AN ANALYSIS OF CONVERSATIONAL IMPLICATURE ON THE
MONSTERS UNIVERSITY MOVIE.

A Thesis
Submitted to Faculty of Adab and Humanities
In Partial Fulfillment of the Requirements for
The Degree of Strata 1

ENGLISH LETTERS DEPARTMENT
FACULTY OF ADAB AND HUMANITIES
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
JAKARTA
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ABSTRACT


This research is aimed to identify an implicature (the types of non-observance of cooperative principle maxims) and the violations of politeness principle maxims and to prove that the utterance is included into the conversational implicature. Also, this research is aimed to know the meaning of the utterances on the movie. The data are obtained from the dialogue Monster University movie. There are 20 data containing conversational implicature that occurs on the utterance, so that indicate non observance of cooperative principles and violating the politeness principle on the utterance. The research finding proves that the common type of non-observance maxims occurred is flouting the maxim, and the common type of violating politeness maxims occurred is violating agreement maxim. It is shown that the implicatures used by the characters in the conversation appeared because of the social distance, culture, and the background knowledge among the characters in the movie. Moreover, the implicature is used to hide conflict and dissimulating disagreement. This often arises on the utterance due to a social distance among the characters in the movie.

Keywords: implicature, cooperative principle, politeness principle, maxim.
APPROVAL SHEET

AN ANALYSIS OF CONVERSATIONAL IMPLICATURE ON THE "MONSTER UNIVERSITY" MOVIE.

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The thesis entitled above has been defended before the Letters and Humanities Faculty's Examination Committee on December 16th, 2016. It has already been accepted as a partial fulfillment of the requirements for the degree of strata one.

Jakarta, December 16th, 2016

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DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgement has been made in the text,

Jakarta, Oktober 2016

Ivony Irma Romadhona
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All praise be to Allah, who has given the grace and guidance for the writer, so the writer able to accomplish all the processes of this research. Peace and blessing are upon to our beloved prophet Muhammad SAW his family and his followers.

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Jakarta, October 2016

Ivony Irma Romadhona
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CHAPTER 1

INTRODUCTION

A. Background of the Study

In a communication that occurs in the community, language is a tool in delivering something. As the tool, language plays a very important role in the conversation as a social interaction instrument among people. According to Kushartanti, language is a sound alert system agreed to in use by members of certain communities to work together, communicate, and identify themselves (Kushartanti, Yuwono and Multamia 3). Language is a very important thing in life while it has the power that used as a way of thinking, understanding, and expressing thoughts and feelings in the society.

Every human being has the ability of interpersonal rhetoric, the effective use of language in its most general sense which applies primarily to the daily conversation, and only secondarily to more prepared and public uses language which consists of following a set of principles (Watts 64). Leech considers the Cooperative Principle and the Politeness Principle to constitute only the principles of interpersonal rhetoric (Watts 64). But, in this modern era, language has changed, the people used to choose the language that has a different meaning from the utterance.
In social interaction, people usually use something indirect meaning in delivering the words rather than its original meaning which called as an implicature (Yule 35). According to *Standford Encycloedia of Philosophy*, the implicate which is employed on the conversation are namely as conversational implicature (2014). The implicature serves a variety of goals beyond communication: are maintaining good social relations, misleading without lying, style, and verbal efficiency. But basically, the implicature occurs due to non-observance/breach in the principle.

There are two principles involved in conversation rule, semantics and pragmatics. So, the utterance can’t be interpreted by semantics only, but the pragmatics as the basis for analyzing the verbal language. As we know, pragmatics is a linguistic research which refers to the science of interpretation meaning (O’Keeffe, Clancy and Adolphs 1). In interpreting the meaning of implicature many factors where the intended meaning is conveyed clearly such a situation, background knowledge, and culture.

In addition, the implicature has breach/non-observance the principle of the conversation. Many rules which used in a form of communication is a courtesy in language, politeness, and a branch of science pragmatic. As it was told by Leech (1980), politeness is 'conflict avoidance strategy', which can be measured in terms of 'level of effort in avoiding situations of conflict', and the establishment and maintenance of comity (Watts 64). Leech explains that the politeness principle consisted of six maxims of politeness, are tact maxim, generosity maxim,
approbation maxim, modesty maxim, agreement maxim and sympathy maxim (Rahardi 59).

But in society, there are a lot of violations of cooperative and politeness principles. The writer will review the Monster University film as the object of the research. The Monster University film is an American 3D animated comedy film, directed by Don Scalon, produced by Pixar Animation Studios and released by Walt Disney Pictures in 2013. The film described the flashback in Monster Ink film, which released in 2001. The story of Michael ‘Mike’ Wazowski life, a monster who wants to be the best scorer since he was a child. Mike is a student in scaring department on the Monster University, but he has a lack in his frightening face which should have as a scaring student.

Mike meets Sulley Sullivan, a big blue monster who’s arrogant and indecorous because he is the son of scarer legend. In contrast to Mike, Sulley only relies on his ability, and never learn. They work together on one team named Oozma Kappa, a group to follow the scarer games that held by Dean Hardscrabble, a chief of scare department. The group starts amazing experience in the games. Many lessons and life view can be taken from this film. The film is getting a good critique of renowned film critics. Review aggregation website, Rotten Tomatoes, gives this film a score of 78% approval rating based on 184 reviews. According to Rotten Tomatoes, the total income of this movie reached $179,325,448, and topped the Box Office on the first day and become the fourth of best-selling animated film on the opening day (2013).
In this film, the writer hypothesizes that the implicature performs breach/non-observance of politeness in movie dialogue. It has been proven from the texts that many implicatures used giving more benefits for a speaker, as the result it gives more detriment to the hearer. For this study, the writer will try to analyze conversational implicature in which performing breach/non-observance the cooperative and politeness principle using pragmatic theory.

B. Focus of the Study

This research focuses on the breach/non-observance of the maxim of cooperative and politeness principle that occurs on the film "Monsters University", an American computer-animated 3D comedy film, directed by Don Scalon, produced by Pixar Animation Studios and released by Walt Disney Pictures in 2013.

C. Research Question

This research focused on the research question:

1. How is the conversational implicature that occurs in the dialog of “Monster University” film and the meanings of the implicature described in the dialogue?

2. What kind of politeness maxims are violated in the dialog?

D. Objective of the Study

The purposes of this research are:
1. To analyze how is the conversational implicature that occurs in the dialog of “Monster University” film and the meanings of the implicature described in the dialogue.

2. To analyze kind of politeness maxims are violated in the dialog.

**E. Significance of the Study**

This research would be as an additional contribution in the development of the cooperation and politeness principles theory in pragmatics. The writer expects that this research will be useful to people in social interaction, especially when applying implicatures in daily conversations involving the cooperation and politeness principles.

**F. Research Methodology**

There are methodologies of the research:

1. **Method of Study**

   This research is a descriptive qualitative analysis in the dialogue of the film "Monsters University". The writer uses qualitative analysis method which is analyzed by the methods, theories or approaches that are relevant (Farkhan 43-44).

2. **Unit of Analysis**

   The unit analysis of the research is the dialog of "Monsters University" film, an American computer-animated 3D comedy film, directed by Don
Scalon, produced by Pixar Animation Studios and released by Walt Disney Pictures in 2013.

3. Instrument of Research

The writer uses herself as a main research instrument to obtain the data supported by the research theory. The writer watches a whole movie, then selects the parts of the dialog which allegedly non-observe the cooperative and politeness principles in communication.

4. The Technique of Data Analysis

The collected data will be analyzed using the theory of Grice cooperative principle and Leech politeness principle, here are the processes:

a. Analyzing the implicature formation dialog which violated the maxim by the Grice Cooperative Principle theory.

b. Analyzing the dialog which violated the maxims are politeness by Leech politeness principle theory.

c. Analyzing the meaning of the implicature.

d. Concluding implicature phenomenon in communication that occurs in the film.

G. Place and Time

This research started from March 2016 while the place of the research is done at English Language and Literature Department, Adab and Humanities,
Faculty of UIN Syarif Hidayatullah Jakarta and also at several university libraries like Central library of UIN Jakarta, Adab and Humanities Faculty library of UIN Jakarta, and the University of Indonesia library.
CHAPTER II

THEORITICAL FRAMEWORK

A. Previous Researches

In purposed to support and develop this research, here are the several related previous researches.

The first research was done by Ilham Putra from State Islamic University Syarif Hidayatullah Jakarta in 2014. The title of the thesis is “The Grice’s Cooperative Principle in Transcript of Beyonce Interview on Piers Morgan Tonight”. It concerns about implicature which is used by the interviewer and interviewee. The research describes types of non-observance maxims that occur in the interview. The finding proves that the implicature is used to get information from the interviewee. Also, the interviewer has a good communication skill to give implicit meaning.

