

A PRAGMATIC ANALYSIS OF COOPERATIVE PRINCIPLES FOUND IN THE LEARNING AND TEACHING PROCESS OF GRADE XI STUDENTS OF SMA N 1 KLATEN

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Abstract

This study aims (1) to identify the types of maxims employed in the teaching and learning of Bahasa Inggris Wajib and Peminatan in Class XI IPS 2 in SMA N 1 Klaten, and (2) to identify the strategies used in maxim flouting of Cooperative Principles performed by the teacher and students of Class XI IPS 2 SMA N 1 Klaten. This study was descriptive qualitative. The subjects were the teacher and students of XI IPS 2 SMA N 1 Klaten. This study focused on analysing the Cooperative Principles and strategies used in maxim flouting. The data were taken by an audio-visual recording and note-taking. The data were in the form of utterances in contexts. The qualitative data were used to explain the phenomena of the maxims and strategies. This study used quantitative data to support the qualitative data. The credibility was proven by a peer debriefer and an expert in linguistics. The results of this research reveal two points. The first is that all the maxims of Cooperative Principles were performed in Class XI IPS 2 SMA N 1 Klaten. In terms of dominance, the maxim of quantity was in the highest rank meaning that the teacher and students usually gave enough answers or responses because of their ability to use English. In contrast, maxim of relation is in the lowest rank because the students sometimes did not understand the teacher's intention of saying something and ended up giving irrelevant answers or responses. The second is that the teacher and students performed eight strategies in maxim flouting which are 'giving too much information', 'giving too little information', 'being obscure', 'being unrelated', 'being banter', 'being ironic', 'being metaphorical', and 'being hyperbolic'. The most dominant strategy used in Class XI IPS 2 in SMA N 1 Klaten was the strategy of 'giving too much information'. The teacher and students usually used this strategy to make their answer more specific, to refuse doing something, to do face saving when they are in front of many people, and to help listeners by giving the possible answers of the previous questions. On the other hand, the strategy of being hyperbolic was in the lowest rank. They rarely used it because they found it hard to express their thought hyperbolically in English.

Keywords: pragmatics, Cooperative Principles, classroom

INTRODUCTION

In this globalization era, English as an international language or global language is widely used as a means of communication in many aspects of life such as business, technology, tourism, and, not to mention, education.

In Indonesia, English is one of the important subjects that students should learn. As cited in the Indonesian Government Regulation No. 19, 2005 about National Standard of Education, English is one of the subjects that should

be learned by students of junior and senior high schools (Chapter X, Part I, Section 70, Points 3-7). Furthermore, it is a required subject for higher education (Chapter III, Part II, Section 9, Point 2). Students should study English to be able to communicate with many people. It is in line with one of the aims of learning and teaching English (general guideline in teaching English in senior high school) which is to develop the abilities to communicate in English in both oral and written forms.

To communicate well, students should have communicative competence. It is the competence where the students are aware of the use of language including when to speak, when not, and what to talk about with whom, when, where, in what manner. It consists of (1) linguistic or grammatical competence, (2) discourse competence, (3) sociolinguistic or sociocultural competence, (4) strategic competence, (5) pragmatic competence (functional and sociolinguistics), and (6) psychomotor skills (Hymes, 1972 in Pride and Holmes, 1986: 269-293; Bachman, 1990 and Canale & Swain, 1980 in Brown, 2000: 68-69). Those competencies should complete one another in order to be able to communicate well.

Meanwhile in a classroom, it is hard for some students to communicate well in English. Sometimes, it is hard to understand the message or utterances delivered by their teachers or friends so that misunderstanding covered the communication. For example, the English teacher of SMA N 1 Klaten shared a story of a misunderstanding between a native speaker teacher and students, as follows:

X: "You know?"

Y: (Silent)

(X= Native teacher, Y: Students)

In a conversation, a silent response cannot be understood easily. The teacher was a native speaker of English and he taught XI IPS 2. In that context, they were

talking about UNO (pronounced 'yuno' in the Indonesian Language) or United Nation Organization. A while after, the teacher asked whether the students knew or not about the topic. However, they kept silent. They were confused whether it was UNO or 'You know?'. The teacher was angry because they kept silent. The English teacher should make everything clear so that they did not misunderstand about that. This is one of the examples of what the researcher got from the observation. The source of that misunderstanding was that the students gave too little information to the native speaker teacher, so that he could not understand that they were actually confused about what to say.

As the researcher connected it with the theory, she learnt from the lectures, the Cooperative Principles proposed by Grice is the one fits the problem. He proposes those principles as: 'Make your conversational contribution such is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.' (Grice, 1989: 45). He elaborates the Cooperative Principles into four maxims which are the maxim of quality, the maxim of quantity, the maxim of relation, and the maxim of manner.

