct source of the data and the researcher as the key instrument. Secondly, the research is descriptive since the data are collected, analyzed and described in the form of words. Next, qualitative research is concerning with the process rather than simply with the results or the products. Furthermore, the data are analyzed inductively and the theory is used to enrich and enlarge the researchers knowledge in analyzing and interpreting findings. The last, the study is concerning with meaning and social process. In short, this research uses descriptive qualitative approach because it explains and describes a language phenomenon that is impossible using numbers.

In this research, the researcher investigates the flouting and hedging Grice's conversational maxims that is a Discourse Analysis discipline. The researcher chooses this discipline methodologically due to the uniqueness in research instruments, data collection and data analysis.

## **I.8 Research Subject**

The subjects of this research are utterances which indicate and contain flouting and hedging. These utterances are spoken by the main characters in “Gifted Hands” movie. The main characters here are: Benjamin, his mother, dr. Mark, Augusta and Peter, Chyntia’s parents.

Research subject is important to obtain the result of this study as a set of method, which was used to collect the data. As the approach of this research is qualitative, the key instrument is the researcher herself as the only one research instrument who can understand the data of research very well. It means that the researcher is directly involved in collecting, identifying, analyzing, and discussing the data.

The researcher note is another instrument in this study. It is used, in the process of collecting the data, to record the utterances which have been categorized into flouting and hedging of maxims. It makes the writer easier to remember and analyze the data.

## **I.9 Data and Data Source**

The data in this research is in the form of words that are derived from the utterances of the main characters: Benjamin, his mother, dr. Mark, Augusta and Peter, Chyntia’s parents in “Gifted Hands” movie. The data source comes from the movie which is taken from credible source. The script of the “Gifted Hands” movie is downloaded from trusted source, that is [www.subtitlebox.com](http://www.subtitlebox.com).

### **I.10 Data Collection**

In collecting the data, the researcher uses several steps. First, the researcher watches the movie to get general picture of data. Second, the researcher identifies the potential data of flouting and hedging of Grice's maxims. Third, the researcher determines and chooses the appropriate dialogues which contain flouting and hedging maxims that will be presented in the paper. Fourth, the researcher identifies and organizes the data by underlining and highlighting. The last, the researcher arranges the selected data into a list. The use of the list is intended to make the researcher easier in identifying which maxims are frequently flouted and hedged by the main characters in certain conversational maxims in the movie.

### **I.11 Data Analysis**

The data that have been collected are analyzed based on Grice's theory on conversational maxims. The data analysis is done through several steps: firstly, the data are going to be identified and classified based on the categorization of flouting and hedging of the conversational maxims. Secondly, the classified data will be described and explained more elaborately to answer the research problem on how the characters flout and hedge maxims in the movie by identifying their manner. Thirdly, the context leads the researcher to understand about its background knowledge of the conversation. The last, the conclusion as the finding of the research is drawn.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents theories related to the study which include discourse analysis, context, cooperative principle, conversational maxims (maxim of quantity, maxim of quality, maxim of relation, maxim of manner), flouting maxims, rhetorical strategies of the flouting maxims, hedging maxims, synopsis of the movie and previous studies.

#### **II.1 Discourse Analysis**

Discourse studies is the discipline devoted to the investigation of the relationship between form and function in verbal communication. According to Brown & Yule (1983:1), discourse analysis is defined as a general term for a number of approaches to analyze written, spoken or signed language use. The objects of discourse analysis can be writing, talking, conversation, and other communicative event.

The objects of discourse analysis can be writing, talking, conversation, and other communicative event. Cook (1989:1) explains that discourse analysis is a check of how the stretches of language is considered in their contextual, social, and psychological context. It shows that how the language users use the text to convey their intended meaning when it is related to the social and psychological interaction. Yule (1995:83) states that discourse analysis covers an extremely

wide range of activities, from the narrowly focused investigation of how words such as 'oh' or 'well' are used in casual talk, to the study of the dominant ideology in a culture as represented.

Based on the explanation above, understanding the speaker's intention in delivering message is definitely something inseparable from understanding the context beyond the speakers themselves, which carries the message since both of the speaker and hearer are interconnected in having communication.

## **II.2 Context**

Context refers to the conditions in which something exists or occurs. Linguistically, this is the part of surrounding word or passage that helps to make its meaning clear. Cook states that the context is the unity of discourse with considering the word at large. It is influenced by the situation when we receive some messages, cultural, and social relationship within the participant (Cook, 1989:10). In addition, discourse analysis is describing text and context all together in the process of communication.

Further, we should understand the text and context of their utterances if we want to understand about meaning the utterances. As Cook in Sobur (2001:56) acknowledges that the text is all of linguistic form not only printed words but also all communicative expression, such as speech, music, picture and so on, nevertheless context is all of the situation from out of the text. It depends on the context carries it.

It can be concluded that context is an important aspect which must be referred to its basic condition. It means that between speakers and context are interrelated to each other.

## **PRAGMATICS**

Pragmatics is study of 'invisible' meaning, or how we recognize what is meant even it is not actually said or written (Yule, 2006, p.112). cutting (2002) claims that it is an approach to learning language's relation to the contextual background features concerning on the meaning of words in context, text, and function (the participant's aim in speaking).

Pragmatics is defined as the four areas that pragmatics is concerned with. First, pragmatics is the study of the speaker meaning. It has consequently, more to do with the analysis of what people mean by their utterances. Second, pragmatics is the study of contextual meaning. Third, pragmatics is the study of how more gets communicated that is said. Fourth, pragmatics is the study of the expression of relative distance (Yule, 1996).

Pragmatics theory concerns with inference of presuppositions, implicature, and participant's knowledge of the world and general principle of language usage (Levinson, 1983).

### **II.3 Cooperative Principle**

Grice in Grundy (2000:74) divided cooperative principle into four basic conversational maxims. Those are maxim of quality, maxim of quantity, maxim of relation and maxim of manner. It means that speakers shape their utterances to be understood by hearers. Grice analyzed cooperation as involving four maxims: quantity, quality, relation, and manner. Speakers give enough and not too much information: quantity. They are sincere in speaking the truth or facts: quality. Utterances are related to the context of the speech: relation. Speaker tries to present the meaning clearly and concisely, avoiding ambiguity: manner. In some circumstances, however, someone might be uncooperative in conversation, probably because they dislike the topic under discussion or hate the person they are talking to. However but in the majority of conversations, it is assumed that both participants are trying to be cooperative. This is because they have to make an effort to get a successful communication. This effort is achieved by some certain rules called Conversational Maxims.

### **II.4 Conversational Maxims**

Whenever language is practiced, it requires a speaker and listener. The theory of conversational maxims provides some clues. They are phrased as a set of guidelines of how people should choose some utterance, so that the listener can understand what the speaker means ( Hofmann, 1993:274 ).

Moreover, the cooperative principle can be explained by four underlying rules or maxims of Grice's maxims. They are maxims of quality, quantity,

relation, and manner. Grice's four maxims can be expressed as: be brief, be true, be relevant, and be clear.

#### **II.4.1 Maxim of Quantity**

Maxim of quantity means that a contribution should be as informative as it is required for the conversation to proceed. It should be neither too little, nor too much. 1) Make your contribution as informative as it is required. Do not say too little: 2) Do not make your contribution more informative than is required. Do not say too much.

Maxims of quantity states that the speaker must give as much information as it is needed. It means that the speaker must answer or speak as much as what they heard. For instance, when you are asking me a question then I have to give an answer only for that question. That means I have obeyed the maxims of quantity (Renkema, 1993:9).

#### **II.4.2 Maxim of Quality**

Maxim of quality can be defined as honestly, sincerely or badly. It means that speakers should tell the right information. The speakers should say nothing if the information which is believed to be false or has no sufficient facts. The point of maxim of quality is that the speakers have to say what they believe to be true and have the evidences of it. Maxim of quality is also called as super-maxim (Renkema, 1993:10 ). This maxim deals with avoiding to say something which you

believe to be false or look of, adequate evidence in. In other words, the speaker must not tell a lie. They should give contribution that is true and based on adequate evidences/fact.

#### **II.4.3 Maxim of Relation**

Flouting the maxim of relevance happens when the speaker brings too many topics in a conversation. It means that, the speaker usually hides some information so that nobody knows about it. As Grice in Cutting (2002) stated that the maxim of relevance is possible because the speaker's utterances are always taken as relevant to the preceding text. Maxims of relevance means that the utterance must be relevant to the topic being discussed. Speakers' contribution should relate clearly to the purpose of the exchange. It should be relevant. Relation: response is relevant to the topic of discussion. For example:

*A: Where is my book?*

*B: Your book is on my bedroom.*

In this conversation, B's answer is relevant to A's question and A's did not talk about something else in this case, A and B is obeying the maxims of relevance, because they are related to each other.

#### **II.4.4 Maxim of Manner**

In obeying maxim of manner speaker's utterance must be perspicuous which comes into these specifications:

- Avoid obscurity of expression
- Avoid ambiguity
- Be brief (avoid unnecessary prolixity)
- Be orderly

The maxim of maner is a matter of being clear and orderly when conversing.

The speaker describes things in order, in which they occurred, and avoids ambiguity and obscurity ( Thomas, 1995:64 ). A speaker fails to observe the maxims of manner, for instance, when she/he said “ I went to bed and got undressed ” in fact, she/he got undressed first then went to bed.

In discourse studies, the cooperative principle and its maxims are often referred to as they provide a clear description of how listeners or readers can distill information from an utterance even though that information has not been mentioned outright. So, it can be concluded that conversation or communication can go on smoothly if the cooperative principle is used.

## **II.5 Flouting Maxims**

Flouting maxims happen when speakers violate or disobey some maxims in producing the utterance. If one of the maxims is violated by a speaker, yet we are still assuming that the person cooperates with us in the communication, we can take the violation as a sign that something is being said indirectly. It is called flouting maxims because the speaker violates or disobeys some rules of maxims in producing the utterance in the form of rhetorical strategies namely tautology,



metaphor, overstatement, understatement, rhetorical question and irony (Grundy, 2000).