The second research was done by Anggraini Puspita Sandra from State Islamic University Syarif Hidayatullah Jakarta in 2011. The title of the thesis is “A politeness Maxims Analysis on The Dialogue of Date Night Movie”. It concerns about violation of politeness maxims that occur in the dialogue. The research finding proves that maxims violations arise because of the prevention to deliver the implied meaning.
The first journal was done by Michael Haugh, the writer of “Im/Politeness Implicature”. The title of the journal is “The Intuitive Basis of Implicature: Relevance Theoretic Implicitness versus Gricean Implying” which published by International Pragmatic Association. This journal describes Michael’s research which analyzed the distinction of The Relevance Theory of Implicature and neo-Gricean Implicature. He described that the implicatures contribute to the development of models of the implications of the neo-Gricean, but the relevant theory distinguishes between explicit and implicit meaning itself. The fact is neo-Gricean implicatures paired with the concept of implicature too much, so the concept of explicature is treated as implicatures with other types. Because of the explicit and implicit meanings is overlap, then Grice concluded alternative conceptualizations implicature in concept implying that implicature is something else inferred by the speaker is not properly said by the speakers. In addition to what the literal speaker says and consequently, it is defeasible like all other types of pragmatic phenomena.

The second journal was done by Kuang Ching Hei, Maya Khemlani David and Lau Su Kia, the professors in linguistic field in Malaysian University. The title of their journal is “Politeness of Front Counter Staff of Malaysian Private Hospital” which has published on 2013, by GEMA Online™ Journal of Language Studies. This journal describes the research about the interpersonal rhetoric of private hospital staff language used. The staff often uses impoliteness language on opening conversation then politeness on closing. They noted the response of the patient, which received impoliteness opening conversation. The last description,
they concluded that the spoken ethic, especially politeness should applied in community service because the force of polite language develop the image of a company or private hospital which as a community service.

B. Concepts

There are theoretical descriptions from several books to describe Pragmatics concept, Conversational Implicature, Grice’s Cooperative Principle, Politeness Principle and Scale of Politeness.

1. Pragmatics

Pragmatics is one of the five branches of the linguistics theory. According to Kushartanti, Pragmatics is the study of interpreting meaning that influenced by contacts (Kushartanti, Yuwono and Multamia 104). In his book, Leech argues that generally pragmatic restricted to the study of linguistic communication in term of conversational principle which is a rhetorical model of pragmatic (Leech 11). The rhetoric of someone is generating a sense of language and force which is capable of making the hearer to do a thing intended.

Time by time, language has changed. Language has been influenced by contact from out of the language, so we often find the utterance that has different meaning. Before Pragmatic avowed as the linguistic theory, Chomsky found Syntax to analyze the meaning of utterance with the structural way, but he still regarded meaning as altogether too messy for serious contemplation (Leech 1). Then Semantics theory is used as central of
linguistic theories, but it still can’t separate the meaning and contact because both of them are different. According to Anne, the pragmatic choices made by the conversational participants can signify the position, time, interpersonal and cultural such as power, status, gender and age (O’Keeffe, Clancy and Adolphs 1).

Yule interpreted Pragmatics into four kinds as follow:

a. Pragmatics is the study of speaker meaning.

b. Pragmatics is the study of contextual meaning.

c. Pragmatics is the study of how more gets communicated than is said.

d. Pragmatics is the study of the expression of relative distance.

Pragmatics examines how the people use their languages, how they use speech act in the event, which strategy they choose, and whether it is explicit or implicit (Gunawan 2). It can be concluded that pragmatic focused on speech act, cooperative principle, politeness, and relevance theory.

2. Implicature

To reach an ideal communication, it must consist of cooperative in both the speaker and the listener. The speaker communicates ideally when observing the maxim in the principle of conversation (Leech 9). Breaking (non-observance) any of the maxims leads the addressee to make what Grice calls ‘implicatures’ (or
inferences) in order to ascertain the speaker’s intended meaning and thereby reinstate the Cooperative Principle (Watts 57). Implicature is a component of speaker meaning that constitutes an aspect of what is meant in a speaker’s utterance without being part of what it said (Grice 24).

For example:

[1] A: We’ll all miss Bill and Agatha, won’t we?

B: Well, we’ll all miss Bill. (Leech 80)

In [1], B apparently fails to observe the maxim, when A ask B to confirm A’s opinion, B merely confirms part of it, and pointedly ignores the rest. From this we derive and implicature: ‘Speaker is of the opinion that we will not all miss Agatha’.

The maxims form a necessary part of the description of linguistic meaning in that they explain how it is that speakers often ‘mean more than they say’, an explanation which, in Grice’s terms, is made by means of pragmatic implications called conversational Implicature (Leech 9). Conversational implicature occurs in conversation, it has special contexts for its interpretation and related with the cooperative principle and the maxims which as foundation in communicate to give effective and efficient information (Yule 40).

Non-observance of maxim divided into five as; flouting a maxim, violating a maxim, infringing a maxim, opting out a maxim, and suspending a maxim.
Floating maxim is a maxim error that is uttered by the speaker blatantly which has no intention of lie or disconcerting (Grice 30). Floating maxim may occur in 4 maxims; there are Quality, Quantity, Relevance and Manner. Here the example:

A : I bought a new dress, what do you think? (Show the dress)
B : Maybe if you choose another color, it will be better for you.

In this conversation, B doesn’t a give clear answer. Non-observant maxim occurs in this conversation, it’s floating the quality and quantity maxim.

Violating maxim which the speaker implicates will be liable and mislead (Grice 30). This non-observe type may occurs in four maxims; there are Quality, Quantity, Relevant, and Manner. Here the example:

Mom : Have you finished your homework? (Shout from the kitchen)
Kid : I’ve already mom. (Playing game on his bedroom)

This conversation shows that the kid lies to his mother while his mother trusts him that he’s doing his homework.

Maxim of infringement occurs when a speaker fails to observe the maxim, although s/he has no intention of generating an implicature and no intention of deceiving (“Non Observance of Grice’s Maxims”). Infringing maxim occurs when the speaker is incapable to speak clearly because he/she has an imperfect knowledge of the language performance. It is like a child when he /she talk or
learns a foreign language which doesn’t know the culture or someone when nervous in his/her speak.

*Opting out maxim* occurs when speaker is reluctant to cooperate the way maxim should be (UKEssays 2015). It may occur because of several factors: event, believe or culture. For example, when the journalist tries to reveal someone’s disease from the doctor, the doctor declines to explain because it’s against medical ethics. The doctor will opt out “I am sorry, but I can't tell you anything.”

Sometimes, in some circumstances or at a particular event, there is no expect with several maxims should be observed. This case is formed by *suspending maxim* (UKessays 2015). The example is a poetry which suspending the manner maxim because it shows the obscurity and ambiguity.

In social interaction, sometimes people communicate in different way when they want to end the conversation, so it can be denied or may be rejected. Basically, implying is something that unsaid rather than saying it, can be regarded as polite (Haugh 1). But, language is changing. A day we often hear implicature which violating the politeness maxims. So, in this study, the writer will analyze the conversational implicature: non-observance the cooperative principle and violating politeness principle.
3. The Cooperative Principle

Grice argued that the conversations that occur within the community members guided by a basic principle, namely the principles of cooperation (Leech 9).

According to Allan, the message will be received well by the listener if the communication has the principles like clarity principle, conciseness principle and directness principle (Rahardi 52). The Allan’s principle explained by Grice into four maxims:

a. Maxim of Quantity: Make your contribution as informative as is required. (Grice 26)

1) Make your contribution as informative as is required

2) Don’t make your contribution more informative than is required

b. Maxim of Quality: Try to make your contribution on that is true.

1) Don’t say what you believe to be false.

2) Don’t say that for which you lack adequate evidence.

c. Maxim of Relation: The speaker and hearer should give relevant contribution in communicate.

1) Be relevant
d. Maxim of Manner: *The speaker should speak directly, clearly and perspicuous.*

1) Avoid obscurity of expression

2) Avoid ambiguity

3) Be brief

4) Be orderly

In communication, it is requires to obey the cooperative principle to give an efficient and actual information, but the fact is, cooperative principle is often disobedient in communication, so it occurs the flouting of cooperative principles. Unobserving any of the maxims leads the addressee to make what Grice calls ‘implicatures’ (or inferences) in order to ascertain the speaker’s intended meaning and thereby reinstate the Cooperative Principle (Watts 57).

In addition, Leech makes politeness principle as a tool to integrate conversational implicature in order to obtain an explanation of the indirect relationship between meaning and force (Leech 237).

4. The Politeness Principle

In pragmatics, politeness focus on polite language in the study of verbal interaction (Watts 10). It refers to the choices that made language use, the linguistic expressions that give people space and show a friendly attitude to them.
Leech sees cultural rules are at work in expressions of politeness and he attempts to categorize some of the underlying intent behind these forms in more detail by articulating a set of rules or “politeness maxim” in polite dialogues.

According to Leech (1983), there is a politeness principle with conversational maxims. He lists six maxims: tact, generosity, approbation, modesty, agreement and sympathy (Cutting 49). The maxims of the politeness principle tend to go in pairs as follows:

a. The Tact Maxim

The tact maxim is the most important kind of politeness. According to Leech, tact maxim involves minimizing the cost and maximizing the benefit hearer (Cutting 49). Speakers are applying this maxim can be said to be polite, and can avoid conflicts between people.

