

Cooperative Principles at Work: Unveiling EFL Classroom Interaction in AKM University through a Sociopragmatic Lens

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Abstract

This research explores the collaborative nature of successful conversations between lecturers and students at AKM's English Language Center, using Hymes' SPEAKING theory to understand the social aspects involved. The study employs qualitative methods and a sociopragmatic approach to analyze the data. The findings reveal 123 instances where maxims, principles that guide effective communication, were observed. Among these, 92 instances demonstrated the fulfillment of maxims, 29 exhibited the flouting of maxims, and 2 showed a combination of flouted maxims. Importantly, participants tended to adhere to maxims more often than deviate from them. The dominant maxims observed were relevance (21%), manner (18%), and quality (16%). Conversely, 71% of instances displayed the flouting of maxims, 19% showed violations, and 10% indicated infringements. The study also highlights the social aspects represented by the SPEAKING components. These elements include the classroom setting and morning time (S), involvement of lecturers and students (P), provision of explanations and instructions (E), usage of educational language to establish familiarity (A), striking a balance between seriousness, enthusiasm, and humor (K), oral communication (I), adherence to religious and politeness norms (N),

and the presence of dialogues and narratives (G). Overall, the research indicates that the effective functioning of the class can be attributed to the active participation and adherence to cooperative principles by the speech participants.

Keywords: Cooperative Principles, EFL Classroom, Social Aspects

INTRODUCTION

The effectiveness of communication between educators and students in facilitating successful learning experiences is of paramount importance. As social beings, humans rely on communication and interaction to engage with society. However, in the realm of teaching and learning, it is not uncommon to encounter instances of ineffective interaction. According to a survey conducted by the Program for International Student Assessment (PISA) in 2018, the quality of education in Indonesia was ranked 72nd out of 77 countries. Interaction entails a reciprocal process within the teaching and learning context, where a relationship between students and lecturers is established to achieve common goals (Najihah et al., 2023). Therefore, collaborative conversation is crucial in the field of education to ensure effective communication.

Language usage in communication requires careful consideration of two key aspects. Firstly, the principle of language use emphasizes the importance of cooperation in conversation, as highlighted by Grice (1975). Speakers strive to make their speech clear, easily understandable, relevant to the context, concise, and focused on the topic at hand (Firda & Hidayat, 2021). These principles are encapsulated in the maxims of the cooperative principle. Secondly, social aspects embedded within each utterance also play a significant role. Teaching and learning interactions between lecturers and students are inherently social actions. The social context influences speech choices, as different social aspects yield different linguistic expressions (Wirawati, 2013). Therefore, understanding social aspects is crucial for effective communication among participants.

These two aspects—cooperative principles and social factors—are integral components that every participant in speech interactions should comprehend (Degaf, 2020). They fall within the purview of sociolinguistic and pragmatic studies, specifically the field of sociopragmatics. According to Crystal (2008), the sociopragmatic approach begins by examining the social background of conversation participants and then delves into various factors, such as age, gender, and social class, that influence the selection of specific utterances. Similarly, Nodoushan & Ali (2006) explain that sociopragmatics explore the forms and functions of language within specific social situations. Linguists find this area of study intriguing, as communication holds a significant role as a fundamental human necessity in daily life.

Previous researchers have extensively explored various aspects related to cooperative principles in communication. Al-Sawaer et al. (2022) investigated the flouting of maxims by comedians in the Jordanian stand-up comedy show N20. Zheng & Wang (2019) examined the implications of literal meaning in novels using Grice's cooperative principles theory. Ye (2022) and Dong et al. (2022) focused on the violation of maxims by characters in films. Widiaasri et al. (2019) explored the application of cooperative principles in the classroom teaching and learning process, particularly the relationship between teachers and students. Wahyudi et al. (2020) highlighted instances where teachers and students violated cooperative principles, leading to negative impacts on the teaching and learning process. Pishghadam (2021) emphasized the significance of cultural issues in different societies. Zhao (2019) conducted a thirteen-week action research experiment involving Chinese university students to analyze their English language skills within the context of cooperative principles. McConachy (2019) discussed second language acquisition as an intercultural endeavor based on a literature review. Additionally, Revita et al. (2021) examined cooperative interactions among middle-aged ladies while cooking for a bridal party.

While previous studies have predominantly focused on the violation of maxims, it is equally crucial to examine instances of maxim compliance to gain a comprehensive understanding of cooperative principles. Therefore, this research aims to analyze both adherence to and violation of maxims, rather than solely focusing on one aspect. Furthermore, this study delves into two key aspects within the field of sociopragmatics: cooperative principles and social elements. The theories proposed by Grice (1975) regarding cooperative principles and Hymes (1974) regarding the SPEAKING framework will serve as the foundation for this analysis. This study aims to bridge the existing gap in the literature by investigating the interaction between lecturers and students in the teaching and learning process at the English Language Center within the Islamic Economic Law department at AKM University (pseudonym). Conducting this research is essential as it explores the linguistic explanation of phenomena observed in daily human life, specifically related to cooperative principles. By utilizing Grice's cooperative principles theory and Hymes' SPEAKING framework, the researchers aim to provide comprehensive and in-depth insights into the subject matter.