Flouting maxims happens when speakers violate or disobey some maxims in producing the utterance. Sometimes, when meaning is derived from deliberate violations or 'flouting' as Grice calls them as the cooperative principle, the sender does not expect the violations of the principle to be perceived as such, or the receiver does not realize that they deliberate. Then the communication degenerates into lying, or simply breaks down all together (Cook, 1989:31).

## **II.6 Rhetorical Strategies of the Flouting Maxims**

### **II.6.1 Tautology**

Tautology is a statement in which you say the same thing twice using different words in a way that is not necessary ( Pearson, 2007:1692). It flouts the quantity maxim. By uttering tautology, speaker encourages hearer to look for an informative interpretation of the non-informative utterance.

### **II.6.2 Metaphor**

Metaphor is a way of describing something by comparing it to something else that has similar qualities, without using the words "like" or "as" (Pearson, 2007:1005). It is a further category of flouting a quality maxim since metaphor is literally false.

### II.6.3 Overstatement

Overstatement occurs when a speaker exaggerates or chooses a point on a scale which is higher than the actual state of affairs (Goody, 2000:224). In this case, he/she flouts the maxim of quantity by saying more than is necessary.

### II.6.4 Understatement

Understatement is a statement that is not strong enough to express how well, bad, impressive something really is (Pearson, 2007:1727). Understatement is one way of generating implicatures by saying less than is required. Therefore, a speaker flouts a maxim of quantity. Typical ways of constructing understatement are to choose a point on a scalar predicate that is well below under the point that actually describes the state of affair or to hedge a higher point which will implicate the (lower) actual state of affairs (Goody, 2000:222).

### II.6.5 Rhetorical Question

Rhetorical question is used to describe a question that is asked without expecting an answer, but is said in order to make a point (Pearson, 2002:1359).

For example: “*Why would I choose you?*”

### II.6.6 Irony

Irony is the use of words that are the opposite of what you really mean, often in order to be amusing or to show annoyance (Pearson, 2007:851). Irony is one of rhetorical strategies that flout quality maxims.

For example: “A person lies when He/She sees someone has been rude by saying”

“What charming behavior” ( when see someone has been rude )

## II.7 Hedging Maxims

In order to be cooperative and polite, the speakers usually hedge their sentence. Coates (2004) explains hedge as the way to communicate the speaker's certainty or uncertainty about the proposition under discussion. Meanwhile, a hedge based on Yule (1996:30) is caution note expressed about how an utterance is to be taken, for example “*as far as I know*” used when giving some information. Brown and Levinson 1987 in Hasanah (2010) state that hedging is modifying the degree of association of a predicate or noun phrase in a set with a particle, word, or phrase.

In simple words, hedging means the way people express their uncertainty about something or state something uncertain, and “hedges” are words or phrase which carry the speaker's uncertainty (Bonano, 1982: 36). One reason that speakers do not show certainty of what they say is that they want to indicate only the criteria they find important at that time (Schmidt, 1974: 622).

Grundy (2000:81) said that quality hedges may suggest that the speaker is not taking full responsibility for the truth of his utterance. It redresses advice or criticism for making promise. For example: *They say an egg is good for our brain.* They say would be understood as a hedge on maxim of quality and would serve as

a warning to the addressee that the speaker's information might not be as well founded as would normally be expected.

Quantity hedges may be used to redress complaints or request. For example: *All I know an egg is good for our brain.* By prefacing it with *all I know* the speaker imultaneously advises the aressee that the quantity of information being conveyed is limited. Thus, the maxim of quantity is "hedged".

Relevance hedges are useful ways of redressing offers of suggestions. For example: *Where's your sister by the way.* Here, *by the way* shows that what the speaker has just said is not as relevant at the stage at which it occurs in the conversation as he is entitled to expect.

Manner hedges can be used to redress all kinds of FTA. For example: *"I'm affraid to kill him if you see what I mean".* *"If you see what I mean"* hedges the maxim of manner that in order to advise us of the obscurity of her utterance. There are some expression that sometimes speaker used, such as *I absolutely, they say, it seems, as I remember, as you and I both know, by the way, well, etc.*

## II.8 Synopsis of Movie

Ben Carson becomes a world-class pediatric neurosurgeon at the prestigious Johns Hopkins Hospital in Baltimore, MD. Growing up in poverty-stricken Detroit with his mother and elder brother, Curtis, Ben could have never dreamed of the future that lay ahead for him. In the age of 9-year-old Ben's father abandoned his family, Ben's heart was broken with the pain lasting for a life-time.

Ben's mother, Sonya, is the driving force in her sons' young life. Sonya was born in rural Tennessee and had 23 siblings. To escape from her harsh existence, Sonya got married when she was 13. Despite her third-grade education, Sonya was an intelligent woman who knew that education was paramount for her sons to escape the ghetto and have successful lives. Though working three jobs at a time, Sonya is a task master. The boys were allowed to watch TV only two hours a week and obligated to read two books each week, providing Sonya with book reports. The boys were not thrilled with the otherwise but love they and respected their mother and complied with her rules.

There were many temptations and challenges for Ben and Curtis that could have led them astray. Ben fell under peer pressures and demands "cool" clothes to fit in with the other kids. He developed an attitude for a short period and his grades began to suffer, but Sonya did not give up on him nor on her goals for her sons. She continued to focus on what is important and kept driving home the values of education and success as a priority. Throughout their formative years, Sonya tells her boys that they can be whatever they want and that reading will help them realize their dreams. She never once gave up on them. Sonya inspired Ben's strong Christian beliefs which he maintains his whole life. So many times when Ben was up against impossible odds, he prayed to God and always found his way through them.

Ben began to believe in himself and worked hard at becoming one of the best kids in class in junior and senior high school. Although he faced racial

prejudice and ridicule from some classmates and even some teachers, Ben persevered in always hearing his mother's words in the back of his head. Due to his outstanding academic achievements and his high SAT scores, Ben was sought out by the best schools in the country. Ben finally settled on the prestigious Yale University where he received a full academic scholarship. Very early Ben knew that he would be a doctor—there was never a doubt about his career from that point on. Ben worked toward his goal in every class he took and placed very high in his graduating class at Yale. While at Yale, Ben met Candy who was a few years behind him. She is smart, a talented musician and from Ben's home state. Their initial friendship grew into a romance. Candy eventually became Ben's wife. Ben continued on to medical school, selecting Michigan State which had been a great medical school, affordable and close to home.

During his time in medical school, Ben became an outstanding student and was the one that always knew the answers. The interns and residents started to rely on Ben to help them carry out their duties. Although Ben's first vision was to become a missionary doctor or a psychiatrist, he started to become interested in neurosurgery. Ben heard some news that may jeopardize the neurosurgery department at the University of Michigan and applied at Johns Hopkins for the remainder of medical school. Being accepted at this world-class teaching hospital was a turning point in Ben's medical career. Ben went on to a stellar career as the Chief of Pediatric Neurosurgery at Johns Hopkins, leading surgical teams in difficult and controversial surgeries including separating conjoined twins sharing

parts of their skulls. Ben Carson had become an inspiration to all races and to young and old alike.

## II.9 Previous Studies

The previous studies conducted by Mustaqim (2010) examined flouting and hedging in “Kung Fu Panda” movie. He translated Kung Fu Panda movie based on theories flouting and hedging maxims. He used Paul Grice’s theories to analyze his data. From his study, he found three flouted maxims that is relevance, quantity, and quality of maxims. He did not found any hedging maxims on his studies.

Further, another researcher observing this topic is Helmi (2010). She observed “A Study on Flouting and Hedging Maxims Used by the Main Characters on *Daddy Day Camp*”. She found that the maxims flouted when the speakers were delivering and maintaining their opinion, by producing the utterances in the form of rethorical strategies, namely: tautology, metaphor, overstatement, rethorical queation, and irony. Besides, she also said in her finding research that the speaker used the words not in the real condition but uses symbolic. In addition of her finding was the speaker hedged the maxims by using and saying opening word, and producing utterance which was irrelevance.

Taufiqillah (2010), in flouting and hedging maxims in: “*Ratatouille*” film found that maxims on the special term were hedged and flouted. The maxims might intentionally or unintentionally be employed in both spoken and written language. Using Grice’s theory of cooperative principle, he also found that the



function of hedges is for helping speakers and writers to communicate more precisely.

Laila (2012) who examined flouting and hedging maxims used by the main character in “That’s What I Am” movie. Her study found that there were three flouted maxims: manner, relevance, and quantity of maxims but she did not get hedges on that movie.

The present study examines flouting and hedging maxim found in “Gifted Hands” movie. The “Gifted Hands” is used as the object of this study because it is an inspiring movie. This movie is based on a true story, the plot of this movie is also good. The main characters in this movie are: Benjamin, his mother and his patient. This movie is very interesting to be analyzed especially using flouting and hedging maxims, through the conversations because this movie is a true story. This movie is kind of an inspiring movie because in this movie, Benjamin was a stupid man when he was young, but his mother always gave spirit and said that he could do anything he wanted to do with his brain until he could be a doctor specialist of brain. The difference between this study and the previous studies which analyzed flouting and hedging is that, in this study the researcher focused on spoken language uttered by adult and children. That is when Benjamin was still a child and when he had become an adult. This story is also taken from a true story. Therefore the researcher is interested in analyzing this topic with “Gifted Hands” movie as the object of study.

### CHAPTER III

#### FINDING AND DISCUSSION

This chapter presents the research findings and discussion. In this chapter, the data are analyzed based on Grice's theory of cooperative principle which contains of four maxims, namely: maxim of quality, maxim of quantity, maxim of relevance, and maxim of manner. In answering the problems, the data are classified into flouting and hedging maxims. Flouting means that the speaker breaks the maxims when producing the utterance in the form of rhetorical strategies namely: tautology, metaphor, overstatement, understatement, rhetorical question and irony. In addition, hedging maxims means that the information is not totally accurate but seems informative, well founded and relevant. Moreover, the discussion will lead this study into conclusion.