The tact maxim criteria are:

1. Minimize cost to other.
2. Maximize benefit to other.

For example:

[1] Won’t you sit down?
The example of the tact maxim is the directive utterance. This utterance is spoken to ask the hearer sitting down. The speaker uses indirect utterance to be more polite and minimizing cost to the hearer.

b. The Generosity Maxim

The generosity maxim is the flip-side of the tact maxim, because this maxim focused on the speaker. The generosity maxim involves minimizing the benefit and maximizing the cost to self (Cutting 49).

The generosity maxim criteria are:

1) Minimize benefit to self
2) Maximize cost to self

For example:

[2] You must come and dinner with us (Leech 133)

The example [2] is presumed to be polite for two reasons because they imply benefit to hearer and imply cost to speaker.

c. The Approbation Maxim

The approbation maxim involves minimize dispraise of other and maximize praise of other (Cutting 49). The maxim is somewhat similar to the politeness strategy of avoiding disagreement.

The approbation maxim criteria are:
1) Minimize dispraise of other.

2) Maximize praise of other.

For examples:

[3] Dear Aunt Mabel, I want to thank you so much for the super Christmas present this year. It was so very thoughtful of you.

[4] I wonder if you could keep the noise from your Saturday parties down a bit. I’m finding it very hard to get enough sleep over the weekends (Watts 67).

The examples [3] and [4] is thanking and complaining utterance, in which the speaker maximizes praise of the addressee in [3] and minimize dispraise in [4].

d. The Modesty Maxim

The modesty maxim involves minimize praise of self and maximize dispraise of self. (Cutting 50) The modesty maxim is only applicable in expressive and assertive (Leech 136).

The modesty maxim criteria are:

1) Minimize praise of self

2) Maximize dispraise of self

For example:

The example [5] is praising utterance, the speaker belittles her/his own abilities in order to highlight the achievements of the addressee.

e. The Agreement Maxim

The agreement maxim involves minimize disagreement between self and other and maximize agreement between self and other. The agreement maxim is politeness strategy of seek agreement and avoid disagreement. (Cutting 50)

The agreement maxim criteria are:

1) Minimize disagreement between self and other.
2) Maximize agreement between self and other

For example:

[6] A : A referendum will satisfy everybody
B Yes, definitely

The example [6] shows, it is agreement maxim because agreement was happened between self and other.

f. The Sympathy Maxim
The sympathy maxim involves minimize antipathy between self and other and maximize sympathy between self and other. The sympathy maxim can be found in polite speech as to congratulate, commiserate or express condolence (Cutting 50).

1) Minimize antipathy between self and other.
2) Maximize sympathy between self and other

For example:

[7] I’m terribly sorry to hear about your father

The example [7] is a condolence expression which is expressed the sympathy for misfortune. This expression shows the solidarity between the speaker and the hearer.
CHAPTER III

RESEARCH FINDING

A. Data Description

This chapter will explain an analysis of Monsters University movie dialogue using bibliography technique in collecting the data. The steps are:

1. Downloading the Monsters University dialogue transcript, an American computer-animated 3D comedy film which directed by Don Scalon, which produced by Pixar Animation Studios and released by Walt Disney Pictures in 2013. It is taken from gointothestory.blcklst.com.
2. Noting every utterance that contains non-observance cooperative principle and politeness principle.
3. Then putting the noted data into paper and given by number. The details are shown on the tables under:

Table 1. The type of conversational implicature (non-observant of cooperative principle maxims and violating of politeness maxims).

<table>
<thead>
<tr>
<th>No</th>
<th>Data</th>
<th>Types of Non-observance and Unobserved Maxims</th>
<th>Violated Politeness Maxims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data 1</td>
<td>MIKE: Come on guys, I wanna see! THE KID: Out of the way, Wazowski, you don’t belong on a scare floor.</td>
<td>Flouting the quantity maxim</td>
<td>Violating the tact maxim</td>
</tr>
<tr>
<td>(p.7)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data 2</td>
<td>MIKE: Well everyone, I don’t mean to get emotional but everything in my life has led to this moment. Let it not be just the beginning of my dream.</td>
<td>Flouting the quantity maxim</td>
<td>Violating the approbation maxim</td>
</tr>
<tr>
<td>(p.11)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
but the beginning of all of our dreams. Gladys, promise me you’ll keep auditioning! Marie, Mr. Right is out there somewhere! Phil, keep using the ointment until that thing goes away! I wish you all the best, thank you all so much! (No response from the bus crowd.)

**BUS DRIVE:** I’m welling up with tears, now get off.

<table>
<thead>
<tr>
<th>Data 3 (p.22)</th>
<th><strong>PROFESSOR KNIGHT:</strong> I should’ve known. I expect big things from you. <strong>SULLEY:</strong> Well, you won’t be disappointed.</th>
<th>Flouting the quantity maxim</th>
<th>Violating the modesty maxim</th>
</tr>
</thead>
</table>

**RANDY:** We’ve got the whole semester to study, but this might be our only chance to get in good with the cool kids. That’s why I made these cupcakes.

(Randy holds up cupcakes that say spell out “BE MY dAL.” Randy notices the mistake then turns the cupcake to read “PAL.”)

**RANDY:** Oops. That could have been embarrassing.

**MIKE:** When I’m a scarer, life will be a nonstop party. Stay outta trouble, wild man!

<table>
<thead>
<tr>
<th>Data 4 (p.24)</th>
<th><strong>RANDY:</strong> We’ve got the whole semester to study, but this might be our only chance to get in good with the cool kids. That’s why I made these cupcakes. (Randy holds up cupcakes that say spell out “BE MY dAL.” Randy notices the mistake then turns the cupcake to read “PAL.”) <strong>RANDY:</strong> Oops. That could have been embarrassing. <strong>MIKE:</strong> When I’m a scarer, life will be a nonstop party. Stay outta trouble, wild man!</th>
<th>Flouting the manner maxim</th>
<th>Violating the tact and modesty maxim</th>
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</table>

**MIKE:** Listen, it was quite delightful meeting you and whatever that is, but if you don’t mind I have to study my scaring! (tries to show Sulley to the door)

**SULLEY:** Psshh, you don’t need to study scaring, you just do it.

<table>
<thead>
<tr>
<th>Data 5 (p.28)</th>
<th><strong>MIKE:</strong> Listen, it was quite delightful meeting you and whatever that is, but if you don’t mind I have to study my scaring! (tries to show Sulley to the door) <strong>SULLEY:</strong> Psshh, you don’t need to study scaring, you just do it.</th>
<th>Opting out the manner maxim</th>
<th>Violating the tact maxim</th>
</tr>
</thead>
</table>

**MIKE:** hey, did you see me ride the pig, that took guts… (wanting to join in the party) **CHET:** slow down Squirt, this party is for scare students only. (stopping Mike)

<table>
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<tr>
<th>Data 6 (p.32)</th>
<th><strong>MIKE:</strong> hey, did you see me ride the pig, that took guts… (wanting to join in the party) <strong>CHET:</strong> slow down Squirt, this party is for scare students only. (stopping Mike)</th>
<th>Flouting the relevant maxim</th>
<th>Violating the approbation maxim</th>
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**JOHNNY:** Oh, sorry Killer, but you might want to hang out with someone a little more your speed. They look fun (pointing Oozma Kappa the misfits group) go crazy.