The researchers selected the A, B, and C classes of Islamic Economics Law at AKM University as the research subjects based on their observed lower English proficiency levels. Among the faculties at the university, the Sharia Faculty showed relatively lower English proficiency, which prompted the researchers' interest in investigating this particular area. The Sharia Faculty comprises four departments, namely Islamic Family Law, Constitutional Law, Al-Quran and Tafsir Sciences, and Islamic Economics Law. Each department has its own distinct English proficiency level, with Islamic Economics Law demonstrating the lowest average proficiency. To address the English proficiency challenges faced by the students, active participation in the learning process is essential. Encouraging students to actively engage in English-speaking activities and urging them to ask questions in English can greatly contribute to their language development. By providing more

opportunities for students to practice speaking in English and incorporating English as the medium of communication, students can work towards improving their overall English proficiency.

RESEARCH METHOD

This study aims to explore the cooperative principles and social aspects employed by lecturers and students. It utilizes a descriptive qualitative method, with the researchers acting as the main instrument. Throughout the study, the researchers closely observe and engage in the class to gain an in-depth understanding of the interactions between lecturers and students. This comprehensive approach involves direct observations and active participation in the teaching process, enabling the analysis of cooperative behaviors and social interactions among the participants. The study focuses on students majoring in Sharia Economic Law from grades A, B, and C at the English Language Center and includes a total of 31 students for class A, 19 students for class B, and 32 students for class C, with data collected from three English lecturers.

To collect relevant data, the researchers attend offline classes and directly observe the interactions taking place. Speech data is collected from the three English lecturers and their respective students over the course of one month. All the collected data, including the recorded conversations and notes, are then utilized to analyze the utterances between lecturers and students. The data analysis follows a systematic approach. Firstly, the researchers listen to the recorded conversations between lecturers and students in the classroom. The dialogue is then categorized into instances of observance and non-observance of maxims based on Grice's theory (1975). Furthermore, the utterances are analyzed to identify social aspects according to Hymes's theory (1974). The data is coded, enabling the identification of the dominant cooperative principles within the dataset. The coded data is

subsequently utilized to provide a detailed analysis of the findings, including the contextual usage of the cooperative principles.

In conclusion, based on the discussion and analysis, the researchers draw conclusions from the study's findings. The insights gained from this research, involving a total of 82 students and three English lecturers, can serve as valuable resources for educators and policymakers seeking to enhance cooperative practices and social interactions within educational settings. By investigating the principles of cooperation and social aspects in this specific context, this study can potentially contribute to the improvement of teaching and learning processes at the English Language Center and other similar educational institutions.

RESULTS & DISCUSSION

The researchers have presented data on the observation and non-observance of maxims. Additionally, they have provided an in-depth analysis of the social aspects that influence the speech of both lecturers and students. In this section, the findings of the data pertaining to the observance and non-observance of maxims by lecturers and students in the English Language Center program at AKM University, particularly in the Sharia Economic Law major, will be presented. The data utilized in this study were derived from the verbal exchanges between lecturers and students during classroom interactions.

The researchers have collected a total of 123 instances of conversation between lecturers and students. Among these, 92 instances demonstrate the observance of maxims, while 29 instances involve the non-observance of maxims. Additionally, there are 2 instances where a combination of non-observance of maxims was observed. To facilitate the presentation of the findings, the researchers have employed symbols to represent the lecturers (L) and students (S). The collected data and their corresponding distribution are presented in the tables below:

Table 1.1. Observance the Maxim

No.	Types of the Maxim	Students	Lecturers
1	Maxim of Quantity	40	1
2	Maxim of Quality	11	4
3	Maxim of Relevance	19	-
4	Maxim of Manner	13	4

Table 1.2. Non-observance the Maxim

No.	Types of the non-observance	Students	Lecturers
1	Flouting the Maxim	10	12
2	Violating the Maxim	5	1
3	Infringing the Maxim	3	-
4	Opting out the Maxim	-	-
5	Suspending the Maxim	-	-

Observance of the Maxim:

Observance of the Maxim refers to the adherence or compliance with the four cooperative principles proposed by Grice. These principles are known as maxims and are designed to guide effective and efficient communication. Observance of these maxims promotes effective communication by facilitating shared understanding, efficient information exchange, and maintaining cooperative interactions. When the maxims are followed, conversations tend to flow smoothly, with participants contributing relevant and appropriate information.