This chapter presents data findings of flouting and hedging maxims used by the main characters in "Gifted Hands" movie.

#### III.1 Data Finding

This section intends to investigate the flouting and hedging of Grice's conversational maxims which is done by the main characters in "Gifted Hands" movie. In purpose to answer research problems, the researcher tries to find and explain the kinds of flouting and hedging that are used by the main characters.

The main characters here are: Benjamin (dr. Chief of Pediatric Neurosurgery at Johns Hopkins), Mrs. Carson / Sonya (Benjamin's mother), Augusta and Peter Rausch (the twin's parents), Chyntia's parents, dr. Mark (dr at Johns Hopkins). Then, the researcher looks for and describes the manner of the main characters in flouting and hedging conversational maxims.

### III.1.1 Flouting of Grice's Conversational Maxims

The following data describes the flouting of Grice's conversational maxims which is found in the dialogue of the movie. The researcher also includes the explanation of how the utterances are flouted by the main characters.

#### Data 1

Dr. Mark: They were born by cesarean 3 months ago, and, against all odds, they're still alive. Their physician from West Germany called me this morning.

Benjamin: Occipital cranopagus twins have never both survived a separation.

Dr. Mark: *Yeah*. He knows that.

(Duration: 00:02:32,352 up to 00:02:49,402)

#### Context:

This conversation happened in dr. Mark's office when he asked Benjamin to come to his office after finishing his operation. The utterance was spoken by dr. Mark after accepting data of the twin babies from Germany. Then he gave the data

to Benjamin to be read. Benjamin explained that Occipital cranopagus twins had never both survived a separation, then he answered yeah. It means that he knew that it was true.

### **Data Analyzis:**

The data 1 is categorized as flouting quantity maxim when the speaker states the utterance “yeah”. Based on Grice’s theory (1989), the speaker should give a right ammount of information when he speaks. He or she should not give less information than the situation required. The speaker overtly flouts the maxim of quantity, that is “make your contribution as informative as it is required”, because the speaker says too little.

The utterance “yeah” is categorized as maxim of quantity. It is categorized as maxim of quantity because dr. Mark as the speaker gives less informative or too economical utterance by saying “yeah” which his answer means that he agreed with benjamin’s statement about the unsuccesfull impact of doing operation on occipital cropagus twins.

### **Data 2**

Benjamin: If they're not separated... they'll spend the rest of their lives in bed, on their backs. The hospital wants me to fly to Germany and examine them.

Candy: Ben, are you gonna do this?

Benjamin: *Nobody's ever done it.*

(Duration: 00:02:55,542 up to 00:03:16,162)

**Context:**

This conversation happened in Benjamin's house when he was having conversation with his wife while playing pool. In this situation, Benjamin tried to explain about the twin babies case. He also explained about the recommendation that he got from Johns Hopkins Hospital to go to Germany for observing the condition of the baby. Then his wife asked him about his preparation to do the operation. However, Benjamin was a little bit confused because such an operation would surely kill one of them. The fact that no one had ever done and attained it before confused him somehow.

**Data Analysis:**

Actually Benjamin understood what his wife's means. When the speaker states the utterance "nobody's ever done it", he uses flouting because Benjamin gave information that no doctor had ever done such an operation. In this case, what has been said by Benjamin, "nobody's ever done it", can be categorized as maxim of relevance. According to Grice's theory, someone should be relevant to the topic being discussed. So, the speaker of the utterance is being irrelevant with the topic under discussion. Here the utterance is categorized as flouting relevant maxim because Benjamin gave irrelevant answer to the topic. In other words, he made the conversation inappropriate with the topic.

**Data 3**

Benjamin: Well, they don't appear to be sharing any organs, which is good.

Though there are parts of the brain, such as the vision center, that aren't completely separated. We won't know until we get on there.

Peter: How soon can that be?

Benjamin: Well, first we have to solve the problem of *exsanguinations*.

Augusta: Exsan...

Benjamin: Bleeding to death.

(Duration: 00:04:40,313 up to 00:05:00,133)

**Context:**

This utterance was stated by Benjamin when giving an information to Peter and Augusta. He tried to explain about the problems that should be avoided in this babies' operation that was bleeding to death. In the situation, Benjamin wanted to give deep information about the risk of doing such an operation. He was just affraid of killing one of the babies because of exsanguinations. This conversation happened between Benjamin and the twins' parents, Peter and Augusta, in the twin babies's room.

**Data Analyzis:**

Benjamin explained about what would happen in their babies operation, that is exsanguinations or bleeding to death. He gave evidences to Peter and Augusta that it could make their babies die. When the speaker stated the utterance "exsanguinations", he used flouting maxim of quantity.

In this case, what has been said by Benjamin as “exsanguinations” can be categorized as maxim of quantity because Benjamin does not make his contribution more informative than it is required. That statement confused Augusta for she does not understand the meaning of exsanguinations. Her difficulties in repeating the word Benjamin to explain the medical term in common term that she knew.

#### **Data 4**

Mrs. Carson: Now, if you keep getting grades like that, you're gonna spend the rest of your life mopping floors in a factory. And that ain't the life I want for you. That ain't the life God wants for you, either.

Benjamin: *Yes, Mother.*

(Duration: 00:09:24,664 up to 00:09:34,373)

#### **Context:**

This utterance stated by Benjamin when answering his mother’s statement. This dialogue happened when Benjamin and his mother was on foot after meeting up with Benjamin’s teacher for sharing about Ben’s score in the class and his fight against his friend, Mark. After Benjamin and his mother went out from school, his mother tried to give him motivation and spirit. She said that Benjamin was not stupid. He was not meant to be a failure as long as he studies hard to get high score.



### Data Analyzis:

The data 4 is categorized as flouting quantity maxim when the speaker states the utterance “yes, mother”. Based on Grice’s theory (1989), the speaker should give a right amount of information when he speaks, which means does not give less information than the situation required. The speaker overtly flouts the maxim of quantity because the speaker says too little, that is “make your contribution as informative as it is required”.

Benjamin said yes to his mother in order to make her stop saying about his score. When Benjamin states the utterance “yes, mother”, he uses flouting maxim of quantity because Benjamin gives less informative or too economical utterance.

### Data 5

Benjamin: Mother, I need help.

Mrs. Carson: What you need help with?

Benjamin: This history. I don't really understand it.

Mrs. Carson: Well, what don't you understand?

Benjamin: Like, all the words. Could you read this for me?

Mrs. Carson: *I need new reading glasses*. Why don't you tell me what it's about?

(Duration: 00:10:18,117 up to 00:10:35,635)

### Context:

This utterance stated by Benjamin’s mother when answering his question. This dialogue happened in the house after mrs. Carson turned off the television

and asked her son to study. Mrs. Carson said that she needed new reading glasses when Benjamin asked her to help him in reading words that he did not understand.

**Data Analyzis:**

Mrs. Carson said “I need new reading glasses” she was on the pretense of asking a new glasses to cover up her illiteracy. She did not want Benjamin to know about it. According to Grice’s theory, someone should be relevant to the topic being discussed. So, the speaker of the utterance is being irrelevant with the topic under discussion. When Mrs. carson states the utterance “I need new reading glasses”, she uses flouting maxim of relevance.

In this case, what has been said by Mrs. carson “I need new reading glasses”, can be categorized as maxim of relevance, because Mrs. Carson gave irrelevant answer to the topic or made the conversation inappropriate with the topic. Actually, she did not need new glasses because she could not read. She made false pretense in order to hide the fact, that she could not read, from benjamin.

**Data 6**

Benjamin: The Bandit King was after me, and so I hid under some straw, and a blue mouse came out and scared his horse. And I got away. I saw it in my brain.

Mrs. Carson: That's good. That's your imagination working.

Benjamin: But it was real, it was really real.

Mrs. Carson: Did I say it wasn't real?

Curtis: It's not real. That's why it's called imagination, dummy.

Benjamin: *Shut up.*

(Duration: 00:16:08,167 up to 00:16:24,350)

**Context:**

This conversation happened in the house after Benjamin and Curtis got back from church. This utterance was stated by Benjamin when Curtis tried to say that he did not believe what had been told by Benjamin after hearing the pastor. Benjamin says “shut up” to show that he did want to listen to him and to make his brother stop talking.

**Data Analyzis:**

When the speaker states the utterance “shut up”, he uses flouting because the speaker violates or disobeys the maxim in producing the utterance, that is in the form of understatement. It is categorized as understatement because the utterance of the speaker is less informative.

The utterance “shut up” is included into flouting maxim of relation because this utterance violates the maxim of relation in producing the utterance. It is so called flouting maxim of relevant because speaker overtly flouts the maxim of relation that is “be relevant”.

**Data 7**

Mrs. Williamson: Benjamin?

Benjamin: *I didn't cheat.*

(Duration: 00:22:51,737)

**Context:**

This conversation happened in the class after doing test. Mrs. Williamson as a teacher called the students name by name to write the student's score. When she called benjamin, he did not answer how many score that he got but he tried to make sure that he did not cheat other students to make him getting good score that is 24 from 25.

**Data Analyzis:**

Benjamin said "I didn't cheat" in order to confirm that he did not copy his friend's answer. He wanted to convince Mrs. Williamson that he got high score by his own effort. According to Grice's theory, a speaker should be relevant to the topic being discussed. When Benjamin states the utterance "I didn't cheat", his spoken utterance was irrelevant to the topic under discussion. Therefore, Benjamin uses flouting maxim of relevance.

In this case, what has been said by benjamin "I didn't cheat" can be categorized as maxim of relevance, Benjamin gave irrelevant answer to the topic or made the conversation inappropriate with the topic. Actually, he was answering the test by himself after studying about multiplication when mrs. Carson was not home for rehabilitation.

Besides that, this conversation can be categorized as maxim of manner because it is not clearly stated and makes an ambiguity without knowing the context. Therefore, this utterance is included as flouting maxim of manner by saying the utterance "I didn't cheat".