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<tr>
<th>Data 7 (p.33)</th>
<th><strong>JOHNNY:</strong> Oh, sorry Killer, but you might want to hang out with someone a little more your speed. They look fun (pointing Oozma Kappa the misfits group) go crazy.</th>
<th>Opting out the quantity maxim</th>
<th>Violating the tact and agreement maxim</th>
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<tr>
<td>Data</td>
<td>Scene</td>
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<td>8 (p.33)</td>
<td>Mike: Is that a joke? Sulley: Sulley, talk to your friend.</td>
<td>Flouting the manner maxim</td>
<td>Violating the approbation and agreement maxim</td>
</tr>
<tr>
<td>9 (p.33)</td>
<td>Mike: My chances are just as good as yours. Sulley: You're not even in the same league with me.</td>
<td>Flouting the quantity maxim</td>
<td>Violating the tact maxim and modesty maxim</td>
</tr>
<tr>
<td>10 (p.44)</td>
<td>Mike: Stay outta my way. Unlike you, I had to work hard to get into the scare program. Sulley: That's because you don't belong here.</td>
<td>Flouting the quantity maxim</td>
<td>Violating the tact and approbation maxim</td>
</tr>
<tr>
<td>11 (p.46)</td>
<td>Harscrabble: Demonstrate. Stop! Thank You. (stopping Mike) Mike: But I didn't get to sh... (try to demonstrate) Harscrabble: I've seen enough</td>
<td>Flouting the relevant maxim</td>
<td>Violating the tact maxim</td>
</tr>
<tr>
<td>12 (p.47)</td>
<td>Harscrabble: That “stuff” would have informed you that this particular child is afraid of snakes. So, a roar wouldn't make him scream, it would make him cry, alerting his parents, exposing the monster world, destroying life as we know it, and of course, we can't have that, so I'm afraid I cannot recommend that you continue in the scaring program, good day. Sulley: Wait, what? But I'm a Sullivan. Harscrabble: Well then, I'm sure your family will be very disappointed.</td>
<td>Flouting the quantity maxim</td>
<td>Violating the modesty maxim</td>
</tr>
<tr>
<td>13 (p.51)</td>
<td>Harscrabble: Mr. Wazowski, what are you doing? Mike: You just said the winners are the most fearsome monsters on campus. If I win, it means you kicked out the best scarer in the whole school.</td>
<td>Flouting the quality maxim</td>
<td>Violating the modesty maxim</td>
</tr>
<tr>
<td>Data 14  (p.59)</td>
<td>SULLEY: Are you kidding me? MIKE: Look, they don’t need to be good. I’m gonna carry the whole team. SULLEY: Really? And who’s gonna carry you? MIKE: Hey, you wanna go back to can design, you know where the door is.</td>
<td>Violating the quantity maxim</td>
<td>Violating the agreement maxim</td>
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<tr>
<td>Data 15  (p.78)</td>
<td>MIKE: Where are you going? We’re training! SULLEY: I’m a Sullivan. MIKE: That’s not enough. You’re all over the place, you’re charging ahead when you need to… SULLEY: Eh, b-b-b-bep. You tell them what to do, but not me. So long, coach.</td>
<td>Opting out the quantity maxim</td>
<td>Violating the modesty maxim</td>
</tr>
<tr>
<td>Data 16  (p.110)</td>
<td>HARSCRABBLE: Tomorrow each of you must prove that you are undeniably scary. And I know for a fact, that one of you is not. (Looking for MIKE) SULLEY: No, he works harder than anyone.</td>
<td>Violating the manner maxim</td>
<td>Violating the agreement maxim.</td>
</tr>
<tr>
<td>Data 17  (p.126)</td>
<td>SULLEY: Uh, I don’t think you should be messing with that. MIKE: Why are my settings...different? SULLEY: Mike, we should leave.</td>
<td>Violating the relevant maxim</td>
<td>Violating the agreement maxim</td>
</tr>
<tr>
<td>Data 18  (p.127)</td>
<td>SULLEY: Look, you’ll get better and better… MIKE: I’m as scary as you! I’m as scary as anyone! SULLEY: I just wanted to help. MIKE: No, you just wanted to help yourselves.</td>
<td>Flouting the quality maxim</td>
<td>Violating the approbation maxim.</td>
</tr>
<tr>
<td>Data 19  (p.140)</td>
<td>MIKE: If we scream them, I mean really scare them… we could generate enough scream to power the door from this side. SULLEY: What are you talking about?! MIKE: I have read every book</td>
<td>Flouting the manner maxim</td>
<td>Violating the agreement maxim.</td>
</tr>
</tbody>
</table>
scaring ever written. This could work!

| Data 20 (p.148) | SULLEY: So, what now? MIKE: You know, for the first time in my life, I don’t really have a plan. SULLEY: You’re the great Mike Wazowski! You’ll come up with something. | Violating the quantity maxim | Violating the agreement maxim. |

B. The Data Analysis

Here are 20\textsuperscript{th} obtained data that will be analyzed:

Data 1

MIKE : Come on guys, I wanna see!
THE KID : \textit{Out of the way, Wazowski, you don’t belong on a scare floor.}

The utterance forms maxim of quantity. The first utterance expresses a complaint. Then, the second utterance indicates denial and expulsion to the first utterance. There is an elementary school, which is organizing study tour to the Monster Incorporate, the place of scare energy. The film shows that scarer profession is the prestigious profession in the town. That’s why the children are so glad if they can be a scarer. When the children scramble to be front in a crowd, mike was pulled to the back by the children. Then he said “Come on guys, I wanna see” but the children refused and said “Out of the way, you don’t belong on scare floor.” The speaker gives less information that the situation requires blatantly. The speaker usually flouts the maxim because he uses insufficient words in conversation, so this utterance \textit{flouting quantity maxim}. 
At the same time, the utterance violating leech politeness maxim, tact maxim. In the situation Mike shows his adversity that he can’t see because all his friends close his view, but when he tries to convey his adversity to his friends yet they do not show any response to him. In this case, the children maximize cost and minimize benefit to other. The result is the utterance violating tact maxim.

The meaning of the utterance “Out of the way, Wazowski, you don’t belong on scare floor” by the kid, showed that Mike has not creepy physic and makes him looks like he doesn’t deserve to be a scarer, so the kid try to say not to expect too much for his dreams which wants to be a scarer.

Data 2

MIKE : Well everyone, I don’t mean to get emotional but everything in my life has led to this moment. Let it not be just the beginning of my dream, but the beginning of all of our dreams. Gladys, promise me you’ll keep auditioning! Marie, Mr. Right is out there somewhere! Phil, keep using the ointment until that thing goes away! I wish you all the best, thank you all so much! No response from the bus crowd.

BUS DRIVE : I’m welling up with tears, now get off.

The utterance forms maxim of quantity. The first utterance expresses happiness. The second utterance indicates ignorance to the first utterance. Mike tells his life story happily, he accepted to Monsters University. When the bus arrives at Monsters University, he spins a yarn with the passenger, but they do not hear him while he wants to off the bus. When he has done with his story, the driver implicated him to get off the bus. The driver said “I’m welling up with tears, now get off”, this utterance is flouting maxim of quantity because the
speaker gives more or less information that the situation requires blatantly, the speaker usually flouts the maxim because he uses insufficient words in conversation. Because Mike says a lot of things which is everyone don’t need to be know it, so the driver chases him away.

In the same case, the driver’s utterance is violating approbation maxim. As we know, Mike tells that he has succeeded to be the part of Monster University, but the driver didn’t appreciate it. The driver’s utterance maximizes dispraise and minimizes praise of others, so it’s violating approbation maxim. The meaning of the utterance implied that the driver wants him to stop telling his story because he does not interest to the story and won’t drive the bus to the next shelter.

Data 3

PROFESSOR KNIGHT : I should’ve known. I expect big things from you.
SULLEY : Well, you won’t be disappointed.

The utterance forms quantity maxim. The Professor said that he expects big for Sulley, and Sulley answers confidently that the professor will not be disappointed with him. This utterance shows the speaker blatantly gives less information that the situation requires, the speaker usually flouts this maxim because he uses insufficient words in conversation. Sulley blatantly says that he would be the best scarer like the professor’s expects. His utterance has been flouting maxim of quantity.

The utterance indicates that Sulley was violating modesty maxim. After every student knows that he is the Sulivant scarer legend son’s, he prides himself
in front of students. He maximizes praise and maximizes dispraise of himself haughtily. So, in this case, Sulley has been violating modesty maxim. His statement implied that because he is a legend son’s, he feels that he has ability inherited from his father, and he can be a great scare student without much effort.

In the same situation, Sulley responses Prof. Knight arrogantly, with his unfriendly tone. In this case the utterance also violating the generosity maxim.

**Data 4**

RANDY : We’ve got the whole semester to study, but this might be our only chance to get in good with the cool kids. That’s why I made these cupcakes. (Randy holds up cupcakes that say spell out “BE MY dAL.” Randy notices the mistake then turns the cupcake to read “PAL.”)

: Oops. That could have been embarrassing.

MIKE : When I’m a scarer, life will be a nonstop party. Stay outta trouble, wild man!

This utterance forms maxim of manner. The situation is about Randy who tries to persuade Mike to join the new college student party and suggest Mike that it is the best time to find the cool kids at the campus. But Mike is rambling that if he can be a truly scarer, his life will be a nonstop party forever. Mike’s utterance is flouting maxim of manner. When the speaker says ambiguous language which makes the utterance incomprehensible by addressee, this is the case of flouting the maxim of manner.

Based on his utterance, Mike doesn’t agree with Randy’s statement while he tries to deliver his own idea where it doesn’t important to people whether he is coming or not to the party. This form is violating tact maxim, which minimizes
benefit and maximizes cost to other. In the same time, Mike tries to deliver that he is proud of himself as a truly scarer to Randy. His utterance is violating modesty maxim because he maximize praise of himself. The general meaning of Mike’s utterance is “no”, he won’t go to the party.

Data 5

MIKE : Listen, it was quite delightful meeting you and whatever that is, but if you don’t mind I have to study my scaring! (casting out Sulley)

SULLEY : Psshh, you don’t need to study scaring, you just do it.

This utterance forms maxim of manner. Sulley’s utterance indicates two meanings, first he delivers that “you don’t need to push your effort to be a scarer, just let it flow” and the second is “I don’t need to study, because I’m a son of legend and I have scarer ability”. The way Sulley interrupts Mike’s utterance showed that he tries to stop him, when the speaker cannot reply in the way normally expected, and it’s called opting out the maxim of manner. When the speaker opts out from the maxim, he seems unwilling to cooperate in the way the maxim requires.