Maxim of Quantity

Observance of the Maxim of Quantity refers to providing the appropriate amount of information needed for a conversation, neither too much nor too little. By following this maxim, speakers aim to contribute the right quantity of information that fulfills the expectations of the conversation without overwhelming or withholding necessary details. By adhering to the Maxim of Quantity, speakers contribute to clear and concise communication, enabling effective understanding and interaction between participants. It ensures that conversations are neither overly verbose nor lacking essential details, fostering efficient and cooperative dialogue.

Example 1

L: So, what will we do in this class? Let's warm up and awaken our bodies. How many people? (Start counting and divide into groups). Right, I want you to write down your group name and the members' names. On the other side, write down numbers one to ten. Understand? So first, write down the group number and name, and then write numbers 1 to 10. Okay, what should you write down? I'll repeat it twice. Got it?

S: Yes, ma'am

In this dialogue, the lecturer adheres to the cooperative principle of maxim quantity as the student's concise responses provide sufficient information. The maxim of quantity requires the speaker to offer adequate information. Based on the student's response, "Yes, ma'am," it can be inferred that the student understands the lecturer's instructions and is prepared to participate in the lesson. Consequently, the lecturer effectively conveys the learning objectives. This interaction took place at the beginning of the class. The components of Hymes' SPEAKING framework are present in this data. The "S" component (setting) is the classroom, evident from the lecturer's statement, "So, what will we do in this class?" The bolded phrases emphasize the classroom context of teaching and learning. The "P" component (participants) comprises the lecturer and the students, with the lecturer being female, as indicated by the student's address as "ma'am." The "E"

component (ends) of the lecturer's speech instructs students to form groups and initiate learning activities through games, preventing boredom during lectures. The "A" component (act sequence) involves the student's response, "Yes, ma'am," which signifies their acknowledgment and agreement. The "K" component (key) entails the lecturer's use of an enthusiastic tone, prompting an enthusiastic response from the students. The "I" component (instrumentalities) indicates that the speech is delivered orally. The "N" component (norms) is fulfilled as the student responds politely to the lecturer. Lastly, the "G" component (genre) categorizes this speech as dialogue. These SPEAKING components align with previous research data, where the "S" component consistently refers to the classroom setting, the "P" component involves lecturers and students, the "I" component utilizes oral communication, and the "G" component characterizes the genre as dialogue.

Example 2

L: Are you ready?

S: Ready

The bolded exchange exemplifies the maxim of quantity. In this classroom setting, games are used to warm up before delving into the lesson content. After explaining the game instructions, the lecturer asks the students to line up and assess their readiness to participate by posing, "Are you ready?" The student's response, stating their preparedness to engage, adheres to the maxim of quantity as they provide answers following the lecturer's prompt. The social aspects of Hymes' framework are evident in this exchange. The "E" component (ends) in the lecturer's speech aims to ensure the students' readiness to partake in the learning activities. The "A" component (act sequence) involves the students answering the lecturer's question by saying "ready." This response reflects the "K" component (keys), demonstrating the students' enthusiasm to participate in the day's activities. By answering the lecturer, the students fulfill the "N" component (norms) by displaying politeness and cooperation.

Maxim of Quality

Observing the Maxim of Quality in communication entails offering truthful and precise information. This principle highlights the significance of honesty and avoiding spreading false or deceptive content. Speakers strive to deliver dependable and trustworthy messages by adhering to this maxim, enabling meaningful and credible communication. In following the Maxim of Quality, speakers build trust and credibility in their communication. Providing honest and accurate information supports effective comprehension, encourages well-informed decision-making, and elevates the overall standard of discourse.

Example 3

S: What is "disaster," ma'am?

L: "Disaster" means "bencana" in Indonesian.

The conversation between the lecturer and the student above demonstrates the lecturer's adherence to the cooperative principle of the maxim of quality. During class discussions, students often inquire about the meanings of English words. In this instance, the student was unfamiliar with the Indonesian translation of the word "disaster" and sought clarification from the lecturer. The lecturer provided an answer based on factual information, stating that "disaster" means "bencana" in Indonesian. This aligns with the expectation of the maxim of quality, which requires speakers to provide accurate answers. Therefore, the lecturer fulfills the maxim of quality in this exchange.

This utterance exhibits the "E" component (purpose) as the student seeks clarification on an unfamiliar term with the question, "What is 'disaster,' ma'am?" The "A" component (act sequence) involves the student requesting the lecturer's confirmation of the word's meaning. The lecturer responds by stating, "Disaster means 'bencana'." This utterance's "K" component (keys) conveys a serious tone.

The "N" component (norms) is evident in the student's speech, adhering to politeness norms by addressing the lecturer as "ma'am."