**Data 8**

Benjamin: My grades are lousy, especially chemistry. If I don't pass this final exam, I lose my scholarship, which means I can't be a doctor, which is the only thing...

Candy: Slow down. What are you good at? When it comes to studying, what works best for you?

Benjamin: *I don't know.*

(Duration: 00:46:00,591 up to 00:46:18,375)

**Context:**

This conversation happened when Benjamin and Candy were having conversation about Ben's trouble in the university. He was affraid of the exam final test that is his ticket to be a doctor. If he failed in passing it would, he not be a doctor and lose his scholarship. Ben was confused about what he can do to support his ability to get a good score. Here, candy was trying to give support and help Benjamin to solve his problem by asking what he did when he faced difficulties in study.

**Data analyzis:**

Benjamin said "I don't know". He was confused of thinking about his problem. He wanted to share his problem and confusion with Candy. He wanted to solve his difficulties. According to Grice's theory, someone should be relevant to the topic being discussed. So, the speaker of the utterance is being irrelevant

with the topic under discussion. When Benjamin states the utterance “I don’t know”, he uses flouting maxim of relevance.

In this case, what has been said by Benjamin “I don’t know” can be categorized as maxim of relevance because Benjamin gave irrelevant answer to the topic or made the conversation inappropriate with the topic. Actually he knew what to do when he faced difficulties in the study but he said “I don’t know” because he was confused with his trouble.

#### **Data 9**

Cynthia’s mother: She’s been on 35 different medications over the years. Sometimes they’re so strong, she doesn’t recognize me.

Benjamin: *She’s beautiful.*

Cynthia’s mother: One doctor called her a mentality-retarded epileptic.

Benjamin: Well, I’m here to tell you that she’s not.

(Duration: 00:58:50,527 up to 00:59:07,343)

#### **Context:**

This conversation happened in the Cynthia’s room after her convulsions. The conversation is between Benjamin and Cynthia’s parent. They talked about convulsions which happened in Cynthia. Her parent did not know well what actually happened to Cynthia, she was in convulsions everyday when she woke up. In her daily life, she forgot who her parents are, how to eat, how to study, etc.

### Data Analyzis:

Benjamin said “she's beautiful” as his compliment to Cynthia that she was a beautiful girl. According to Grice’s theory, someone should be relevant to the topic being discussed. So, the speaker of the utterance is being irrelevant with the topic under discussion. When Benjamin states the utterance “she's beautiful”, he uses flouting maxim of relevance.

In this case, what has been said by Benjamin “she's beautiful” can be categorized as maxim of relevance because Benjamin gave irrelevant answer to the topic or made the conversation inappropriate with to the topic. Actually, he just wanted to praise how cute she is although he also knew what actually happened to Cynthia.

Besides that, this conversation can be categorized as maxim of manner because it is not clearly stated and makes an ambiguity without knowing the context. Therefore, this utterance is included as flouting maxim of manner by saying the utterance “she's beautiful”.

### Data 10

Cynthia’s mother: How is she?

Benjamin: *It took twice as long as we thought.* She lost 9 pints of blood, which is double her normal volume. But she came through just fine. Though it might be a while before we know if she can move or speak.

(Duration: 01:04:24,627 up to 01:04:37,073)



**Context:**

This conversation happened in Cynthia's room after doing operation. Here, her parents come in a room and asked dr. Benjamin about the condition of their daughter after doing undergoing an operation. Then dr. Benjamin said that the operation run well but Cynthia needed more time to wake up from her inconsciousness.

**Data Analyzis:**

Benjamin said "*It took twice as long as we thought*" as his answer of Cynthia's mother's question to him after doing operation. According to Grice's theory, someone should be relevant to the topic being discussed. So, the speaker of the utterance is being irrelevant with the topic under discussion. When Benjamin states the utterance "*It took twice as long as we thought*", he uses flouting maxim of relevance.

In this case, what has been said by Benjamin "*It took twice as long as we thought*" can be categorized as maxim of relevance because Benjamin gave irrelevant answer to the topic or made the conversation inappropriate with the topic. Actually he can answer "yes, she's ok. She can through the operation well", here Benjamin did not answer clearly but he talked about the time that he took for doing operation.

**Data 11**

Mrs. Carson: You're still thinking about them Siamese twins, aren't you?

Benjamin: Sometimes I feel like... I don't know, Mother.

***Like a faucet that's all dried up.***

(Duration: 01:13:52,795 up to 01:14:09,878)

**Context:**

This conversation happened between Mrs. Carson and Benjamin when she visited Benjamin's house. She asked Benjamin about the twins that would undergo an operation because their heads are coincide. Benjamin was confused about the risk of bleeding to death during the operation. He would not see one of them died, but he had not found the method of how to avoid the exsanguinations yet.

**Data Analyzis:**

Benjamin said "Like a faucet that's all dried up" as his connotations to describe about the problem of the twins which is still in his mind. This conversation is categorized as flouting maxim of quality. It can be observed from the utterance which Benjamin tried to express. he was thinking about the risk of exanguinations in operating the twins head. Here, Benjamin flouts maxim of quality because there is a connotation "Like a faucet that's all dried up" where as the fact is he had not found the way to avoid that problem yet.

**Data 12**

Mrs carson: You got all the world in here. You just gotta see beyond what you can see. Yes, Come on.

Benjamin: *Yeah.*

Mrs. Carson: Yeah.

(Duration: 01:14:58,327 up to 01:15:15,177)

**Context:**

This conversation happened still in Benjamin's house when Mrs. Carson visited him. They was in the kitchen and having conversation about the twins operation. She just tried to give motivation and spirit to Benjamin to find a solution of avoiding exanguination in the twins operation. Then Mrs. Carson hug Benjamin.

**Data Analyzis:**

This conversation is categorized as flouting quantity maxim when the speaker states the utterance "yeah". Based on Grice's theory (1989), the speaker should give a right amount of information when he speaks which means does not give less information than the situation required. The speaker overtly flouts the maxim of quantity that is "make your contribution as informative as is required". because the speaker says too little.

Benjamin said "yeah" to his mother because he was still confused about that problem. He was also tired of thinking about that. When Benjamin states the utterance "yeah", he uses flouting maxim of quantity because Benjamin gives less informative or too economical utterance.

**Data 13**

Augusta: Doctor?

Benjamin: *Which child would you like to see first?*

(Duration: 01:26:34,222 up to 01:26:37,058)

**Context:**

This conversation happened in the waiting room of Johns Hopkins Hospital between dr. Benjamin and the twins parents, Augusta and Peter. Here, after the operation had already done, Benjamin come to the waiting room to see Peter and Augusta to give information about the twins operation.

**Data Analyzis:**

Benjamin said “Which child would you like to see first” that sentence actually is reason about the twins operations. Benjamin gave the information that the twins was through operation well and both of them were safe. According to Grice’s theory, someone should be relevant to the topic being discussed. So, the speaker of the utterance is being irrelevant with the topic under discussion. When Benjamin states the utterance “Which child would you like to see first”, she uses flouting maxim of relevance.

In this case, what has been said by Benjamin “Which child would you like to see first”, can be categorized as maxim of relevance, because Benjamin gave irrelevant answer to the topic or made the conversation unmatched to the topic. Actually he can answer by “yes, your babies are safe or the operation is well”.

### III.1.2 Hedging of Grice's Conversational Maxims

Hedging the sentence is a way to obey the Gricean Maxims in which the speaker wants to cooperate with the hearer. From the pragmatic aspects, hedges indicate how Gricean maxims are observed. In this case, hedges are marker tied to the expectation of the maxim of quality, maxim of quantity, maxim of manner, and maxim of relevance. The italicized words or phrases in the italic show the hedging maxims.

#### Data 14

Benjamin: I'll do it.

Dr. Mark: Good. Thank you. I'll notify the doctor in Germany.

We'll schedule the operation for a month from now?

Benjamin: *Make it 2. Make it 4.*

(Duration: 00:06:31,057 up to 00:06:43,102)

#### Context:

This conversation happened in dr. Mark's office when he asked Benjamin to come to his office after finishing his operation. The utterance was spoken by Benjamin after considering about doing the twins operation. Benjamin agreed with the idea of doing the operation but he was still confused about the bleeding. It took him some more time to think about the way of avoiding that problem.

### Data Analyzis:

In this conversation, Benjamin agreed about the operation but he was still considering about the method that he would choose to avoid bleeding. Actually, Benjamin had not found what he had to do when the bleeding problem occurred in the operation. To overcome his apprehension, he asked for more time to dr. Mark to think of the best way for operating the twins. The conversation above according to Grice's theory shows that in the utterance "make it 2, make it 4" is categorized as hedging maxim of quantity because Benjamin does not make his contribution more informative than it is required.

### Data 15

Mrs. Carson: Listen to me. If I say, "Once upon a time, there was a little blue mouse," don't you see a little blue mouse?

Benjamin: *No*.

Mrs carson: Bennie.

Benjamin: Mother, my brain's too dumb.

Mrs. Carson: Boy, your brain ain't dumb.

Benjamin: It is, Mom.

(Duration: 00:12:14,166 up to 00:12:28,581)

### Context:

In the dining room of Benjamin's house there was a conversation between Mrs. Carson and him. Mrs. Carson tried to give motivation to Benjamin by telling

a story to make Benjamin's imagination work but it did not work. Benjamin still thought that he was a dumb man. He could not think about anything and he could not do anything in his life.

### **Data Analyzis:**

In this conversation Mrs. Carson tried to give motivation to Benjamin but it did not work. Here, Benjamin tried to stop his mother speech by saying no. What has been said by Benjamin, "no", according to Grice's theory is categorized as maxim of relevance because Benjamin gave irrelevant answer to his mother. Actually he can imagine about blue mouse, but he was not willing not continue the conversation because he felt tha he was so dumb.

### **Data 16**

Professor Burket: Mrs. Carson.

Mrs. Carson: Sir?

Professor Burket: The kitchen floor.

Mrs. Carson: What about it?