The maxim of quantity deals with the amount of information from speakers.

The speakers should give the information as it is required. It means that the information should not be more or less than is required.

In some communication, there is an indicator that the speakers are not sure about what they are talking about and adding some hedges as the indicator. It shows that the speakers are conscious of the existence of the maxim of quality. The speakers should be positive that they are sure of what they have said.

In the maxim of relation, when speakers need to end the conversation about something and want to change to different topics, they usually give signs showing that they want to stop talking about that. The expressions are something like 'anyway', 'by the way', etc.

While in the maxim of manner, the one indicating the awareness of this maxim is that the speaker makes his/her utterances clear, brief, and in order.

In real-life communication, there are also people who do not observe the Gricean maxims, so that any kind of maxim flouting can be found. It means that speakers refuse to follow the maxims but expect listeners to appreciate the meaning implied.

In flouting maxim of quantity, speakers seem to give a little or more information to listeners. They would probably give too much or little

information. Someone who is brave and confident would probably give more information too. Meanwhile, the speakers who are shy and lack the ability to speak would probably give less information.

There are some ways to flout maxim of quality. The first way is saying something which has an indirect message. The meaning is implied from the sentences. What Sir Maurice did above is an example of saying something indirectly. Then, there is the second way where people hyperbole their sentences, for example, when someone said, '*I could eat a horse.*' or '*I'm starving.*' instead of '*I'm very hungry.*' Hyperbole is sometimes the basis of humour. It leads people to saying something impossible and it would sound funny or silly.

In this maxim, speakers will expect the listeners to understand what is not spoken and makes the connection between their utterances, for example:

X: Do you want to test the potatoes?
 Y: This is really interesting article about racism in the police force. They're saying there's got to be a massive education campaign to change the way people think.
 X: There certainly has.
 Y: Yeah.
 X: Potatoes.
 Y: Fork.
 ...
 (Cutting, 2002: 31)

That example shows that X is asking Y whether she/he wants to try the potatoes or

not. However, Y is giving an unrelated answer showing that she/he is not really interested in trying the potatoes. Then, after another offer, she/he wants X to take her/him a fork to try the potatoes.

In flouting the maxim of manner, speakers seem to be a little obscure, or, usually, exclude the third-party as shown in the example below:

Mother : Where are you off to?

Father : I was thinking of going out to get some of that funny white stuff for somebody.

Mother : O.K, but don't be long – dinner's nearly ready.

(Cutting, 2002: 37)

Father was being ambiguous of saying 'that funny white stuff' and 'somebody' instead of 'ice-cream' and 'Michelle' in order to make his daughter not become excited and ask for the ice-cream before her meal.

There are many related studies focusing on Cooperative Principles. One of them was conducted by Ahmad, D. H. (2010) entitled "*A Pragmatic Analysis of Maxim Flouting Performed by the Main Character in Philomena Movie*". This study examined the flouting maxims of Cooperative Principles. The research was qualitative-quantitative. The data source was taken from a movie, *Philomena*. The results of this research showed that all types of maxims were performed in the movie. The most dominant maxim was the maxim of relation. On the other hand,

maxim of manner became the least frequently performed maxim because the main character is an assertive man and he rarely becomes obscure.

In reference to the aims, this study has two objectives: (1) to identify the types of maxims used in Class XI IPS 2 of SMA N 1 Klaten, (2) to identify the strategies used in maxim flouting performed by Class XI IPS 2 of SMA N 1 Klaten.

This study is expected to bring some advantages to teaching and learning. Theoretically, it enriches the knowledge of Cooperative Principles especially in the communication happening in the classroom. Practically, there are some advantages from this research, such as: (1) an evaluation for English teachers and students to be aware of the way they communicate culturally in context, (2) an input for English teachers to develop materials which advocate the use of English in daily classroom communication, and (3) for other researchers, it will provide them with references in conducting the same fields of the study. It will help them to draw a line in doing their study related to the use of Cooperative Principles. Furthermore, they can also conduct the same study and relate them to politeness principles in order to enrich their study.

RESEARCH METHOD

Type of the Study

This study focused on describing the phenomenon of language use. Therefore, it aims to know more about communication

happening in the classroom between teachers and students. It applied the descriptive qualitative approach. Kothari (2004: 3) explains that qualitative research is concerned with qualitative phenomena, i.e., phenomena relating to quality or the kinds. Moreover, Vanderstoep and Johnston (2009: 167) emphasize that qualitative research does not claim any generalization. It only focuses on the representation of the phenomena. Other experts, Lodico, et al. (2010: 143) state that in qualitative research, the study is reported in narratives (using words other than numbers) form. However, the study provides quantitative data which support the data analysis.

