



The Application of Cooperative Principles in EFL Classroom Interaction: The Case of SMAN 4 Pekalongan

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Abstract

In classroom interaction, we sometimes find misunderstanding between teacher and student or among the students. Grice said that cooperative principles can lead the speakers and hearers to uncooperative conversation and misunderstanding about the message delivered (Grice: 1989). Based on that theory, an investigation about observance and non-observance of the maxim should be done to understand how they apply the cooperative principles in classroom interaction. The objective of the studies are: (1) to analyze EFL classroom interaction in order to explain the way cooperative principles are applied, (2) to analyze EFL classroom interaction in order to explain the way participants violate the maxim (3) to analyze the most frequent violation in non-observance of the maxim. In this study I use descriptive qualitative method. The data of this study was transcription of EFL classroom interaction between teacher and students. The interaction was natural interaction without any intervention from me. The findings of this research showed that teachers and students not only observed the maxim but also violate the maxim in the EFL classroom interaction.

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INTRODUCTION

In a classroom interaction, sometimes we find that some misunderstanding happened between the teacher and students or among students. Grice said that violation of cooperative principles can lead speakers and hearers into uncooperative conversation and misunderstanding about the message delivered (Grice, 1898). By looking at that theory, an investigation about violation of maxim cooperative principles in the classroom interaction should be done to know how often teacher and students violate the maxims. It is important to deliver the message clearly in order to transfer the knowledge

Speaker and listener must give good contribution to make their conversation reach the goal. In order to make a successful conversation, the speaker must communicate directly their speech, and 'information' which they need to communicate to the listener. On the other hand, speaker sometimes does not realize that he does not give relevant information in the conversation. Therefore, this is more than just about the language's structure but come straight into the meaning that was not being stated.

Pragmatics is one of the linguistic branches which concerns with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has, consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. In other words, pragmatics is also the study of speaker meaning (Yule, 1996:3)

Mey (1993:212) states that pragmatics is the study of those relations between language and context. It concerns with the meaning contextually. The meaning analysis is through some theories that deal with language use. The word meaning analysis does not only look at the literal meaning, but also concerns with the situation when and how the words was being spoken.

American linguist Grice states that the cooperative principle is one of the major

principles guiding people's communication. Observing the Cooperative Principle will be helpful for people to improve the flexibility and accuracy of language communication. The ultimate aim of spoken English teaching is to develop students' communicative competence. Therefore, it is significant to apply the Cooperative Principle to EFL classroom interaction. This paper tries to prove the applicability of Cooperative Principle in EFL classroom interaction.

Human needs communication to connect with others. Using communication using conversation, the people can share anything with their society and friends. In the conversation there are the speaker and the hearer, between the speaker and the hearer need cooperation in their conversation. They can understand each other's utterance and their conversation become smooth and successful by using cooperation. The cooperation in the conversation is called as "Cooperative Principle" by Paul Grice. The cooperative principles commonly have four maxims, there are: maxim of quality, maxim of quantity, maxim of relevant, and maxim of manner.

When we produce or hear an utterance, we assume that it will generally be true, has the right amount of information, be relevant and will be understandable term.

METHODS

I applied descriptive qualitative method to gather and analyze data. The trustworthiness in this study is supported by data triangulation to produce rigorous and comprehensive analyses. Research instrument is tools, device or facility used by the researcher to collect the data of the research accurately, completely, and systematically. In this research, I applied the observation and documentation method to collect the data. Documentation is written data which contains the authentic, valid or formal form of something that can be used to complete the information. The steps are: (1) I recorded the EFL classroom interaction, including the utterances performed by the teacher and

students. I used a camera to create video and audio, (2) I made data transcription from the video recorded into the written form by writing the dialogues or utterances performed by the teacher and students, (3) Listening to the recording again to check the accuracy of the data by replaying the video, (4) I categorized the data according to Grice's maxim, (5) I made codes the four maxims between in line and flout which are in accordance with the objectives of the study, the dialogues or utterances containing the maxims of cooperative principle, (6) Recording the data into the data sheets including the context of situation, (7) Classifying the data in accordance to the theory of Cooperative Principle of Maxims, (8) Making a description on the cooperative principle of maxims from the data obtained from the observation by describing the types of the maxim in the dialogues.

After I analyzed the data in terms of themes related to the study objectives, the data are reported based on the results of data analysis as the conclusion of the research. The result itself showed the violation of Qualitative maxim, the violation of Quantitative maxim, the violation of Manner maxim, the violation of Relevance maxim in EFL Classroom interaction between English teacher and students in SMA 4 Pekalongan and will answer the contribution of this research to EFL. The report will be Qualitative report

RESULTS AND DISCUSSION

Results

The findings of this research is presented in accordance of the problems statement of the research. The data ware analyzed based on Grice's theory of Cooperative Principle which is divided into the observed and Non-observed. I gave an example of observance of cooperative principles taken from the data below:

Observance of maxim of quality

This dialogue is found in the EFL classroom interaction between teacher and students that observed the maxim of quality.