Professor Burket: It sparkles.

Mrs. Carson: *Well, your last cleaning lady didn't do a very good job.*

(Duration: 00:24:28,200 up to 00:24:37,375)



**Context:**

In Professor Burket's house, the first time Mrs. Carson come as a maid. She did her work in cleaning up the kitchen floor well. It made Professor Burket so happy. Here, Professor Burket tried to praise Mrs. Carson's work.

**Data Analyzis:**

In this conversation according to Grice's theory, what Mrs. Carson said "Well, your last cleaning lady didn't do a very good job" is categorized as hedging maxim of quantity because Mrs. carson does not make his contribution more informative than it is required. What Professor Burket means here is he wanted to praise Mrs. Carson's work, but Mrs. Carson answered that statement by mocking his last cleaning lady. That is why this conversation is categorized as hedging maxim of quantity.

**Data 17**

Candy: Ben. Honey, wake up. Wake up. I gotta go to the hospital.

I gotta go to the hospital.

Benjamin: *Oh*, no.

(Duration: 01:06:06,963 up to 01:06:18,874)

**Context:**

This conversation happened in the bedroom when Benjamin and Candy slept. Suddenly, Candy asked Benjamin to wake up. She was miscarriage. Her

body was bloody. She needed to go to the hospital soon. It made Benjamin shock with her bleeding.

### **Data Analyzis:**

In this conversation according to Grice's theory, what Benjamin said "oh" is categorized as hedging maxim of quantity because he did not make his contribution more informative than it is required. What Benjamin means here is he was shocked by his wife condition because she was bloody. Benjamin's response by answering "oh" is a kind of hedging maxim of quantity.

### **III.2 Discussion**

The previous section describes about the analysis of data. The data provided are assumed to have representation of the findings. From all of the analysis, it can be noticed that the characters in the "Gifted Hands" movie flout and hedge the conversational maxim in numerous attitude based on the context of the dialogue takes a place. Here, the researcher needs to discuss the findings in order to clarify the answer of the research problems.

In accordance with the Grice's theory (1989), flouting conversational maxims does not mean that the speaker wants to mislead the hearer, but to effectively communicate a message. This flouting principle enables an addressee to draw inference to the implied meanings of utterances. Besides, the speaker frequently use highly grammaticalized hedges to inform their addressee to some extent to which they are abiding by maxims. Simply, the use of hedging show that

in a conversation is eternally related to maxims but unexpected thing sometimes may happen in a conversation. For instance, there is uncertain information but it is still informative to be conveyed. So, the speaker use words or phrase to hedge the utterance. It does not mean that the speaker breaks the Grice's maxims but he intends to elaborate the maxims in his utterances by using hedging.

Based on the first problem, "What flouting and hedging maxims are represented by the main characters in Gifted Hands movie?", and the second problem "How flouting and hedging maxims are represented by the main characters in Gifted Hands movie?" the analyzes of the study are explained in the following.

This phenomenon can be observed in movie, such as "Gifted Hands" movie. The main characters here are: Benjamin (dr. Chief of Pediatric Neurosurgery at Johns Hopkins), Mrs. Carson / Sonya (Benjamin's mother), Augusta and Peter Rausch (the twin's parents), Chyntia's parent, dr. Mark (dr at Johns Hopkis) where all of them flout the four conversational maxims: maxim of quantity, maxim of quality, maxim of relevance, and maxim of manner.

After presenting and analyzing the conversation and utterances in term of flouting and hedging maxims that are stated in the transcript of "Gifted Hands" movie, the writer analyzed the data based on sequence of flouting first and followed by hedging of maxim in order to make this research easy to read.

### III.2.1 Flouting Maxim Used in “Gifted Hands” movie

Flouting maxim in “Gifted hands” movie is used in the conversation and utterances. The following is the discussion:

a) Flouting maxim of relevance

Based on all flouting maxims of relevance data above, the conversations or utterances used the maxims of relevance when the participants make the conversation inappropriate. The participants do the wrong causality. Besides, if they do not want to speak the same topic; they will change the topic or avoid talking about something which they do not want to talk or discuss about. This flouting is usually used to hide something it really means. The participants want to keep something as a secret in order that no one knows about it.

b) Flouting maxim of quantity

Based on all flouting of quantity data above, the conversation or utterances used the flouting maxim of quantity when the information is less or more informative than it is required. For example:

Benjamin: Well, they don't appear to be sharing any organs, which is good. Though there are parts of the brain, such as the vision center, that aren't completely separated. We won't know until we get on there.

Peter: How soon can that be?

Benjamin: Well, first we have to solve the problem of *exsanguinations*.

Augusta: Exsan...

Based on the example above, Benjamin flouts the maxim of quantity since his information is less informative. Actually, the informative statement told to Augusta should be “Bleeding to death” instead of “exsanguinations”. That statement confused Augusta for she does not understand the meaning of exsanguinations. Her difficulties in repeating the word Benjamin to explain the medical term in common term that she knew.

c) Flouting maxim of quality

The flouting of quality maxim happens while the speaker tells a lie or speaks something which he/she believes to be false. It can be observed from the example:

Mrs. Carson: You're still thinking about them Siamese twins, aren't you?

Benjamin: Sometimes I feel like... I don't know, Mother.  
*Like a faucet that's all dried up.*

Based on the example above, Benjamin said “Like a faucet that's all dried up” as his connotations to describe about the problem of the twins which is still in his mind. This conversation is categorized as flouting maxim of quality. It can be observed from the utterance which Benjamin tried to express. he was thinking about the risk of exanguinations in operating the twins head. Here, Benjamin flouts maxim of quality because there is a connotation “Like a faucet that's all dried up” where as the fact is he had not found the way to avoid that problem yet.

d) Flouting maxim of manner

The flouting maxim of manner arises while information given by the speaker causes obscurity, ambiguity and vagueness. It can be perceived from the utterances in the movie below:

Cynthia's mother: She's been on 35 different medications over the years. Sometimes they're so strong, she doesn't recognize me.

Benjamin: *She's beautiful.*

Cynthia's mother: One doctor called her a mentality-retarded epileptic.

Benjamin: Well, I'm here to tell you that she's not.

This conversation is categorized as maxim of manner because it is not clearly stated and makes an ambiguity without knowing the context. Therefore, this utterance is included as flouting maxim of manner from Benjamin by saying the utterance "she's beautiful".

### III.2.2 Hedging Maxim Used in "Gifted Hands" movie

Hedging Grice's conversational maxim also occurs in the "Gifted Hands" movie. Here, not all maxims occur but only two maxims, those are maxim of quantity and maxim of relevant.

a) Hedging maxim of quantity

Hedging maxim of quantity occurs when the speaker gives information which is not as much as or not as appropriate as the information is provided. It can be seen from the utterance in the conversation above. Here, the character hedges the quantity maxim when

Mrs. Carson does not make his contribution more informative that is required. What Professor Burket means here is he wanted to praise Mrs. Carson's work, but Mrs. Carson answered that statement by mocking his last cleaning lady. That is why this conversation is categorized as hedging maxim of quantity.

b) Hedging maxim of relevant

Hedging maxim relevant may take place when the speaker wants to swift from the sensitive topic of utterance but still adheres to the maxim of relevant. It could be perceived from the conversation above. Here, the characters hedges the relevant maxim when Mrs. Carson tried to give motivation to Benjamin but it did not work. Here, Benjamin tried to stop his mother speech by saying no. What has been said by Benjamin, "no", is categorized as maxim of relevance because Benjamin gave irrelevant answer to his mother. Actually he can imagine about blue mouse, but he was not willing not continue the conversation because he felt tha he was so dumb.

In short, the researcher thinks that doing the hedging does not mean fully break the maxim, but in addition, the speaker tries to elaborate the maxim eventhough the informaton is uncertain.

In this research, the maxim of relevant is the most frequently flouted maxim. They flout the four maxim in numerous and diverse manner. It depend on the context of situation that require them to flout the maxims. For hedging, The most frequently hedged maxim is maxim of quantity.



## CHAPTER IV

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion which are drawn by the researcher after analyzing and interpreting the data. The conclusion is made based on the research problem, while suggestion is addresses to the next researchers who are interested in doing further researches in the same field of research.

#### 4.1 Conclusion

Based on the research problems, findings and discussion, the following conclusion can represent the flouting and hedging of Grice's conversational maxim done by the main characters in "Gifted Hands" movie.

Dealing with the first question "What flouting and hedging maxims are represented by the main characters in "Gifted Hands" movie, all characters in the movie flout all Gricean maxims. Whereas, the maxim of relevant is the most frequently flouted maxim of all. They flout the four maxims in numerous and diverse manner. It depends on the context of situation that require them to flout the maxims.

The maxim are flouted when there are overtly broken by the speakers in their utterances. The flouting maxims are produced in the statements of the conversation by the main characters in "Gifted Hands" movie. That is by

producing the utterance in the form of rhetorical strategies, namely: metaphor, overstatement, understatement, rhetorical question, and irony.

The characters are not only flouting, but also doing the hedging. Here, the characters do not hedge all of the maxims. They only hedge two of the four maxims that are maxim of quantity and maxim of relevant. The most frequently hedged maxim is the maxim of quantity.

Hedging maxim of quantity appears when the characters give information which is not as precise as the provided information and when their knowledge about the given information is limited. Hedging maxim of relevant occurs when the characters deliberately intend to change one topic to another by giving the hint previously.

#### **4.2 Suggestion**

After giving conclusion based on the findings, the researcher hopes that this research can be an additional reference on linguistics field, especially in flouting and hedging Grice's conversational maxim topic. The researcher would also like to suggest the next researchers, who want to conduct research in the same field, to use different theory in analyzing the data. It is the relevance theory proposed by Laurence Horn which has two branches namely Q principle and R principle.

So far, the researcher has found only few people who have conducted linguistics research using Laurence Horn theory. Hence, the researcher suggest the next researchers to conduct their research using relevance theory of Laurence

Horn. A research using this theory may give a number of contributions in linguistics study.