Example 4

L: Okay, guys, without wasting time, let's dive straight into the lesson.
So, we will learn the difference between a topic and a topic sentence. Second, we will analyze writing. What's the difference?
What's the topic?
S: "*Gagasan*," *sir*.

This utterance is included in the observance of the **maxim of quality**. The male lecturer tries to ask questions related to students' understanding of the learning topic to be discussed, namely the topic and topic sentence. From this conversation, the students answered the lecturer's questions according to the fact that the meaning of the topic is an idea. This can be proven so that he fulfills the principle of cooperation. In addition, in the dialogue above, the lecturer says, "Okay guys, without wasting time, let us get straight into the lesson," to start that day's lesson.

The social aspect of component E in the speech above is to provide an action or statement for students. So, the lecturer proposed the sentence, "Okay guys, without wasting time, let's get straight into the lesson". For aspect A, the lecturer explained about the day's lesson then the students answered it. K in the speech, looks excited. Norms in this speech are included in politeness.

Maxim of Relevance

Observance of the Maxim of Relevance in communication involves providing information that is directly related to the topic at hand, and avoiding irrelevant remarks. By adhering to this maxim, speakers aim to contribute meaningful and pertinent information that furthers the ongoing conversation. It ensures that their contributions align with the communication's context, purpose, and goals, maintaining a coherent flow of ideas. Adhering to the Maxim of Relevance enhances

comprehension, keeps the conversation focused and facilitates productive problem-solving, decision-making, and knowledge sharing. By sharing relevant information, speakers contribute to effective communication and create an environment conducive to understanding and successful outcomes.

Example 5

L: Assalamu'alaikum warahmatullaahi wa barakaatuh

S: Wa'alaikumsalam warahmatullaahi wa barakaatuh

The conversation above exemplifies the observance of the maxim of relevance. This interaction takes place within the classroom setting, where the lecturer initiates the lesson by greeting with "Assalamu'alaikum warahmatullaahi wa barakaatuh," and the students respond with "Wa'alaikumsalam warahmatullaahi wa barakaatuh." The student's response is in accordance with the utterance of the lecturer and serves as a gesture of respect towards the lecturer. Greetings hold social significance and are considered an essential part of daily life. Hence, these utterances adhere to the cooperative principle of relevance by maintaining the coherence and appropriateness of the conversation.

Regarding the social aspects, the "E" component (ends) in this utterance represents the lecturer's purpose of starting the learning session with a greeting. The "A" component (act sequence) involves the lecturer offering the greeting, and the students respond accordingly. This exchange's "K" component (keys) reflects an enthusiastic tone. The lecturer's greeting serves as a norm in Indonesian culture before the start of a class, while the response from the students demonstrates the fulfillment of this norm. This practice of greeting is still prevalent today, particularly among Muslim students in Indonesia, and reflects the cultural and religious customs of the community.

Maxim of Manner

Observance of the Maxim of Manner in communication entails expressing information clearly, concisely, and organized. This maxim emphasizes the importance of using appropriate language, avoiding ambiguity, and being orderly in speech. By adhering to this maxim, speakers aim to convey their messages in a way that is easily understood by others, promoting effective communication. They strive to avoid unnecessary complexity, use proper grammar and vocabulary, and organize their ideas logically. Observing the Maxim of Manner facilitates smooth and efficient communication, reduces misunderstandings, and enhances the overall clarity and effectiveness of the conversation.

Example 6

L: Okay, s-o-l-e, sole

S: What it is ma'am?

L: The best part of your shoes

S: Oh sol

In the given conversation, the lecturer adheres to the maxim of manner in the cooperative principle. Prior to this exchange, the lecturer provided explanations to the questions posed. The question was regarding a part of a shoe, and the answer was "sole." To clarify the answer, the lecturer spelled out each letter of the word "sole" individually. One of the students then asked for clarification on the meaning of "sole" because they didn't understand. The student's question, "What is it, ma'am?" is seeking clarity. In response, the lecturer provides a clear and concise answer, "The best part of your shoes," which aligns with the maxim of manner. The student's subsequent response, "Oh, sol," indicates their understanding of the lecturer's explanation, and the information is effectively conveyed.

The speech component "E" in this conversation represents the student's purpose in asking about the Indonesian meaning of an unfamiliar word. The "A" component involves the student posing the question and the lecturer responding to it. The "K" component in this utterance reflects a serious tone. The lecturer makes an effort to spell out the word in question, and the student's question demonstrates

their seriousness in seeking understanding. The norm observed in this interaction is that students respect the lecturer's words.

Example 7

L: In one sentence, what can make you know which synonym is which antonym?

S: From the comma, ma'am, to find out synonyms, after that word, there is a comma.

L: Okay, good. So, usually after an affirmative word, there are commas.