In same case, this utterance forms violating tact maxim. In this case, Mike asks Sulley to leave his room so he can study, but Sulley answers “you don’t need to study, just do it”, this interruption minimizes benefit and maximizes cost to other so it is kind of violating tact maxim.
Data 6

MIKE: hey, did you see me ride the pig, that took guts… (wanting to join in the party)

CHET: slow down Squirt, this party is for scare students only. (stopping Mike)

This utterance forms maxim of relevance. The pig (that Mike caught) is a mascot of another colleague, The ROR made an announcement to anyone who can catch the pig will become their member, so Sulley catches the pig for that reason. And the reality is Mike the one who has caught the pig but Sulley who was appointed as the member. So, Mike tries to explain that he is the one who has caught the pig, not Sulley. In the same condition, Mike wants to enter the party, but when he tries to explain and join in, Chet (The ROR member) interrupts him and not to let him come to the party. The utterance cutting off the conversation and switching the topic and condition, makes the conversation unmatched, the participants' topics are spoken in different ways, is called flouting maxim of relevant.

This utterance indicates that it's violating approbation maxim. Mike wants the ROR to appreciate his effort that he has caught the pig, but Chet (The ROR member) didn’t care what he said. They humbled him that he is not a scaring student, inappropriate to be a scarer, even he has not creepy face, doesn’t look like a truly scare monster. Chet didn’t appreciate him, it maximizes dispraise and minimizes praise of other, and called violating approbation maxim.
JOHNNY : Oh, sorry Killer, but you might want to hang out with someone a little more your speed. They look fun (pointing Oozma Kappa the misfits group whose doesn’t have creep face and not scarer student) go crazy.

MIKE : Is that a joke?

JOHNNY : Sulley, talk to your friend.

Johnny mocked Mike indirectly. He said that Mike should join with everyone which comparable with him. Mike feels offended until he ask “Is that a joke?”. And the last utterance Johnny did not want to clarify his statement, so he seems like change the situation and cast it to Sulley. This utterance forms relevant maxim because Mike questioned the certainty of Johnny’s utterance. The speaker flouts the maxim in such a way makes the conversation unmatched, the participants' topics are spoken in different ways. This utterance is kind of flouting maxim of relevant.

This utterance indicates violating two politeness maxims, are tact and agreement maxim. It can be kind of violating tact maxim because Johnny’s utterance minimizes benefit and maximizes cost to others. Johnny doesn’t want to talk to Mike by irony utterance, so he cast Sulley to talk with him. And it also forms violating agreement maxim because Johnny’s utterance maximizes disagreement between himself and others. Mike questions the certainty of Johnny’s utterance that “it is a joke?”. Mike’s utterance indicates that he tries to
certain that it’s only a joke and not truly right, But Johnny wants to say that it’s true and he is not joking.

Data 8

SULLEY : You heard him, this is a party for scare student.

MIKE : I AM a scare student!

SULLEY : I mean, for scare students who actually, you know, have a chance.

Data 8 is the continuation dialogue of the data 7. Sulley seems reaffirm someone utterance that the party just for the scare student. But, Mike argues that he is a scare student. Sulley reaffirms for the second time that the party just for the real scare student, not cute monster like Mike. The last utterance forms maxim of manner because the speaker uses another language which makes the utterance incomprehensible by the addressee. This case is kind of flouting maxim of manner. Sulley blatantly answers “no, you’re not” by rumbling. Sulley wants to say that Mike is not look like a scare student, and he has no chance to be scarer, and actually he is not a scare student. This case is kind of flouting maxim of manner.

This utterance forms violating of approbation maxim because Sulley implicates that “you’re not a scare student”, he didn’t appreciate it and it minimizes praise and maximizes dispraise of others. In the same case, Sulley’s utterance forms violating agreement maxim because he doesn’t want to admit that
Mike is a scare student like he said, it maximizes disagreement between himself and other.

**Data 9**

SULLEY : I mean, for scare students who actually, you know, have a chance.

MIKE : My chances are just as good as yours.

SULLEY : *You’re not even in same league with me.*

Based Mike’s face, he is not included in the real category of scare student. On the first utterance indicated Sulley was teasing Mike indirectly. On the second utterance, Mike denying the statement that he has same chances like Sulley. But, Sulley argues that Mike did not have the same chance like him, because he is not a member of the best scare league in the school.

This utterance forms quantity maxim. In this case, the speaker blatantly gives more or less information that the situation requires, the speaker usually flouts this maxim because he uses insufficient words in conversation. That’s why this utterance is kind of *flouting the maxim of quantity*.

Sulley blatantly says that Mike doesn’t have the same chances like him, because he may have more chance than Mike, because he joined the best scare group at the campus (the ROR), but Mike did not.

This utterance forms *violating of tact maxim* because Sulley’s utterance maximizes cost and minimizes benefit to others. It’s violating tact maxim and also
modesty maxim. Sulley shows off that he is a member of the best scare league in the school, and Mike is not comparable with him.

**Data 10**

MIKE : Stay outta my way. Unlike you, I had to work hard to get into the scare program.

SULLEY : *That’s because you don’t belong here.*

Mike angry because of Sulley vanity, and he shows off that he has his own way to be a scare student. But, Sulley offends him again that he is inappropriate to be scare student on the school. This utterance forms quantity, the speaker blatantly gives less information than the situation requires. The speaker usually flouts this maxim because he uses insufficient words in conversation. Sulley tries to deliver that “yes you have to, but I’m not. And here is not your place, scare program is not yours”, and he doesn’t need to push his effort to get into the scare program because he has ancestry ability from his dad, whereas Mike has to study hard to get into scare program. This utterance can be called as Irony, because it blatantly humbles Mike’s dignity. This case is kind of flouting the maxim of quantity.

In this utterance indicates two of violating of politeness maxim. First, this utterance forms violating tact maxim because Sulley blatantly underestimated Mike, it maximizes cost and minimizes benefit to others. Secondly, it’s called violating approbation maxim because Sulley reviled Mike and it minimizes praise and maximizes dispraise of others.
HARSCRABBLE : Demonstrate. Stop! Thank You. (stopping mike)

MIKE : *But I didn’t get to sh..* (try to demonstrate)

Mrs. Harscrabble (Dean of the scare school) examines Mike how to scare a human child. Before Mike demonstrates it, Mrs. Harscrabble stopped him and made the exam end, so Mike opposed her. Mike tries to take the topic back, and wanted to let Hardscrabble watch his demonstration. The utterance blatantly tries to take back the topic, makes the conversation unmatched, so it’s called *flouting maxim of relevant*.

Based on the conversation, Mike seems argue the Mrs. Harscrabble command. In this case, Mike’s utterance violating tact maxim because it maximizes cost and minimizes benefit to other. So this utterance forms *violating of tact maxim*.

HARDSCRABBLE : That “stuff” would have informed you that this particular child is afraid of snakes. So, a roar wouldn’t make him scream, it would make him cry, alerting his parents, exposing the monster world, destroying life as we know it, and of course, we can’t have that, so I’m afraid I cannot recommend that you continue in the scaring program, good day.

Mrs. Harscrabble postulates because Sulley is inappropriate in oral exam. Sulley did not pass the exam, so Mrs. Harscrabble cannot recommend him to continue the scaring program. Sulley argues that it could be, because he is the scare legend son’s. In this case, the participant changes the topic by means of irrelevance topic of the partner of the conversation, which called as flouting of relevant maxim. Sulley tries to change the topic and reminds Mrs. Hardscrabble. Sulley’s utterance seems like want to say “Are you sure to drop out me from scare program? But I am a legend’s son who has the scare ability ancestry and I don’t need the stuff (information which we got from study) to scare. You can’t get a scare student like me again”.

In the same case, this utterance also forms violating of modesty maxim. It’s kind of violating of agreement maxim because Sulley’s utterance indicates that he disagreed with what Handscrabble has said, this attitude maximizes a disagreement between self and other. Also it is kind of violating of modesty maxim because of Sulley arrogance in front of the Dean of the scaring program, this attitude maximizes praise of self.

Data 13

HARDSCRABBLE: Mr. Wazowski, what are you doing?

MIKE: You just said the winners are the most fearsome monsters on campus. If I win, it means you kicked out the best scarer in the whole school.
The situation above is a scare game which held by the Dean Hardscrabble that will be begun. Only the best and the scariest monster will win this event, and Mike wants to prove to the Dean hardscrabble that he is a scary student, and he wants to be let coming into the scare program back. Mike comes into the game, and Mrs. Hardscrabble distracted. Mike responds her question and gives a statement that he will join the game to prove Mrs. Hardscrabble. Mike’s utterance forms maxim of quality because Mike cannot provide strong evidence that he is the winner and the scariest monster in the campus. The “If” word shows an uncertain of thing to prove yet, it would be a right or false estimate. In his utterance, Mike blatantly gives more information that the situation requires, he uses insufficient words in conversation. It’s called flouting the maxim of quality.