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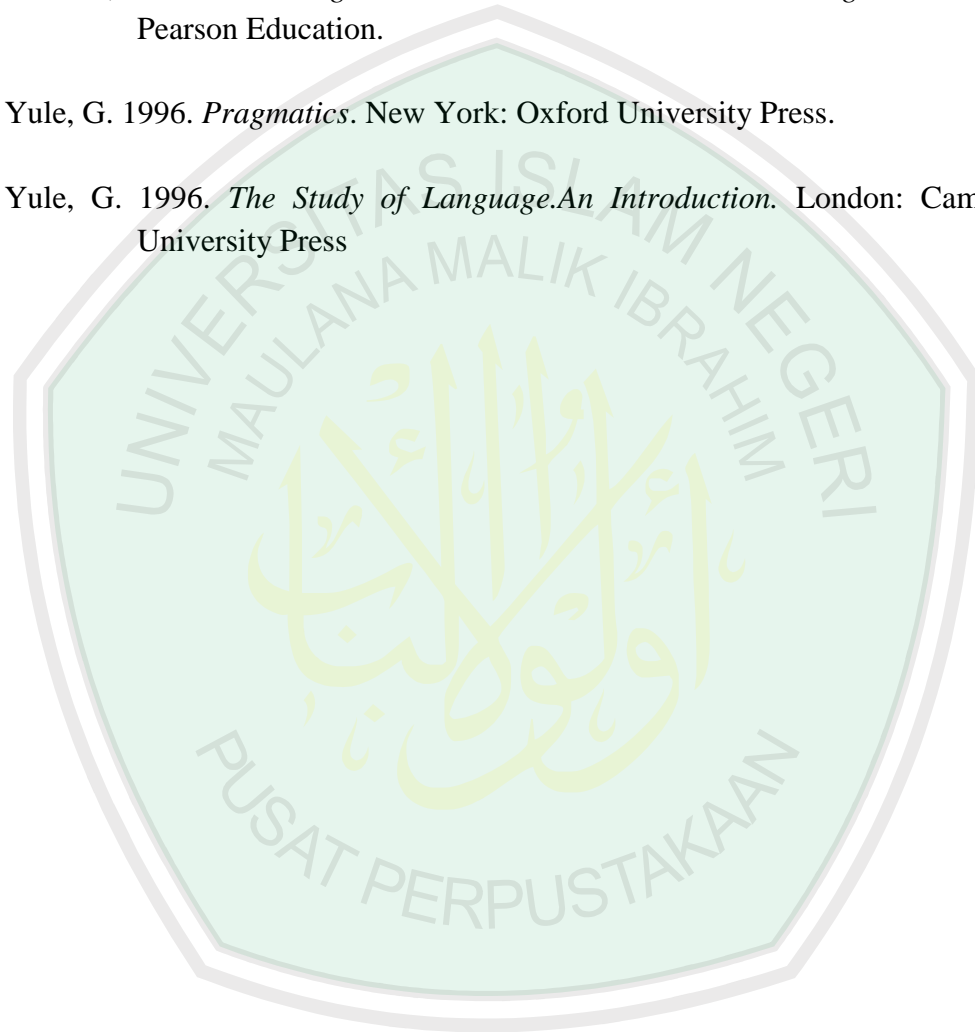
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# APPENDIX 1



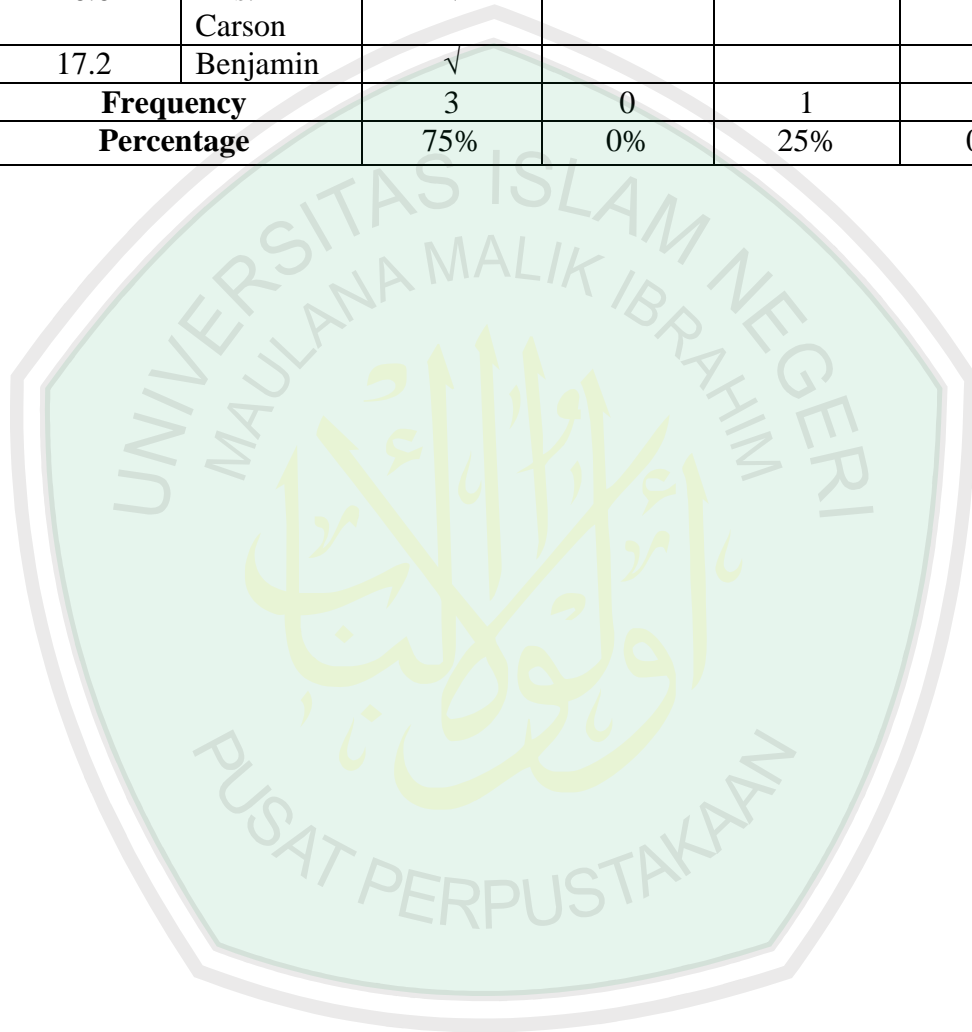
## APPENDIX 1

**Table 1.1 (Table of Flouting Conversational Maxim)**

Dialogue (Utterance)	Speakers	The Maxim Flouted			
		Quantity	Quality	Relevance	Manner
1.3	Dr. Mark	√			
2.3	Benjamin			√	
3.3	Benjamin	√			
4.2	Benjamin	√			
5.6	Mrs. Carson			√	
6.6	Benjamin			√	
7.2	Benjamin			√	√
8.3	Benjamin			√	
9.2	Benjamin			√	√
10.2	Benjamin			√	
11.2	Benjamin		√		
12.2	Benjamin	√			
13.2	Benjamin			√	
<b>Frequency</b>		4	1	8	2
<b>Percentage</b>		27%	7%	53%	13%

**Table 1.2 (Table of Hedging Conversational Maxim)**

Dialogue (Utterance)	Speakers	The Maxim Hedged			
		Quantity	Quality	Relevance	Manner
14.3	Benjamin	√			
15.2	Benjamin			√	
16.6	Mrs. Carson	√			
17.2	Benjamin	√			
<b>Frequency</b>		3	0	1	0
<b>Percentage</b>		75%	0%	25%	0%





The logo of Universitas Islam Negeri Maulana Malik Ibrahim is a green shield-shaped emblem. It features a central yellow sunburst or star-like symbol. The text "UNIVERSITAS ISLAM NEGERI" is written in a semi-circle at the top, "MAULANA MALIK IBRAHIM" is written in a semi-circle below it, and "PUSAT PERPUSTAKAAN" is written in a semi-circle at the bottom.

# APPENDIX

## 2

## APPENDIX 2

### The Summary of Flouting

Data	Presentation of Data	Flouting Maxims
1	<p>Dr. Mark: They were born by cesarean 3 months ago, and, against all odds, they're still alive. Their physician from West Germany called me this morning.</p> <p>Benjamin: Occipital cranopagus twins have never both survived a separation.</p> <p>Dr. Mark: <i>Yeah</i>. He knows that.</p>	Quantity
2	<p>Benjamin: If they're not separated... they'll spend the rest of their lives in bed, on their backs. The hospital wants me to fly to Germany and examine them.</p> <p>Candy: Ben, are you gonna do this?</p> <p>Benjamin: <i>Nobody's ever done it.</i></p>	Relevant
3	<p>Benjamin: Well, they don't appear to be sharing any organs, which is good. Though there are parts of the brain, such as the vision</p>	Quantity

	<p>center, that aren't completely separated. We won't know until we get on there.</p> <p>Peter: How soon can that be?</p> <p>Benjamin: Well, first we have to solve the problem of <i>exsanguinations</i>.</p> <p>Augusta: Exsan...</p> <p>Benjamin: Bleeding to death.</p>	
4	<p>Mrs. Carson: Now, if you keep getting grades like that, you're gonna spend the rest of your life mopping floors in a factory. And that ain't the life I want for you. That ain't the life God wants for you, ether.</p> <p>Benjamin: <b>Yes, Mother.</b></p>	Quantity
5	<p>Benjamin: Mother, I need help.</p> <p>Mrs. Carson: What you need help with?</p> <p>Benjamin: This history. I don't really understand it.</p> <p>Mrs. Carson: Well, what don't you understand?</p> <p>Benjamin: Like, all the words. Could you read this for me?</p>	Relevant