T : *Adverb menjelaskan tentang?*
S : Verb

The student in this conversation answered the teacher's question correctly, so it is classified into observance of maxim of quality. When teacher asked '*adverb menjelaskan tentang?*', student answered 'verb'.

Observance of Maxim of Quantity

This dialogue is found in the EFL classroom interaction between teacher and students that observed the maxim of quality.

T : *Adverb menjelaskan tentang?*
S : Verb

The student in this conversation answered the teacher's question correctly, so it is classified into observance of maxim of quality. When teacher asked '*adverb menjelaskan tentang?*', student answered 'verb'. This is some utterances containing observance of maxim of quantity found in the EFL classroom interaction between teacher and students.

Observance of Maxim of Manner

This dialogue is found in the EFL classroom interaction between teacher and students that observed the maxim of manner.

T : Okay, they lived happily ever after. Okay thank you, Mbak Reyhana. Your pronunciation is err ... is good ya. Thank you very much. If we come back from the story, I had the clue that narrative have orientation, and then?

SSS : Complication.
T : And then complication. And then?
SSS : Resolution.
T : Resolution. And then?
SSS : Re-orientation.

In this dialogue, teacher asked the student about generic structure of narrative text. The students answered brief and orderly.

Observance of Maxim of Relevance

This dialogue is found in the EFL classroom interaction between teacher and students that observed the maxim of relevance.

T : Iya, right. They hated Cinderella very much. The word they refer? They refer is?
S : Step-mother and step sister.
In this dialogue, teacher told a story of Cinderella from the book, then the teacher found a sentence 'they hated Cinderella very much'. After that the

teacher asked the students the word 'they' in the sentence refers to, the student answered 'step mother and step sister'. Students' answer is relevant to the topic, so this conversation is classified into observance of maxim of relevance.

Non-Observance of Maxim

Typically in communication, each participant conversation hearer expects to contribute in accordance with the context in question in order to run well. However, sometimes the contributions made by the participants said seemed less or not contributory. The speakers provide as much information as required by the partners' speaker to meet the demands of the cooperation principle. In conversation between teacher and students, it is found a dialogue that flouting maxim of quantity, but it is limited. Conversations in the interaction between teacher and students is a spontaneous conversation. In the conversation, there are some violates of this maxim and this maxim is dominant because it is often used by speakers.

Violating Maxim of Quality

Maxim of quality requires each speaker to tell the truth, the speech must be based on sufficient evidence. In the conversation between teacher and students rarely occur this violation of this maxim. The speaker in the conversation often say things that are illogical, unreasonable, and not true. In conversation, the speaker is expected to contribute that can be accounted for were correct. In everyday speech utterances sometimes encountered that does not match the expected response or contribution by the speakers.

The following conversations that Violate Maxim of Quality found in interaction between teacher and students:

T : Mengajar in English?
S : Teacher, miss.. eh sorry Miss salah

The underlined sentence is classified into violating maxim of quality. The violation is done by the students because they said ".Teacher, miss.. eh sorry Miss salah", which they give wrong answers or responses.

Violating maxim of quantity

The following are examples of conversations that Violate Maxim of Quantity found in interaction between teacher and students:

T : Ya, apa Sher? Don't?
S : Don't....

When teacher asked student about moral lesson from the story of 'mouse deer and cucumber', the student answered 'don't....' without any complete sentence, it indicated she did know the answer. So she give less information that expected by the teacher. This dialogue is classified into violating maxim of quantity.

T : Ok class good morning.
S : Good morning sir.

In the opening of the class, teacher greet the student 'OK class, good morning'. The student replied 'Good morning, Sir'. The students said "good morning sir" which means they are too much answer teacher's question then it is classified in flouting the maxim of quantity. Supposedly it is enough that the students say "good morning" as it is expected by the teacher. The students have purpose to show that they say it to the teacher so the students use sir for answering teacher's question. This conversation is classified into the maxim of quantity.

Violating Maxim of Relation

The following research results interaction between teacher and students which is an example of violation of maxim relation:

T: Arif, What movie you have ever seen?
S: Sir, pemisi izin keluar sebentar

The underlined sentence includes into violation of maxim relation and it occurs when the student say "Sir, pemisi izin keluar sebentar". It is not relevant to the question and it violated the maxim of relation. Since in maxim of relation, it will be complied if the speaker can answer the questions according to the topic.

Violating Maxim of Manner

Maxim of manner requires each speaker to avoid vagueness and ambiguity, speak briefly, directly and coherently. Speakers must express utterance in such a way to be easily understood

by the interlocutor. However, in reality there is often a violating maxim of manner as how to speak ambiguous and unclear. Each speaker is involved in a conversation should obey the principle of cooperation. In the principle of cooperation, the speakers can use various options how to demonstrate compliance with the principle of cooperation. However, using the method sometimes makes utterances seem biased or violating cooperative principle seems not appropriate or referred to violations of the maxim of Manner.