The student's response in the conversation above exemplifies the observance of the maxim of manner. The lecturer initiates the conversation by asking students about how to distinguish between synonyms and antonyms in a sentence. The student answers the question posed by stating, "From the comma, ma'am, to find out synonyms, after that word, there is a comma." This response is unambiguous, aligning with the concept of the maxim of manner. The student's answer demonstrates their understanding and allows for effective communication between the lecturer and the student.

This conversation's component "E" represents the lecturer's inquiry about the students' understanding of synonyms and antonyms. The "A" component involves the lecturer asking the question and the student providing an answer in a polite manner. The "K" component in this exchange reflects a serious tone. The norms observed in this conversation include the student's willingness to respond to the lecturer's questions.

Non-observance Maxim

Non-observance of the maxim in communication refers to situations where speakers intentionally or unintentionally violate the principles of cooperation by not following the maxims of quality, quantity, relevance, or manner. This can occur when speakers provide false or misleading information, withhold essential details, give excessive or insufficient information, go off-topic, use ambiguous or unclear

language, or disregard the norms of effective communication. Non-observance of the maxims can lead to miscommunication, confusion, and a breakdown in understanding between the participants. It can also undermine trust, credibility, and the overall effectiveness of the conversation. Understanding the non-observance of the maxims helps recognize instances where communication may be hindered or compromised and prompts efforts to improve clarity, honesty, relevance, and efficiency in our interactions.

Flouting the Maxim

When speakers intentionally disregard the maxims of communication but rely on the listeners to understand the implied meaning, it is referred to as "flouting" the maxims (Cutting, 2002). Similar to indirect speech acts, the speaker implies a different intention or purpose behind their words. By flouting a maxim, the speaker assumes that the listener is aware that their words should not be taken literally and can infer the implicit meaning behind them (Cutting & Fordyce, 2021). In these cases, the speaker counts on their shared understanding and the listener to grasp the intended message. This can be achieved through techniques like sarcasm, irony, humor, or other indirect forms of expression. Flouting the maxim serves various functions, such as adding emphasis, making jokes, conveying figurative meanings, or facilitating social interactions. Although it may temporarily deviate from the cooperative principle, successful interpretation and understanding rely on shared understanding and mutual cooperation between participants.

Example 8

S: Because reporters, ma'am. Is it plural, ma'am?

L: This is also tricky. Remember, the word "reporters" shows that it is plural, indicating more than one. But if there is a quantifier in front, like "a stack of books," it means it is plural. However, if the quantifier is singular, it means one unit.

In this conversation, the lecturer's response can be seen as a flouting of the maxim of quantity. The student asks a simple question, "Is it plural?" seeking a direct answer. However, the lecturer responds by providing additional information and elaborating on the topic rather than directly addressing the student's question. By offering a detailed explanation of the concept of plurals and using quantifiers, the lecturer goes beyond the expected quantity of information needed to answer the student's question. This deviation from the cooperative principle can be considered a flouting of the maxim of quantity.

The lecturer intends to provide the additional information to offer a comprehensive understanding of the topic and clarify any potential confusion. However, by not directly answering the student's question, the lecturer relies on the student's ability to infer the answer from the explanation provided. This indirect approach may require the student to make their own conclusion based on the information given. Although the lecturer's response exceeds the expected quantity of information, it serves a communicative purpose by providing further insights and knowledge on the topic. In this context, the flouting of the maxim of quantity is not intended to mislead or confuse the student but rather to enhance their understanding. This example highlights how flouting a maxim, in this case, the maxim of quantity, can occur to achieve a specific communicative effect. It demonstrates that effective communication involves considering the context, the intentions of the speaker, and the shared understanding between participants.

The speech component "E" in this conversation represents the student's inquiry about whether the word "reporters" is plural. The "A" component involves the student asking the question and the lecturer responding with an explanation. The "K" component in this utterance suggests a serious tone. The norm observed here is the use of polite language, with the student addressing the lecturer as "ma'am."

Example 9

L: For number 3, what's the answer?

S: War because there is the word "fighting."

In this conversation, the student's response flouts the maxim of quantity. The lecturer asks for the answer to question number 3, expecting a concise response. However, the student explains their answer beyond the expected quantity of information. Instead of simply stating, "War, ma'am," the student adds, "Because there is the word 'fighting'." By including the additional explanation, the student exceeds the necessary information to answer the question. This deviation from the cooperative principle can be seen as a flouting of the maxim of quantity.

The student's intention in explaining is likely to justify their answer and help the lecturer understand their thought process. However, in the context of the question, additional information is not required to provide the answer. The student's response could have been more concise and still conveyed the intended meaning. Flouting the maxim of quantity in this situation does not necessarily impede effective communication. The student's desire to provide further clarification or justification may stem from a genuine intention to assist the lecturer in understanding their reasoning. However, it is important to note that flouting a maxim can sometimes lead to miscommunication or confusion if the listener expects a more concise response. This example highlights how flouting the maxim of quantity can occur when a speaker offers more information than necessary to convey their message. While the intention may be to enhance understanding, it deviates from the expected guidelines of the cooperative principle and can affect the efficiency of communication. Besides, Hymes's social aspect of SPEAKING in this utterance is similar to the previous examples.