The utterance forms violating the tact maxim because Mike’s utterance to the Dean Hardsrabble resists her indirectly. It maximizes benefit to himself and minimizes it to others. In the same situation, the utterance is violating modesty maxim. Mike prides himself before he proves it. It definitely maximizes praise and minimizes dispraise to self.

**Data 14**

MIKE : Look, they don’t need to be good. I’m gonna carry the whole team.

SULLEY : *Really? And who’s gonna carry you?*

Sulley is not sure that his league (The Ozzma Kappa) can win the game. He tries to said that they can’t win this game, and they should stop before
everyone mocks them. Mike postulates that all friends on his league will be good with his plan. Sulley does not believe him, and throws him the question. The utterance forms maxim of quantity. Sulley’s statement seems like concerning to Mike about who will lead the team. But the fact is he tries to said “your ability has not been recognized by people, and you want to carry a whole team?”. The utterance is non-informative and also the speaker misleads the listener from the truly meaning of the implicatures. So, this case is violating maxim of quantity.

This utterance indicates approbation maxim because Sulley’s utterance doesn’t look like an appreciated utterance for Mike, he poses the question which looks "inconclusive" to Mike. This case maximizes dispraise of others. So, it’s called violating approbation maxim.

**Data 15**

MIKE : That’s not enough. You’re all over the place, you’re charging ahead when you need to…

SULLEY : Eh, b-b-b-bep. You tell them what to do, but not me. So long, coach.

Mike is getting mad with Sulley. When they are in training, Sulley outs suddenly. However, Sulley did not want to listen to Mike’s lecture. The situation shows that The Ozzma Kappa will start the training for the scare game. Mike believes that his team can go through the game and will be the winner, but Sulley is not sure and he does not trust their abilities. Sulley has been pessimist since he joined the team because they have failed on the first game, but they still hang on
because another team was cheating. Sulley cuts off Mike, because he doesn’t want to participate again, he feels that he does not belong to The Ozzma Kappa team. In this case, the speaker cannot talk more about the topic, so he opts out the conversation blatantly. This case is called *opting out the quantity maxim*.

This utterance forms violating of agreement maxim because Sulley blatantly doesn’t agree with Mike where the team must practice. This case maximizes disagreement between self and other, called as *violating agreement maxim*. In the same case, the utterance is also violating generosity maxim. Sulley did not respond generously, it maximizes benefit and minimizes cost to self. It’s called *violating generosity maxim*.

**Data 16**

HARSCRABBLE : Tomorrow each of you must prove that you are undeniably scary. And I know for a fact, that one of you is not. (Looking for MIKE for the distance)

SULLEY : *No, he works harder than anyone.*

This utterance forms *maxim of manner* because this utterance inflicts ambiguity meaning. Sulley’s utterance has two meanings, First he wants to say “no, he is scary” ramblingly, secondly he wants to say “yes, he is not scary” indirectly. It’s called *violating* because this utterance intended to mislead listeners, covered with lies. This utterance tries to explain that Hardscrabble was right that Mike is not scary, but even though he doesn’t have it he has the intellectual abilities that other do not have and that's what makes him a truly scare student.
This utterance forms *violating the agreement maxim*, because the utterance indicates disagreement indirectly. It maximizes disagreement between self and other.

**Data 17**

**SULLEY**: Uh, I don’t think you should be messing with that.

**MIKE**: Why are my settings...different?

**SULLEY**: Mike, we should leave.

The situation is the Ozzma Kappa winning the scare game, but when it’s over Mike caught his setting scare gauge is different. He feels that he is cheating and gets insulted him that he is not scary, he is getting mad. When he asks Sulley about it, but Sulley is trying to change the topic and getting out Mike from the place. This utterance forms *relevant maxim* because it indicates refusal of cooperation. It’s called *violating* because it intended to mislead and deceive the listener.

This utterance indicates violating of agreement maxim because the way Sulley changes the topic making this utterance means “don’t think about it, just we go and celebrate our victory”. It maximizes disagreement between self and other, that’s why it’s called *violating agreement maxim*.

**Data 18**

**SULLEY**: Look, you’ll get better and better…
MIKE : I’m as scary as you! I’m as scary as anyone!

SULLEY : *I just wanted to help.*

MIKE : No, you just wanted to help yourselves.

This dialogue has the same situation with datum 17, but in this case Mike knows that Sulley lied. Mike is very angry because Sulley changes Mike’s setting of the scare gauge. This utterance forms maxim of quantity, because Sulley doesn’t give information than it is required. The speaker blatantly gives less information that the situation requires, the speaker uses insufficient words in conversation. This implicature means that Sulley blatantly confesses that he did it, he changed the setting of Mike’s scare gauge to win the game, because he realizes that Mike not scary enough and will not get a high score if he didn’t change the setting. The conclusion is, this utterance *flouting maxim of quantity*.

Sulley doesn’t admit that Mike is scary or not, he just tries to stop Mike to talk about himself. He minimizes benefit of other. This utterance forms *violating generosity maxim*.

Data 19

MIKE : If we scream them, I mean really scare them… we could generate enough scream to power the door from this side.

SULLEY : *What are you talking about?*
Mike gives an opinion. The situation above shows that Mike and Sulley are trapped on human world. They want to go back to the monster world but the door (media to go into the world of monsters) is closed. They need scream energy from the children’s scream to activate the door. But, there is only adult in the door area, so the only way to get the scream energy is from the adults. Sulley says “What are you talking about?” He did not understand what Mike said and thought, and also he was in fear felling. These utterances do not give clear meaning, The speaker uses another language which makes the utterance incomprehensible, those utterance have failed to observe the maxim of manner. This case is the kind of *flouting the manner maxim*.

Sulley does not look like agree with Mike’s idea, until he asks him to believe that Mike’s idea will be succeeded. This utterance indicates *violating the agreement maxim*, because Sulley minimizes agreement between self and other.

**Data 20**

MIKE : You know, for the first time in my life, I don’t really have a plan.

SULLEY : You’re the great Mike Wazowski! You’ll come up with something.

After they have dropped out from the collage because they have broken the door laboratory and gone to the human world without permission, they said goodbye to each other. For the first time Mike is pessimist with his life now, but Sulley tries to support Mike even though he also does not have any plans for his life. He lies to himself in front of Mike, he tries to show that he is fine but actually also confusing like Mike. He is *violating quantity maxim*. Sulley’s utterance forms
quality maxim. Sulley does not say as much as it is necessary to make his contribution cooperative. Sulley wants to convey that what Mike has said should not be happened, because Mike has the ability to continue his plans and his dreams.

This conversation shows Sulley disagreement of Mike’s utterance. This utterance indicates that it maximizes disagreement between self and others. It means that this utterance has been violating the politeness principle, agreement maxim.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

According to the purposes of this research, it is explained that conversational implicature occurs and violates the politeness maxims on the Monster University movie.

Based on the research finding, the writer analyzes conversational implicature, the non-observance of cooperative principles maxims. The violations that appeared on the dialogs are non-observance of quantity maxim, quality maxim, manner maxim, and relevance maxim. The writer found the most common maxim that discovered as unobserved, is maxim of quality because the subject gives less information or may more than it needed. Five types of non-observance are flouting maxim, violating maxim, opting out maxim, infringing maxim and suspending maxim. Type of infringing a maxim and suspending a maxim cannot be found on the data analysis, but the most common type of non-observance maxim is flouting a maxim, type of non-observance which is done blatantly.

On the data analysis, the writer also found a violation of politeness maxims, like tact maxim, sympathy maxim, approbation maxim, agreement maxim and modesty maxim. However, generosity maxim cannot be found on the data analysis. Based on the research finding, the
most common type of violation politeness maxims is agreement maxim because of opinion and the differences of point of view between the characters.

The implicatures used by the characters in conversation befall because of social distance, culture, and background knowledge between the characters in the movie. And also, implicature used to hide conflict and dissimulate disagreement. So, the character wants to protect their ‘face’ which threat impact of the others, consequently ensues violations of politeness maxims.

B. Suggestion

The researcher suggests to find another object of the analysis except the movie, so it would give deeper understanding about conversational implicature and politeness maxims. Theoretically, in addition to the discussion of the implicature and violation of the maxim of politeness, using the same corpus, it can be analyzed using politeness theory and speech act.
BIBLIOGRAPHY


MONSTERS UNIVERSITY

Story by
Dan Scanlon
Daniel Gerson & Robert L. Baird

Screenplay by
Daniel Gerson & Robert L. Baird
Dan Scanlon
-a glimpse of a scarer warming up, snarling, etc.

MEAN KID
Did you see that?

KID #1
Look, he’s gonna do a real scare!

KIDS
(excited walla)
Whoa!

And then, Mike’s view is blocked completely.

YOUNG MIKE
(sigh)

MEAN KID
Cool! I wanna be a scarer!