	<p>Mrs. Carson: <i>I need new reading glasses.</i></p> <p>Why don't you tell me what it's about?</p>	
6	<p>Benjamin: The Bandit King was after me, and so I hid under some straw, and a blue mouse came out and scared his horse. And I got away. I saw it in my brain.</p> <p>Mrs. Carson: That's good. That's your imagination working.</p> <p>Benjamin: But it was real, it was really real.</p> <p>Mrs. Carson: Did I say it wasn't real?</p> <p>Curtis: It's not real. That's why it's called imagination, dummy.</p> <p>Benjamin: <i>Shut up.</i></p>	Understatement and Relevant
7	<p>Mrs. Williamson: Benjamin?</p> <p>Benjamin: <i>I didn't cheat.</i></p>	Relevant and Manner
8	<p>Benjamin: My grades are lousy, especially chemistry. If I don't pass this final exam, I lose my scholarship, which means I can't be a doctor, which is the only thing...</p> <p>Candy: Slow down. What are you good at?</p>	Relevant

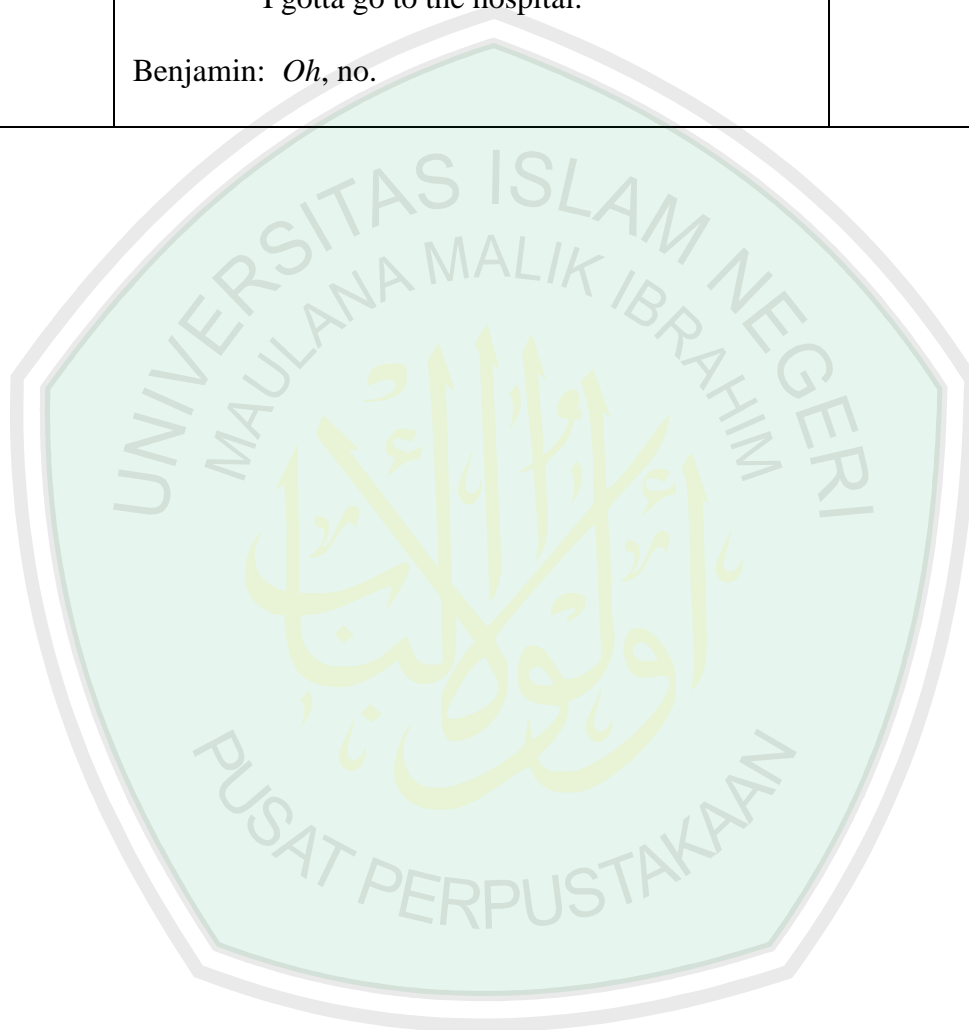
	<p>When it comes to studying, what works best for you?</p> <p>Benjamin: <i>I don't know.</i></p>	
9	<p>Cynthia's mother: She's been on 35 different medications over the years. Sometimes they're so strong, she doesn't recognize me.</p> <p>Benjamin: <i>She's beautiful.</i></p> <p>Cynthia's mother: One doctor called her a mentality-retarded epileptic.</p> <p>Benjamin: Well, I'm here to tell you that she's not.</p>	Relevant and Manner
10	<p>Cynthia's mother: How is she?</p> <p>Benjamin: <i>It took twice as long as we thought.</i> She lost 9 pints of blood, which is double her normal volume. But she came through just fine. Though it might be a while before we know if she can move or speak.</p>	Relevant
11	<p>Mrs. Carson: You're still thinking about them Siamese twins, aren't you?</p>	Quality

	<p>Benjamin: Sometimes I feel like... I don't know, Mother.</p> <p><i>Like a faucet that's all dried up.</i></p>	
12	<p>Mrs carson: You got all the world in here.</p> <p>You just gotta see beyond what you can see. Yes, Come on.</p> <p>Benjamin: <i>Yeah.</i></p> <p>Mrs. Carson: Yeah.</p>	Quantity
13	<p>Augusta: Doctor?</p> <p>Benjamin: <i>Which child would you like to see first?</i></p>	Relevant

### The Summary of Hedging

Data	Presentation of Data	Hedging Maxims
1	<p>Benjamin: I'll do it.</p> <p>Dr. Mark: Good. Thank you. I'll notify the doctor in Germany.</p> <p>We'll schedule the operation for a month from now?</p> <p>Benjamin: <i>Make it 2. Make it 4.</i></p>	Quantity
2	<p>Mrs. Carson: Listen to me. If I say, "Once upon a time, there was a little blue mouse," don't you see a little blue mouse?</p> <p>Benjamin: <i>No</i></p> <p>Mrs carson: Bennie.</p> <p>Benjamin: Mother, my brain's too dumb.</p> <p>Mrs. Carson: Boy, your brain ain't dumb.</p> <p>Benjamin: It is, Mom.</p>	Relevant
3	<p>Professor Burket: Mrs. Carson.</p> <p>Mrs. Carson: Sir?</p> <p>Professor Burket: The kitchen floor.</p> <p>Mrs. Carson: What about it?</p> <p>Professor Burket: It sparkles.</p> <p>Mrs. Carson: <i>Well, your last cleaning lady</i></p>	Quantity

	<i>didn't do a very good job.</i>	
4	<p>Candy: Ben. Honey, wake up. Wake up. I gotta go to the hospital.</p> <p>I gotta go to the hospital.</p> <p>Benjamin: <i>Oh</i>, no.</p>	Quantity







# LAMPIRAN – LAMPIRAN

## SUBTITLE OF GIFTED HANDS MOVIE

Categorized as Flouting maxim

Categorized as Hedging maxim

8

00:02:32,352 --> 00:02:34,343

13

They were born by cesarean

00:02:55,542 --> 00:02:56,941

3 months ago,

If they're not separated...

9

00:02:34,454 --> 00:02:37,150

14

00:03:00,780 --> 00:03:04,716

and, against all odds, they're still  
alive.

they'll spend the rest of their lives  
in bed,  
on their backs.

10

00:02:40,326 --> 00:02:43,124

15

Their physician from West  
Germany

00:03:06,186 --> 00:03:09,553

called me this morning.

The hospital wants me  
to fly to Germany and examine  
them.

11

00:02:44,364 --> 00:02:49,301

16

Occipital cranopagus twins

00:03:13,927 --> 00:03:16,054

have never both survived a  
separation.

Ben, are you gonna do this?

17

00:03:16,162 --> 00:03:17,720

12

Nobody's ever done it.

00:02:49,402 --> 00:02:51,097

Yeah. He knows that.

29 00:05:00,133 --> 00:05:02,601  
00:04:40,313 --> 00:04:44,249 -Exsan...  
Well, they don't appear to be  
sharing  
any organs, which is good.

30 95  
00:10:08,874 --> 00:10:11,172  
-You do your homework?  
-I need help.

31 96  
00:04:45,618 --> 00:04:48,712  
Though there are parts of the  
brain,  
such as the vision center,  
-Curtis, help your brother.  
-I gotta finish my math.

32 97  
00:04:48,821 --> 00:04:51,119  
that aren't completely separated.  
00:10:18,117 --> 00:10:19,846  
Mother, I need help.

33 98  
00:04:51,724 --> 00:04:55,353  
-We won't know until we get on  
there.  
-How soon can that be?  
-What you need help with?  
-This history. I don't really  
understand it.

34 99  
00:04:55,461 --> 00:05:00,023  
Well, first we have to solve the  
problem  
of exsanguinations.  
00:10:25,725 --> 00:10:31,027  
-Well, what don't you understand?  
-Like, all the words.

100

00:10:31,130 --> 00:10:32,722

Could you read this for me?

101

00:10:35,635 --> 00:10:39,571

I need new reading glasses.

Why don't you tell me what it's about?

122

00:12:14,166 --> 00:12:16,896

Listen to me. If I say,

123

00:12:17,937 --> 00:12:20,735

"Once upon a time,  
there was a little blue mouse,"

124

00:12:20,840 --> 00:12:23,206

don't you see a little blue mouse?

125

00:12:23,309 --> 00:12:25,038

-No.

-Bennie.

126

00:12:25,144 --> 00:12:28,477

-Mother, my brain's too dumb.

-Boy, your brain ain't dumb.

127

00:12:28,581 --> 00:12:29,912

It is, Mom.

128

00:12:30,950 --> 00:12:33,714

You got all the world in here.

129

00:12:35,421 --> 00:12:38,618

You just got to see beyond  
what you can see.

175

00:16:08,167 --> 00:16:10,795

The Bandit King was after me,  
and so I hid under some straw,

176

00:16:10,903 --> 00:16:13,201

and a blue mouse came out  
and scared his horse.