Example 10

L: Number eight?

S: Has ma'am

L: The Committee generally consists of many people, like a family.
Psstttt, the date will be soon. Today is Monday.

In this conversation, the lecturer flouts the maxim of relevance with their utterance in bold. The initial focus of the conversation is question number eight, but the lecturer deviates from the topic by commenting on the date and the behavior of two chatting students. This comment is intended as a lighthearted reprimand to bring the students' attention back to the lecture. By introducing an unrelated topic, the lecturer violates the maxim of relevance, as the comment about the date and the student's behavior is not directly related to the discussion of question number eight. The introduction of this irrelevant information can momentarily disrupt the flow of the conversation and divert attention away from the intended topic.

Nevertheless, it's important to note that the lecturer's intention behind flouting the maxim of relevance is to redirect the students' focus and regain their attention. In this context, the lecturer's comment serves a social function by playfully addressing the students' behavior and reminding them of the importance of paying attention. Flouting the maxim of relevance in this example highlights the flexibility of communication and the role of context in understanding meaning. While introducing the unrelated topic may seem irrelevant from a strict perspective, it serves a social purpose within the immediate classroom setting. The example above demonstrates how flouting the maxim of relevance can occur when speakers intentionally introduce unrelated topics to redirect attention or address social dynamics. Although it temporarily deviates from the cooperative principle, the intention is to enhance engagement and maintain the overall flow of communication. Yet, Hymes's social aspect of SPEAKING in this utterance is similar to the previous examples.

Violating the Maxim

Violating the maxim in communication refers to the act of unintentionally or inadvertently breaking the principles of cooperation by failing to fulfill the

requirements of the maxims of quality, quantity, relevance, or manner. When a speaker knowingly communicates in a way that deceives the listener by providing incomplete or misleading information, they can be considered to violate a maxim (Tomas, 1995). This violation occurs when the speaker intentionally creates an implicature that leads the listener to misunderstand the true meaning of their words. It is a subtle form of deception where the speaker strategically withholds relevant information, makes insincere or irrelevant statements, or uses ambiguous language (Cutting & Fordyce, 2021). Despite the speaker's lack of cooperation, the listener unknowingly assumes they are engaging in a cooperative exchange of information.

Example 11

L: How was yesterday after the mid-test?

S: Good, ma'am. Very good.

In this example, the student's response violates the maxim of quantity in a conversation between a lecturer and students discussing their experience after a mid-test. The maxim of quantity emphasizes providing the necessary and sufficient amount of information to fulfill the expectations of the conversation. However, the student's response, "Good, ma'am. Very good," exceeds the required information. By using the word "very," the student exaggerates their response, implying that everything went exceptionally well. This goes beyond what is necessary to answer the lecturer's question about their experience. The student's response violates the maxim of quantity by providing more information than is needed or expected in the context. This violation of the maxim of quantity can be seen as a deviation from the cooperative principle of effective communication. The student's exaggerated response may lead to a mismatch in expectations between the lecturer and the student. The lecturer may have simply wanted a brief overview of how the students felt after the mid-test, while the student's response implies higher satisfaction. This

example highlights how violating the maxim of quantity can occur when a speaker exceeds the expected amount of information in a conversation. It emphasizes the importance of providing concise and relevant responses to ensure effective communication and avoid potential misunderstandings. As a note, Hymes's social aspect of SPEAKING in this utterance is similar to the previous examples.

Example 12

L: Is there any opinion?

S: Sint

L: Alhamdulillah, the correct answer is "scent."

In this example, the conversation between the lecturer and student involves the violation of the maxim of manner. The violation occurs when the lecturer responds to the student's answer with the phrase "Alhamdulillah," which is typically used to express gratitude or praise for correct answers. However, in this context, the lecturer intentionally uses it to mislead and create a humorous effect by suggesting that the student's answer is correct. The use of "Alhamdulillah" in this unconventional manner violates the principle of cooperative communication. The violation of the maxim of manner is evident in the discrepancy between the conventional meaning of "Alhamdulillah" and the lecturer's intended meaning. This intentional misuse of language creates ambiguity and confusion, as the student initially believes their answer is correct. However, the subsequent statement by the lecturer clarifies that the student's response is actually wrong. This violation of the maxim of manner serves a specific communicative purpose: to generate humor or create a playful interaction between the lecturer and the student. It deviates from the expected norms of communication, intentionally misleading the listener for comedic effect. While the violation of the maxim of manner in this example may momentarily disrupt the cooperative principle, it relies on the participants' shared understanding and cooperation. The student and the lecturer both recognize the

humorous intent behind the violation, allowing for successful interpretation and comprehension of the intended meaning.