KID #2
Yeah, me too!

Mike gives it one more shot.

YOUNG MIKE
Come on guys, I wanna see!

MEAN KID
Out of the way, Wazowski, you don’t belong on a scare floor.

KIDS
(walla)
Whoa! Cool!

Mike backs away as his smile fades.

Mike looks frustrated, not being able to see. Just then, a cart full of scream cans comes toward Mike. He gets an idea.

ON TEACHER.

She tries to keep the kids together.

MRS. GRAVES
Brian, do not step over the line.

One of them points to the scare floor.

EMMET
Mrs. Graves? Michael went over the line.
MIKE
(happy sigh)
Well everyone, I don’t mean to get emotional but everything in my life has led to this moment. Let it not be just the beginning of my dream, but the beginning of all of our dreams. Gladys, promise me you’ll keep auditioning! Marie, Mr. Right is out there somewhere! Phil, keep using the ointment until that thing goes away! I wish you all the best, thank you all so much!

No response from the bus crowd.

BUS DRIVER
(dead pan)
I’m welling up with tears, now get off.

Unphased, Mike exits the bus.

EXT. BUS

Mike leaps down the stairs and gathers his bags.

He stares up in awe....

REVEAL MONSTERS UNIVERSITY: The gate, with the campus beyond.

EXT. CAMPUS

Mike walks onto a campus filled with monster students of all shapes and sizes. In the background, the grand, classic architecture of an Ivy League school.

MIKE
Hello. How ya doing?

A student on a bicycle whooshes by.

Students play monster hackey sack in the quad as another student with several arms posts signs to a lamppost.

A student on a skateboard whizzes by as a giant monster steps over Mike and moves to catch a frisbee.

MIKE (CONT’D)

(ground shaking vocs)

Ah!
SULLEY
RHAARRRR!
A booming roar stops Mike mid-sentence, blowing everyone in the room away.

REVEAL a dishevelled 18-year-old SULLEY, stumbling into class, late.

SULLEY (CONT’D)
Whoops, sorry. I heard someone say roar, so I just kinda went for it.

STUDENTS
(chuckling, impressed)
Sulley starts to slide down the row of students, trying not to squish people as he goes by.

SULLEY
(getting by student)
Whoops, excuse me, sorry... didn’t mean to scare you there... (to students)
Hey, how ya doin’.

PROFESSOR KNIGHT
Very impressive, Mr...

SULLEY
(to the Professor)

PROFESSOR KNIGHT
Sullivan? Like Bill Sullivan, the scarer?

SULLEY
Yeah, he’s my dad.

STUDENTS
(impressed walla)
No way, whoa!

BIG STUDENT #1
He’s a Sullivan....

PROFESSOR KNIGHT
I should’ve known. I expect big things from you.

Sulley reaches his seat and looks back to the professor confidently.
RANDY
We’ve got the whole semester to study, but this might be our only chance to get in good with the cool kids. That’s why I made these cupcakes.

Randy holds up cupcakes that say spell out “BE MY dAL.”

Randy notices the mistake then turns the cupcake to read “PAL.”

RANDY (CONT’D)
Oops. That could have been embarrassing.

Mike is too excited about studying to party.

MIKE
When I’m a scarer, life will be a nonstop party. Stay outta trouble, wild man!

Randy giggles and heads out, closing the door behind him.

RANDY
(giggling)
Wild man...

Mike laughs to himself.

He gets to work, opening his scaring book.

A strange noise draws his attention to the window. He looks back to the window when a strange pig-faced monster animal suddenly pops up and stares him in the face.

MIKE
What the-?

Suddenly the pig is pushed through the window and into Mike’s room.

MIKE (CONT’D)
Ah!

The pig starts running all over the room. Then a big blue hand rises into view and grabs the windowsill.

SULLEY
(pulling up efforts)
ARCHIE!
MIKE (CONT’D)
Listen, it was quite delightful
meeting you and whatever that is,
but if you don’t mind I have to
study my scaring!

SULLEY
Pssh, you don’t need to study
scaring, you just do it.

MIKE
Really? I think there’s a little
more to it than that. But hey,
thanks for stopping by---

Archie jumps down off the desk with Mike’s “MU” hat in his
mouth.

MIKE (CONT’D)
(to Archie)
Ah! Let go of that!

Mike lunges for Archie, but Archie leaps out the window.

MIKE (CONT’D)
My hat!

SULLEY
My pig!

CUT TO:

EXT. CAMPUS
Sulley dashes out of the dorm first, slamming the door in
Mike’s face.

The chase continues....

SULLEY
Hey, come here—
(laugh)

MIKE
(running efforts)
Hey! Catch it....Come back here!

Sulley is having a blast. Mike leaps on to Archie, but
Archie keeps running, now with Mike on top of him.

SULLEY
Yeah! Ride it to Frat Row!
JOHNNY
Johnny Worthington, president of Roar Omega Roar. What’s your name Big Blue?

The other fraternities slink away.

SULLEY
Jimmy Sullivan, friends call me Sulley.

Sulley reacts pleasantly surprised.

CHET
This guy’s a SULLIVAN! Like the famous Sullivan! I can’t believe it! That is crazy....
(laugh)

JOHNNY
(dead pan)
Chet, calm down.

CHET
(cowering)
I’m sorry.

JOHNNY
Sulley, any freshman with the guts to pull off a stunt like that has got “future scarer” written all over him.

Sulley’s swept toward the ROR house, following after Johnny, and the ROR brothers. Mike follows after him.

MIKE
(chuckle, wanting to join in)
Hey, did you see me ride the pig, that took guts....

Mike is stopped by one of Johnny’s thugs.

CHET
Slow down Squirt, this party is for scare students only.

Johnny leans down to Mike’s level.
JOHNNY
Oh, sorry Killer, but you might want to hang out with someone a little more your speed. They look fun!

Johnny points to Oozma Kappa; a group of loser monsters standing by a table that says Oozma Kappa. It’s covered with balloons and cake.

DON
Oh hey ‘dere! Wanna join Oozma Kappa?!

SQUISHY
We have cake!

A monster eats the entire cake in one bite.

A balloon deflates and lands on Squishy’s face.

JOHNNY
(condescending)
Go crazy.

Johnny starts to walk away....

Mike is stunned. He can’t be serious.

MIKE
Is that a joke?

Johnny stops, annoyed.

JOHNNY
(annoyed sigh)
Sulley, talk to your friend.

Johnny looks to Sulley with a pained smile.

Sulley looks back and forth between the cool RORs and Mike.

SULLEY
(to Johnny)
Well, he’s not really my friend, but sure...
(to Mike)
You heard him, this is a party for scare students.

MIKE
I AM a scare student!
Sulley turns to see Johnny and the RORs enter and sit in the stands. Johnny looks to Sulley.  

Sulley turns back to Mike confidently, but it’s all for show – Mike has gotten under his skin.  

ON Mike as Sulley walks by and “accidentally” bumps Mike’s books off the wall. Mike glares at him.  

MIKE  
Hey, do you mind?  

SULLEY  
Don’t mind at all.  

Sulley starts warming up, obnoxiously, right by Mike.  

SULLEY (CONT’D)  
(quietly)  
Roar! Grr!! Arr!  

Mike shoots daggers at Sulley.  

RANDY  
C’mon Mike, let’s just move.  

Mike jumps down near Sulley and picks up his books.  

MIKE  
Stay outta my way. Unlike you, I had to work hard to get into the scare program.  

SULLEY  
That’s because you don’t belong here.  

MIKE  
(beat)  
Rahr!  

Sulley is surprised but he roars back.  

SULLEY  
Roar!  
(laugh, to himself)  
That’s what I thought….  

Sulley goes back to practicing as Mike’s cocky smile melts. His words have gotten under Mike’s skin.
SULLEY
It was an accident.

HARDSCRABBLE
What, this? My one souvenir from a lifetime of scaring? Accidents happen don’t they? The important thing is: no one got hurt.

MIKE
You’re taking this remarkably well.

HARDSCRABBLE
Now, let’s continue the exams.
(to Mike)
Mr. Wazowski, I’m a 5-year-old girl on a farm in Kansas afraid of lightning. Which scare do you use?

Mike looks around confused, why is she taking over?

MIKE
Shouldn’t I go up on the--

HARDSCRABBLE
(leaning in)
Which scare do you use?

MIKE
That is a shadow approach with a crackle holler.

HARDSCRABBLE
Demonstrate.

Mike moves through the steps of the scare deliberately. He takes a deep breath, preparing to scare when:

HARDSCRABBLE (CONT’D)
Stop! Thank you.

MIKE
But I didn’t get to sh--

HARDSCRABBLE
I’ve seen enough.

Hardscrabble turns to Sulley.

HARDSCRABBLE (CONT’D)
I’m a 7-year-old boy--
Sulley steps forward and ROARS ferociously. Hardscrabble is unimpressed.

SULLEY
(interrupting)
ROAR!

HARDSCRABBLE
I wasn’t finished.