Source, Form, and Context of the Data

The data of this study were taken directly from the teaching and learning process in the classroom. They were taken from the conversation happening in classes. They were in the form of utterances performed by teachers and students in dialogues. Bungin (2007: 2013) states that qualitative data are in the forms of sentences, utterances, and short stories. Furthermore, the context of the data was the conversation in the teaching and learning process between the teachers and the students of XI IPS 2 SMA N 1 Klaten.

Research Instruments

Heigham and Croker (2009: 11) state that the primary research instrument in qualitative research is the researcher herself. In this research, the researcher is the main instrument. However, there is another instrument in this study, which is the data sheet.

Techniques of Data Analysis

The data were directly collected from dialogues in observing the processes

of teaching and learning in Class XI IPS 2 of SMA N 1 Klaten. Cohen, et al. (2007: 396) state that the distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations.

Lodico, et al. (2006: 265) explain that there are some steps in doing the data analysis including data analysis and data interpretation. The interpretation is done by doing listening, transcribing, listening again, selecting the data, and analysing. The final step of data analysis is to make conclusions.

Trustworthiness of the Data

Lodico, et al. (2006: 272-276) explain the validity of descriptive qualitative studies can be examined through some ways such as triangulation, negative case, member check, peer debriefer, attention to voice, and final audit. This study was validated by peer debriefer to check the data. Then, the data were also checked by the supervisor.

DISCUSSION

Most of the time, English is used in the classroom. Based on the results of this study, all Gricean maxims were performed by the teacher and students. The results are presented below:

No.	Gricean Maxims	F	P
1.	Maxim of Quantity	54	29.35 %
2.	Maxim of Quality	24	13.04 %
3.	Maxim of Relation	7	3.80 %
4.	Maxim of Manner	8	4.35 %
Total		93/ 184	50.54 %/ 100%

Table 1: Research Findings of the Gricean

Maxims Performed by Teacher
and Students of XI IPS 2 SMA N
1 Klaten

No.	Flouting Maxims	Strategies	F	P
1.	Flouting Maxim of Quantity	Too Little Information	19	10.33 %
		Too Much Information	22	11.96 %
2.	Flouting Maxim of Quality	Hyperbole	1	0.54 %
		Metaphor	2	1.09 %
		Irony	6	3.26 %
		Banter	8	4.35 %
3.	Flouting Maxim of Relation	Being Irrelevant	16	8.70 %
4.	Flouting Maxim of Manner	Being Obscure	17	9.24 %
Total			91/ 184	49.46 %/100 %

Table 1: Research Findings of the Gricean Maxims Performed by Teacher and Students of XI IPS 2 SMA N 1 Klaten

Based on the findings, this maxim of quantity has the highest occurrence from all the Cooperative Principles maxims in the communication happening in Class XI IPS 2 SMA N 1 Klaten. It was performed for 54 times out of 184 data. This category occurred up to 29.35% in percentage. Some students tended to give enough information that was required. In flouting this maxim, there are two strategies used which are ‘giving too much information’ and ‘giving too little information’.

Giving too much information is the most frequently used strategies in the

classroom conversation. In using this strategy, the students wanted to keep talking and to end up with giving information which was not required. It happened 22 times out of 184 data that were taken by the researcher. Here is one of the examples of giving too much information:

S10 : **Can you sing the song?**

S7 : **I can't sing the song.**

Ss : (Making some noise)

S7 : **Cause my voice is so ... bad.**

(L2/31)

The context was that the teacher (S10) asked the student (S7) to sing a part of Bohemian's song. In that example, S7 was giving too much information to S10 that she could not sing the song in order to refuse singing by saying “Cause my voice is so ... bad.”. The student used the strategy of giving too much information to refuse singing.

Meanwhile, giving too little information is a level after the most used strategies happening in the conversation of students and teacher in Class XI IPS 2. There are three possibilities of using this strategies in this context of conversation. Firstly, it can be assumed that using second language cannot cover all the thoughts that they wanted to share. They tended to give just enough or give too little information than is required. Secondly, giving too little information can be an indicator or implied meaning. Thirdly, it can be caused by an external interruption. External interruption can happen in many ways, one of which is when listeners do not hear the question from the speaker.