To sum up, this example illustrates how the violation of the maxim of manner can occur when speakers intentionally use language in unconventional ways for humor, irony, or other communicative effects. It showcases communication's dynamic and context-dependent nature, where deviations from the norms can serve specific purposes within the interaction. The social aspect of SPEAKING by Hymes in this utterance is similar to the previous examples.

Infringing the Maxim

Infringing a maxim is a type of non-observance maxim that occurs when the speaker unintentionally fails to comply with the principles of effective communication fully. A speaker infringing a maxim does not adhere to the principles of effective communication due to their limited linguistic abilities (Cutting, 2002). This can occur when the speaker lacks a complete grasp of the language, such as in the case of a child or a non-native speaker. Additionally, factors like nervousness, intoxication, excitement, cognitive impairments, or articulation difficulties can contribute to the speaker's inability to communicate clearly. As Thomas (1995) suggests, these limitations in linguistic performance lead to the violation of maxims during conversations.

Example 13

L: What is "kemiskinan" in English?

S: Poor, maybe ma'am.

In this example, the student's response infringes the maxim of manner during a conversation between a lecturer and a non-native English-speaking student. The maxim of manner emphasizes the importance of using clear, precise language and avoids ambiguity. However, the student's "poor, maybe ma'am" response deviates from this principle. The use of "maybe" indicates the student's

uncertainty or lack of confidence in their answer, contributing to the response's ambiguity. By using "poor" as a translation for "kemiskinan," the student provides an imprecise and incomplete answer. The word "poor" represents a general concept of lack or scarcity, but it does not capture the full meaning of "kemiskinan," specifically poverty. The student's response lacks clarity and fails to convey the intended meaning accurately. The student's difficulty in adhering to the maxim of manner can be attributed to their non-native English proficiency. As a non-native speaker, the student may face challenges in accurately expressing themselves in the target language, particularly when it comes to precise translations or capturing nuanced meanings. This linguistic limitation contributes to the infringement of the maxim of manner in this conversation. In addition, Hymes's social aspect of SPEAKING in this utterance is similar to the previous examples.

Example 14

L: Why water pollution?

S: Because the river...anu.

In this example, the student's response infringes the maxim of manner in a conversation between a lecturer and non-native English-speaking students discussing water pollution. The maxim of manner emphasizes the importance of using clear and coherent language to facilitate effective communication. However, the student's response, "Because the river...anu," deviates from this principle. The use of "anu" indicates that the student is struggling to find the appropriate word or term to complete their response. It suggests a lack of vocabulary or difficulty in recalling the specific term related to the topic. This violation of the maxim of manner occurs because the student's response lacks precision and coherence, making it challenging for the lecturer to understand the intended meaning fully. In addition, this example demonstrates how infringing the maxim of manner can occur due to linguistic limitations, particularly for non-native English speakers. It underscores their challenges in expressing themselves accurately and highlights

the need for understanding and patience in communication with language learners. Moreover, Hymes's social aspect of SPEAKING in this utterance is similar to the previous examples.

Combination of Flouting Maxim

Example 15

S: For TS, in the form of a sentence, while the main idea we conclude with ourselves. Right sir?

L: Okay, it's good if we conclude the main idea, it can be in the form of a sentence. A topic sentence can be a main idea, but a main idea cannot be a topic sentence. Why? The shape is different. One way to improve memory, sorry for deviating from the topic. What is a person's intelligence divided into three?

In this conversation, we can observe a combination of flouting maxims. Firstly, the lecturer flouts the maxim of relevance by introducing an unrelated topic, namely memory improvement. The initial discussion was focused on forming a sentence for the "TS" concept, but the lecturer deviated from this topic and brought up memory improvement. This deviation can momentarily disrupt the relevance and coherence of the conversation. Secondly, the lecturer also flouts the maxim of quantity by providing more information than necessary. Instead of a brief response to the student's question, the lecturer explains the difference between a main idea and a topic sentence. This flouts the principle of providing just enough information to answer the question, as the lecturer goes beyond what is required.

By flouting these maxims, the lecturer creates a conversational context that may be more informative or engaging for the students. The introduction of the topic of memory improvement and the elaboration on the concept of main ideas and topic sentences may serve to enhance understanding and promote active thinking and participation from the students. The combination of flouting the maxim of relevance and quantity in this example showcases the dynamic nature of communication. While deviations from the cooperative principles may occur, they can serve specific purposes such as providing additional information, promoting engagement, or

encouraging critical thinking. Balancing these deviations with the overall goals of effective and efficient communication is essential for maintaining clarity and coherence in the conversation. Then, Hymes's social aspect of SPEAKING in this utterance is similar to the previous examples.