The following are examples of conversations that Violate Maxim of manner found in interaction between teacher and students:

T : *Apalagi sebutkan kata kerja selain open, read, and cook?*

S : *example ya Pak?*

T : *maksudnya? Oh itu bukan termasuk kata kerja, example itu artinya contoh.*

In example of the above conversation, exactly in underlined sentence is show that there is a maxim violation of manner, it occurs because the response is conveyed by student indicates of ambiguity. It can be interpreted that "example" meant is an affirmation sentence from the sentence that the teacher delivered. Another interpretation is that „example" meant is one example of verb.

Discussion

After analysis the data I concluded that without cooperation principles, human interaction would be far more difficult and counterproductive. Therefore, the Cooperative Principle and the Gricean Maxims are not specific to conversation but to verbal interactions in general. For example, it would not make sense to reply to a question about the weather with an answer about groceries because it would violate the Maxim of Relevance. Likewise, responding to a simple yes/no question with a long monologue would violate the Maxim of Quantity.

However, it is possible to flout a maxim intentionally or unconsciously and thereby convey a different meaning than what is literally spoken. Many times in conversation, this flouting is manipulated by a speaker to produce

a negative pragmatic effect, as with sarcasm or irony. One can flout the Maxim of Quality to tell a clumsy friend who has just taken a bad fall that her gracefulness is impressive and obviously intend to mean the complete opposite.

Speakers who deliberately flout the maxims usually intend for their listener to understand their underlying implication. In the case of the clumsy friend, the interlocutor will most likely understand that the speaker is not truly offering a compliment. Therefore, cooperation is still taking place, but no longer on the literal level. In this part, I compiled the data from data analysis as below:

Table1. Percentage of Observance and Non observance of cooperative principles

No	Cooperative principles	Frequency	Percentage
1	Observance of cooperative principles	119	63
2	Non Observance of cooperative principles	71	37
Total		190	100

Based on the tables 1.1 observance and non-observance above it could be seen that mostly the students observe the cooperative principles, it had frequency 119 of 63%. The students who obeyed the cooperative principles in their language use made sure that what they said in a conversation furthers the purpose of that conversation. Obviously, the requirements of different types of conversations will be different. It could be seen also the students who didn't obey the cooperative principle were 71 of all, or in percentage of 37%. They didn't observe or didn't obey the cooperative principle in different purpose one and another.

The cooperative principle goes both ways: speakers (generally) observe the cooperative principle, and listeners (generally) assume that speakers are observing it. This allows for the possibility of implicatures, which are meanings

that are not explicitly conveyed in what is said, but that can nonetheless be inferred.

Table 2. Percentage of the Observance of the Maxims

No	Kind of maxim	Frequency	Percentage
1	Maxim quantity	of 37	69.8
2	Maxim quality	of 7	13.2
3	Maxim relation	of 7	13.2
4	Maxim manner	of 2	3.7
	Total	53	100

From the table above, it could be concluded that the maxim frequently used is the maxim of quantity with a total 37 from 53 dialogues or it is 69,8%. From the way of the speakers violate the maxim of quantity, it could be seen that the students violate this maxim, because they want to explain in detail about what they are feeling and sometimes they want the speaker to show their distracted expressions. The second one is the violating maxim of relation with a total 7 from 53 dialogues or it is 13,2%, the speaker flouts this maxim to switch or stop the subject, to let the interlocutors understand by themselves about the meaning of the subject that they are talking about, to give a joke, to give a suggestion, and it is also because the main character tries to describe his personality.

The third one is the violating maxim of quality with a total of 7 from 53 dialogues or it is 13,2%. The main character who violates this maxim is only one student. The students violate this maxim to tell a lie to the interlocutor. The last the violating maxim of manner with a total 2 from 53 dialogues or it is 3.7%. The students violate this maxim to ensure the statement of the interlocutors, to show that the main characters are hesitated with their own answers or do not know what the answer is, so it looks not clear, and to give a joke however it is actually true.

Finally, from this study we can draw the conclusion that the use of the violating maxim in here, actually still widely used everywhere, especially in college by students and teacher, therefore the role of violating maxim is very important for our life because if we do not use the violating maxim perhaps people who speak to us think that we are angry with our speaker.

CONCLUSION

The result of this study among others: The violating maxim the most or often violated by the students is violating maxim of quantity with a total 37 of 53 dialogues or it is 69,8%. According to the observations of researcher, the speakers can be said to violate the maxim can be seen how they respond or answer and also how to speak. If the speakers responded not in accordance with the principle of cooperation, then that's when they can be said to have violated the cooperative principle. The writer also found some speaker's reasons in violating maxim, the violating maxim occurs because the speaker wants to give more the information to interlocutor in order to make the interlocutor understand with the speaker's explanation, it could also because the interlocutor does not focus in a particular situation, it could be because the speaker experienced doubt or anxiety in conveying information.

T : *Kira-kira ada berapa paragraf?*
 S : Maybe 2 paragraph, Sir
 T : *No, yang benar adalah 3 paragrap..di halaman selanjutnya masih ada.*

The conversation above is classified into violating maxim of quality. It occurs when the student say 'maybe 2 paragraph, Sir'. Because the answers given by the students describes the statement of doubt.

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