SULLEY
I don’t need to know any of that stuff to scare.

HARDSCRABBLE
That "stuff" would have informed you that this particular child is afraid of snakes. So a roar wouldn’t make him scream, it would make him cry, alerting his parents, exposing the monster world, destroying life as we know it, and of course, we can’t have that, so I’m afraid I can not recommend that you continue in the scaring program, good day.

SULLEY
(laughing, then it dawns on him)
Wait, what? But I’m a Sullivan.

HARDSCRABBLE
(smiling)
Well then, I’m sure your family will be very disappointed.

Sulley is incredulous, confused. He looks up into the stands, just in time to see the door swing shut on Johnny and the RORs as they exit.

Sulley can’t believe this is happening.

He turns to Mike and stares at him with pure hate and then marches off.

Mike watches Sulley leave, concerned.

HARDSCRABBLE (CONT’D)
And Mr. Wazowski, what you lack is something that cannot be taught, you’re not scary.

Mike stands there, stunned.
Sulley shows up, still angry, looking for Mike.

GREEK COUNCIL PRESIDENT
Uhhh, you have to be in a fraternity to compete.

MIKE
Behold, the next winning fraternity of the Scare Games... the brothers, my brothers, of Oozma Kappa!

Mike points, revealing the members of the misfit fraternity: Don, Terri and Terry, Squishy, and Art. They’re not used to having so many eyes on them, but they stand proud.

SQUISHY
Hi.

A balloon deflates on Squishy’s head. The crowd snickers.

Hardscrabble approaches Mike.

HARDSCRABBLE
Mr. Wazowski, what are you doing?

MIKE
You just said the winners are the most fearsome monsters on campus. If I win, it means you kicked out the best scarer in the whole school.

HARDSCRABBLE
That won’t happen.

MIKE
How about a little wager?

STUDENTS
(shocked gasp)

MIKE
If I win, you let me back in the scaring program.

ON SULLEY

SULLEY
(rolling his eyes)
Pfft...

HARDSCRABBLE
And what would that prove?
DON
And here’s what you’ve been waitin’
for, fellas, your very own Oozma
Kappa bedroom.

It’s a very small room with bunk beds.

SULLEY
(chuckling, incredulous,
as in “this should be
interesting”)
Ah great, we’re sharing this room?

DON
We’ll let you guys get settled.
Anything you need, you just give a
big holleroony!

Don shuts the door, leaving Mike and Sulley alone in the room
together.

SULLEY
Okay, thanks buddy...
(quickly to Mike)
Are you kidding me?

MIKE
Look, they don’t need to be good.
I’m gonna carry the whole team.

SULLEY
Really? And who’s gonna carry you?

Mike stares at Sulley, furious.

MIKE
Hey, you wanna go back to can
design, you know where the door is.

Suddenly, the lights go out in the room. Sulley flicks the
switch. Nothing.

SULLEY
Great.

INT. OOZMA KAPPA FRATERNITY HOUSE

Mike and Sulley feel their way through the darkened house.

MIKE
Guys? Anybody home?
SULLEY (CONT’D)
Okay, so it’s kind of cheating!
But what do you want me to do?
They’re not exactly the scariest
group in the world.

Sulley points to the misfits now distracted from their
training, crowded around Squishy.

SQUISHY
Oh, a ladybug! Make a wish! Make
a wish!

Art blows it off Squishy’s arm. They all laugh, enjoying it
fly away.

Hopelessness sets in.

SULLEY
This is not gonna work.

Sulley leaves.

MIKE
Where are you going? We’re
training!

SULLEY
I'm a Sullivan.

MIKE
That's not enough. You’re all over
the place, you’re charging ahead
when you need to--

SULLEY
Eh, b-b-b-bep. You tell them what
to do, but not me. So long, coach.

Sulley passes by a group of girls in the quad and shoots them
finger pistols.

GIRLS
(giggling)

Mike watches concerned as Sulley heads off.

MIKE
Okay Oozmas--

He turns and jumps! Squishy is standing right behind him.
SULLEY
Dean Hardscrabble? If we get back into the scaring program, I hope there’s no hard feelings?

She stops and turns to Sulley.

HARDSCRABBLE
Tomorrow each of you must prove that you are undeniably scary. And I know for a fact, that one of you is not.

Hardscrabble looks over at the team, she lands on Mike. Sulley’s eyes follow.

MIKE
(effort sounds)
It’s as simple as that.

SULLEY
No, he works harder than anyone.

HARDSCRABBLE
Do you think he’s scary?

SULLEY
He’s the heart and soul of the team.

HARDSCRABBLE
DO YOU think he’s scary?

No response.

Hardscrabble turns and walks away.

Sulley stares after Hardscrabble as she walks off - she can’t be right, can she?

INT. MIKE AND SULLEY’S ROOM, NIGHT

ON Mike scaring. Sulley lies on his top bunk, staring at nothing.

MIKE
(Roar)
We’re gonna win this thing tomorrow, Sull, I can feel it!

Mike sits on the edge of his bed, grabbing his hat.
Sulley says nothing, he looks confused, slightly worried.

MIKE (CONT’D)
I knew I was scary, I didn’t know I was that scary....

Mike chuckles awkwardly, clearly confused.

SULLEY
(covering)
Yeah, we’re so scary, I guess we broke it. C’mon.

But Mike approaches the bed slowly, his smile fading. Mike leans in and snaps his fingers right by the sim kid’s head. The dummy shoots back into the air and screams.

Confused, Mike lifts the bed skirt to reveal a control panel. We see a row of six gauges with a row down labeled “Easy,” “Medium,” and “Hard.”

MIKE
It’s been tampered with.

SULLEY
Uh, I don’t think you should be messing with that.

MIKE
Why are my settings...different?

Suddenly it dawns on Mike.

SULLEY
Mike, we should leave.

Mike looks at Sulley. Sulley looks cornered. Suddenly it dawns on Mike.

MIKE
Did you do this?

SULLEY
Mike.

MIKE
DID YOU do this?

Sulley struggles then...

SULLEY
(ashamed)
I...yes, I did, but you don’t understand--
MIKE
Why?! Why did you do this?

Mike’s face drops, his heart breaks.

SULLEY
(sigh)
You know, just in case...

MIKE
In case of what?

Sulley lifts his head and looks at Mike. Suddenly it all dawns on Mike.

MIKE (CONT’D)
You don’t think I’m scary.

SULLEY
Mike...

MIKE
(hurt)
You said you believed in me....
(then, angry)
But you’re just like Hardscrabble. You’re just like everyone else.

SULLEY
Look, you’ll get better and better-

MIKE
I’m as scary as you! I’m as scary as anyone!

SULLEY
I just wanted to help.

MIKE
No, you just wanted to help yourself!

SULLEY
Well, what was I supposed to do? Let the whole team fail because you don’t have it?!

And just like that, Sulley’s said it. And Mike is thrown for a second. Then his eye narrows, and he storms off.

As he does, REVEAL the misfits, who are standing just off the stage. They saw the whole thing, and they look hurt/confused /disappointed/angry.
SULLEY
(whispered)
What?

Sulley looks at Mike, confused.

MIKE
If we scare them, I mean really scare them...we could generate enough scream to power the door from this side.

SULLEY
What are you talking about?!

MIKE
I have read every book about scaring ever written. This could work!

SULLEY
They’re ADULTS! I can’t do this!

MIKE
Yes you can, just follow my lead.

CUT TO:

ON THE DOOR to the cabin. The doorknob turns, then rangers pour in, flashlights pointing into the darkness.

They jump as a fan turns on suddenly, then slows to a stop.

The window drapes flutter, as if someone has just touched them.

The rangers proceed farther into the cabin.

Up in the rafters, Sulley and Mike nod at each other. Mike counts down silently as they get ready for their next action.

BAM! The front door of the cabin slams shut behind the rangers.

The rangers hear music. They spin around and see a record player, playing a record backward.

They hear another sound and turn their flashlights on a doll walking across the cabin.

DOLL
Ma-ma. Ma-ma.

The doll walks into a bed post and falls down.
MIKE
You’re the scariest bunch of monsters I have ever met. Don’t let anyone tell you different.

Everyone goes in for a group hug.

EXT. MU FRONT GATE
Mike and Sulley walk toward the gate with their bags.

SULLEY
So, what now?

MIKE
You know, for the first time in my life, I don’t really have a plan.

SULLEY
You’re the great Mike Wazowski! You’ll come up with something.

MIKE
I think it’s time I leave the greatness to other monsters. I’m okay just being, okay.

Mike’s bus pulls up.

MIKE (CONT’D)
So long, Sull.

SULLEY
So long.

Mike and Sulley shake hands then Mike steps on to the bus. The bus takes off. Sulley watches it leave.

INT. BUS
Mike stares ahead from his seat on the bus.

ON SULLEY, he looks down, unsure what to do....

Back on Mike, who stares out the window at the campus he is leaving....

Suddenly, two blue arms reach into the window, it’s Sulley.

SULLEY
Wazowski!