Being irrelevant is the third most frequently used maxim. They performed this strategy only 16 times out of 184 data (4.35%). The students and teacher used

this strategy because for some reasons. One of the reasons is that they lack the ability to use English as a means of communication. They sometimes wanted to refuse doing something by using this strategy as follows:

- T **Maybe you can find on the Internet the lyric of the song.**
 S7 **Ma'am, Ma'am, I have a boy, here, who can sing a song, Bohemian, every day. His name is Arif Bagaskoro.**
 Ss (Make some noise)
 S6 **Yeah, City of Star.**

(L2/40)

The context of the example was that the teacher asked S7 to sing a part of a song because that day the lesson was related to songs. The teacher had given her a solution of having no lyrics that she needed to look it at the Internet by saying: *"Maybe you can find on the Internet the lyric of the song."* As S7 denied singing, she gave another excuse to make another student sang to replace her. By saying *"Ma'am, Ma'am, I have a boy, here, who can sing a song, Bohemian, every day. His name is Arif Bagaskoro."*, she gave an unrelated answer to the teacher, so she would not ask to sing, but her friend, Arif Bagaskoro, would.

Being obscure is one of the strategies in flouting the maxim happening in the conversation between the teacher and students in Class XI IPS 2 SMA N 1 Klaten for 17 times out of 184 phenomena. As most of them are originally Javanese, they did not use this strategy in a harsh or obvious way.

Another strategy used in Class XI IPS 2 SMA N 1 Klaten was being banter. Banter was offensive yet friendly, as the

students and teacher were kind and lovely. This strategy used eight times (3.26%). Sometimes, the students used the strategy of being banter in order to joke over their friend's language or daily expressions. It can be one of the ways to correct someone's grammar.

As what Bergmann writes, metaphor is literally false or is supposed to be false and contains implicature (Martinich, 1984: 80-81). The students and the teachers did not perform it in a much time. It happened when the students made a lie to refuse doing something. It can also be used to express their thought indirectly.

Being ironic happened only 6 times out of 184 data from the conversation. As irony is a friendly way of being offensive (Allott, 2010:48), the teacher and students rarely used this strategy. The first way of using this strategy is when a student confidently used an English word even though it was actually wrong, his friend corrected it without permission. It can be said they were interrupting to correct their friend. It can also be used to refuse doing something.

As hyperbole is one of the strategies in maxim flouting of Cooperative Principles maxim, the teacher and students of Class XI IPS 2 SMA N 1 Klaten used this strategy only once. They showed too much feeling on persuading her friend.

CONCLUSIONS AND SUGGESTIONS

Conclusions

All the cooperative maxims were performed by the students and the teacher of class XI IPS 2 SMA N 1 Klaten. Based on the result, it can be said that the students and the teacher performed obeying the quality maxim for most of the time. It is the most frequently used maxim in the classroom. The students tended to

give just enough information as expected. As English is their foreign language, their lack of using English made them give sufficient answers or responses. In contrast, maxim of relation is in the least frequently used maxim. Here, they could answer a question relevantly. Even though, there was a time they did not understand and found it difficult to answer and they ended up giving an unrelated one. The reason for flouting this maxim is that someone's understanding of English is not good, so he cannot understand what someone is saying.

The teacher and students of Class XI IPS 2 SMA N 1 Klaten performed eight strategies, including 'giving too little information', 'giving too much information', 'being hyperbole', 'being metaphor', 'being ironic', 'being banter', 'being irrelevant', and 'being obscure'. The teacher and students flouted the maxim of quantity by giving whether too much or too little information. It happened depending on the ability of the students in using English to explain something. There were some students who gave too much information because they were active and fluent in using English to explain something. In contrast, being hyperbolic is the least frequently used strategy. They did not use being hyperbolic often. There was only one student who used it. She used it in order to win her friends' hearts.

Suggestions

This study aims to contribute to language and teaching especially to English teaching. As there are so many phenomena in language use, this study looks deeper in the Cooperative Principles happening in the English teaching and learning activities in a senior high school. The result is expected to help teachers to

reflect their language in communicating with their students in class.

As teachers cannot instantly make a material for teaching and tend to use a textbook, the researcher suggests that the material writers or textbook writers deliver better materials to the students. It can be reflected with the result of this study, so that the example of the conversation will not be clumsy. It will be more authentic and cooperative.

Based on the limitation of the researcher's knowledge, the very few English Education students have done this linguistics study, so the researcher suggests the other students of English Education that they conduct research based on linguistics especially the Cooperative Principles.

The researcher's objectives of this study cannot cover all the parts in the use of Cooperative Principles in communication. The researcher covered only the Cooperative Principle maxims used in SMA N 1 Klaten, especially XI IPS 2. Also, the researcher covered the strategies in maxim flouting. Further, the researcher suggests other researchers that they conduct research based on the Cooperative Principle maxims or the flouting maxims in deeper parts, involving other participants, in other regions, etc.

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