177

00:16:13,305 --> 00:16:16,536

And I got away. I saw it in my  
brain.

178

00:16:16,642 --> 00:16:20,237

That's good.

That's your imagination working.

179

00:16:20,379 --> 00:16:22,472

But it was real, it was really real.

180

00:16:22,581 --> 00:16:24,242

-Did I say it wasn't real?

212

00:18:54,633 --> 00:18:58,797

-How do you support yourself?

-I clean houses, and I baby-sit.

256

00:22:51,737 --> 00:22:53,728

-Benjamin?

-I didn't cheat.

269

00:24:28,200 --> 00:24:30,395

-Mrs. Carson.

-Sir?

270

00:24:30,502 --> 00:24:32,902

-The kitchen floor.

-What about it?

271

00:24:34,372 --> 00:24:35,737

It sparkles.

272

00:24:37,375 --> 00:24:39,673

Well, your last cleaning lady  
didn't do a very good job.

273

00:24:39,778 --> 00:24:42,042

What I do, I do the best I can.

504

00:46:00,591 --> 00:46:03,719

**My grades are lousy, especially chemistry.**

**00:46:18,375 --> 00:46:19,933**

**I don't know.**

**505**

**00:46:04,661 --> 00:46:07,960**

**If I don't pass this final exam,**

**I lose my scholarship,**

**615**

**00:58:08,117 --> 00:58:10,244**

**Ben, have a look at this.**

**506**

**00:46:08,065 --> 00:46:09,293**

**which means I can't be a doctor,**

**616**

**00:58:10,353 --> 00:58:13,049**

**The patent's a 4-year-old**

**by the name of Cynthia Gonzalez.**

**507**

**00:46:09,399 --> 00:46:11,924**

**-which is the only thing...**

**-Slow down.**

**617**

**00:58:13,823 --> 00:58:15,814**

**She's been having seizures**

**since she was 18 months.**

**508**

**00:46:12,035 --> 00:46:13,502**

**What are you good at?**

**618**

**00:58:15,925 --> 00:58:17,654**

**She now has about 100 a day.**

**509**

**00:46:14,805 --> 00:46:18,263**

**What are you good at? When it comes**

**to studying, what works best for you?**

**619**

**00:58:18,328 --> 00:58:21,320**

**They only affect her right side,**

**but they're so frequent,**

**510**

**620**

00:58:21,431 --> 00:58:24,889

she's forgetting how to walk, talk,  
eat, learn.

621

00:58:26,736 --> 00:58:29,671

She's been diagnosed with  
Rasmussen's.

622

00:58:29,772 --> 00:58:32,400

Her parents have been told  
there's nothing to be done.

623

00:58:43,453 --> 00:58:45,478

It's the only time she's seizure-free.

624

00:58:46,689 --> 00:58:49,385

When she's awake,  
she lives between convulsions.

625

00:58:50,527 --> 00:58:54,463

She's been on 35 different  
medications  
over the years.

626

00:58:55,932 --> 00:58:58,730

Sometimes they're so strong,  
she doesn't recognize me.

627

00:59:00,570 --> 00:59:01,969

She's beautiful.

628

00:59:03,406 --> 00:59:07,240

One doctor called her  
a mentality-retarded epileptic.

629

00:59:07,343 --> 00:59:09,834

Well, I'm here to tell you that she's  
not.

630

00:59:09,946 --> 00:59:11,709

Do you really think you can help?

631

00:59:13,349 --> 00:59:14,646

I can try.

632

00:59:23,326 --> 00:59:26,921

The left side of Cynthia's brain  
is like a troubled kid on a  
playground

633

00:59:27,030 --> 00:59:29,055

beating up on her own twin.

634

00:59:29,165 --> 00:59:32,157

Now, you control that kid,  
and the playground's at peace.

635

00:59:33,002 --> 00:59:34,026

How do we do that?

636

00:59:34,137 --> 00:59:36,605

There's an operation  
called a hemispherectomy.

637

00:59:36,706 --> 00:59:40,073

It involves removing  
the seizure-prone part of the brain.

638

00:59:40,176 --> 00:59:43,145

-What?

-How will she be able to live or  
survive

639

00:59:43,246 --> 00:59:45,737

-with half a brain?

-It's not as bad as it sounds.

640

00:59:46,716 --> 00:59:51,983

We don't know why, but a child's  
brain

has a remarkable ability to  
recover.

641

00:59:52,088 --> 00:59:55,922

It's as if the brain cells haven't  
decided

what they want to be when they  
grow up.

642

00:59:56,025 --> 00:59:59,153

They take on the functions  
of the diseased cells



643

00:59:59,262 --> 01:00:02,060

and then eventually  
restore the neurological function.

644

01:00:02,165 --> 01:00:06,534

-You think there's a chance this  
will work?

-Yes. I do.

645

01:00:08,037 --> 01:00:11,063

But it is a gamble.  
There's no way around that.

646

01:00:12,475 --> 01:00:16,275

If Cynthia survives,  
she could be paralyzed on her right  
side.

647

01:00:17,013 --> 01:00:20,278

The left side of the brain  
controls the speech area.

648

01:00:20,383 --> 01:00:22,783

She may lose her ability to speak.

649

01:00:23,953 --> 01:00:26,353

Have you done  
one of these operations yourself?

650

01:00:31,728 --> 01:00:33,218

No. I have not.

680

01:04:24,627 --> 01:04:25,958

How is she?

681

01:04:27,163 --> 01:04:29,222

It took twice as long as we thought.

682

01:04:29,332 --> 01:04:33,564

She lost 9 pints of blood,  
which is double her normal  
volume.

683

01:04:34,136 --> 01:04:35,797

But she came through just fine.

684

01:04:37,073 --> 01:04:41,032

Though it might be a while before  
we know

if she can move or speak.

685

01:04:41,611 --> 01:04:42,737

Mommy?

686

01:04:44,447 --> 01:04:46,506

-Daddy?

-Oh, my God.

687

01:04:54,557 --> 01:04:55,888

I love you.

688

01:05:02,064 --> 01:05:03,361

Thank you.

704

01:06:06,963 --> 01:06:10,364

Ben. Honey, wake up. Wake up.

705

01:06:12,601 --> 01:06:14,262

I gotta go to the hospital.

706

01:06:15,738 --> 01:06:17,797

I gotta go to the hospital.

707

01:06:18,874 --> 01:06:20,034

Oh, no.

753

01:13:52,795 --> 01:13:55,855

You're still thinking  
about them Siamese twins, aren't  
you?

754

01:13:57,766 --> 01:13:59,700

Sometimes I feel like...

755

01:14:01,870 --> 01:14:03,462

I don't know, Mother.

756

01:14:09,878 --> 01:14:11,869

Like a faucet that's all dried up.

01:17:16,465 --> 01:17:18,865

Your sons' blood vessels  
are like tiny faucets

766

01:14:58,327 --> 01:15:02,730

You got all the world in here.

786

01:17:18,967 --> 01:17:21,265

with only so much blood to lose.

767

01:15:04,500 --> 01:15:07,298

You just gotta see beyond  
what you can see.

787

01:17:21,803 --> 01:17:26,206

Now, if we can turn off the faucets,  
we can keep your sons from  
bleeding.

768

01:15:10,405 --> 01:15:12,270

Yes. Come on.

788

01:17:27,976 --> 01:17:30,274

The only way to do this  
is to stop their hearts.

769

01:15:15,177 --> 01:15:16,144

-Yeah.

-Yeah.

789

01:17:30,379 --> 01:17:33,246

-Stop their...

-It's not a new procedure.

784

01:17:10,292 --> 01:17:14,558

Hello, again, Peter, Augusta.

Welcome to Johns Hopkins.

790

01:17:33,348 --> 01:17:36,181

It's been used by cardiovascular  
surgeons

785

for years.

791

01:17:36,284 --> 01:17:39,481

It's just never been applied  
in a situation like this.

792

01:17:39,588 --> 01:17:43,820

Now, we can do it in infants for an  
hour  
without causing brain damage.

793

01:17:43,925 --> 01:17:47,292

-But that hour is critical.

-Why? What happens in that  
hour?

794

01:17:47,396 --> 01:17:49,193

We'll stop their hearts,

795

01:17:49,297 --> 01:17:52,266

then spend that hour  
reconstructing all the blood vessels

796

01:17:52,367 --> 01:17:54,927

so that when their hearts start  
again,

797

01:17:55,037 --> 01:17:57,471

there won't be  
any life-threatening loss of blood.

798

01:17:58,707 --> 01:18:00,231

All in one hour?

799

01:18:00,909 --> 01:18:03,639

Which is why  
we've rehearsed and rehearsed,

800

01:18:04,846 --> 01:18:06,507

and why we need to pray.

877

01:26:34,222 --> 01:26:35,382

Doctor?

878

01:26:37,058 --> 01:26:39,583

Which child would you like to see  
first?



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Characters in "Gifted Hands" movie

No	Tanggal	Materi Konsultasi	Paraf
1	01 Februari 2016	Proposal Skripsi	
2	07 Maret 2016	Konsultasi Judul	
3	15 Maret 2016	Konsultasi Chapter 1	
4	21 Maret 2016	Revisi Chapter 1 dan Konsultasi Chapter 2	
5	30 Maret 2016	Seminar Proposal	
6	12 April 2016	Revisi Chapter 2 dan Konsultasi Chapter 3	
7	10 Mei 2016	Revisi Chapter 3 dan konsultasi Chapter 4	
8	07 Juni 2016	Revisi Chapter 3 dan 4	
9	13 Juni 2016	Konsultasi chapter 4	
10	20 Juni 2016	Acc dan tanda tangan pelaksanaan sidang	

Malang, June 2016

Approved by  
The Head of English Language and Letters Department,



## **CURRICULUM VITAE**



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### **EDUCATIONAL BACKGROUND**

- Maulana Malik Ibrahim State Islamic University of Malang
- State Vocational High School 3 of Malang
- State Junior High School 20 of Malang
- Nahdatul Ulama Islamic Elementary School Blimbing of Malang
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