Example 16

L: Number five, what is it?

S: Zombie (laugh)

In this conversation, the student's response flouts both the maxim of quality and the maxim of manner. The student's "zombie" answer flouts the maxim of quality because it does not provide an accurate or appropriate response to the question. The word "zombie" is unrelated to the question or the context, indicating a lack of truthfulness or relevance in the student's answer. Furthermore, after providing the response, the student's laughter flouts the maxim of manner. The laughter suggests a lack of seriousness or clarity in the student's communication, making it difficult for the listener to interpret the intention or meaning behind the response. This deviation from the cooperative principles affects the effectiveness and understanding of the conversation. By flouting the maxim of quality and manner, the student may be attempting to create a humorous or light-hearted atmosphere in the conversation. However, these violations can impede effective communication and hinder the exchange of meaningful information. Adhering to the principles of providing accurate and relevant information while maintaining clarity and seriousness contributes to the overall quality and understanding of the conversation. In addition, Hymes's social aspect of SPEAKING in this utterance is similar to the previous examples.

Exploring Cooperative Principles in Lecturer-Student Conversations: A Detailed Analysis

In this research, the researchers examined 123 instances of cooperative principles in lecturer-student conversations. These instances were categorized into

two terms: observance and non-observance. Among the data, 92 utterances were found to observe the maxim of the cooperative principle. These observances were further classified into four types of fulfillment of maxims as proposed by Grice's theory: 15 (16%) instances of the maxim of quality, 41 (45%) instances of the maxim of quantity, 19 (21%) instances of the maxim of relevance, and 17 (18%) instances of the maxim of manner.

On the other hand, the researchers also identified 31 instances of non-observance of maxims, which included combinations of maxims: 22 (71%) instances of flouting the maxim, 6 (19%) instances of violating the maxim, and 3 (10%) instances of infringing the maxim. Notably, there were no instances of suspending or opting out of the maxims in the lecturer-student conversations analyzed. The presence of the SPEAKING component was observed in all utterances, indicating its relevance and influence in the conversations between lecturers and students. The social aspects of communication played a significant role in both the fulfillment and violation of the cooperative principle's maxims.

The cooperative principle also significantly impacts students' language development. By understanding and applying the principles of cooperation, students can improve their language skills in terms of comprehension and expression (Zhou, 2009; Li, 2015; Yusro et al., 2020). Through classroom interactions and engagement with the target language, students have opportunities to negotiate meaning, understand input from the target language, and develop proficiency in using the language for various academic and social purposes. The cooperative principle fosters an environment where students actively participate in meaningful communication, leading to enhanced language acquisition and usage.

In addition to language skills, the cooperative principle promotes students' understanding of cultural norms (Ismail et al., 2019). Communication involves navigating cultural contexts and social norms, and the cooperative principle recognizes that different cultures may have diverse ways of observing and expressing maxims in particular situations (He, 2012; Zhao, 2019). By recognizing

these cultural differences and understanding their impact on communication, students become more culturally sensitive and skilled at navigating intercultural interactions. This understanding helps to avoid misunderstandings and cultivates a greater appreciation and respect for diverse perspectives.

Moreover, the cooperative principle has a positive impact on students' language skills. During classroom interactions, students can engage in negotiation and enhance their capacity to comprehend input in the target language, adopt the norms of the target discourse, and refine their advanced academic communication abilities. Embracing the cooperative principle allows students to efficiently cultivate language proficiency. Essentially, the cooperative principle is crucial for facilitating efficient communication, elevating language development, fostering cultural awareness, and establishing a favorable learning atmosphere. Through the adoption and application of cooperative principles, lecturers and students alike can enhance their communication aptitude, encourage meaningful exchanges, and ultimately enrich the learning encounter.

CONCLUSION

Effective communication in conversations between speakers and interlocutors relies on understanding and adhering to the cooperative principle. The data analysis revealed instances where participants observed various maxims, such as quality, quantity, relevance, and manner. Among these, the maxim of quantity was the most dominant. However, non-observance of the cooperative principle was also identified, including instances of flouting, violating, and infringing the maxims. Notably, no violations or instances of opting out of the maxims were found. These deviations from the cooperative principle, particularly in the maxim of quantity, highlighted the influence of social aspects on communication.

Furthermore, the cooperative principle has limitations, particularly in terms of cross-cultural understanding and overlaps. The research found utterances that

held different meanings across cultures, such as greetings. Additionally, combinations of flouting the maxims were observed, involving the combination of relevance and quantity, as well as the combination of quality and manner. The presence of the SPEAKING component in conversations emphasized the role of social aspects, including settings, participants, ends, acts of sequence, keys, instrumentalities, norms, and genres. Understanding each other's backgrounds was crucial for effective communication, as unfamiliarity could hinder proper information conveyance.

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