

A GRICEAN MAXIM ANALYSIS IN EFL CLASSROOM INTERACTION

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Abstract: This research aimed to identify the types of Gricean Maxims (GM) which were obeyed or violated by the students in EFL classroom interaction. It was also intended to analyze the ways of the students in obeying or violating the GM. In addition, the students' perception about the GM respect to the students' gender status explored in this research. This research applied qualitative research design. The participants of this research were the students of class C of the sixth semester in academic year 2018-2019 at Undergraduate Program State University of Makassar. The researcher used purposive sampling technique in taking the participants. The data were collected using audio, video recorder, field notes, and interview. Thus, they transcribed into written text to be analyzed. Based on the observation, the students applied the GM by observing or violating in certain situation in order to promote students' presentation. From the interview, the students perceived that GM not only can be obeyed but also can be violated to achieve successful communication in presentation. Based on the findings, it can be concluded that the most frequently applied by the EFL students to promote classroom presentation was violation of maxim of quantity.

Keywords : Conversation, Gricean maxims, EFL Classroom interaction

Abstrak: Penelitian ini bertujuan mengidentifikasi jenis-jenis Maksim Gricean yang dipatuhi dan dilanggar dalam interaksi kelas EFL. Juga, dimaksudkan untuk menganalisis cara-cara siswa dalam mematuhi atau melanggar Maksim Grice. Selain itu, persepsi siswa tentang Maksim Grice dengan menghargai gender di eksplorasi dalam penelitian ini. Penelitian ini menggunakan penelitian kualitatif. Partisipan adalah siswa kelas C semester enam pada tahun akademik 2018-2019 di Program Sarjana Universitas Negeri Makassar. Peneliti menggunakan teknik purposive sampling dalam mengambil sampel peserta. Data dikumpulkan menggunakan audio, perekam video, catatan lapangan, dan wawancara. Selanjutnya, data di transkripsi menjadi teks tertulis untuk di analisis. Berdasarkan pengamatan, siswa menerapkan Maksim Grice dengan mematuhi atau melanggar dalam situasi tertentu untuk memudahkan presentasi siswa. Dari hasil wawancara, para siswa merasa bahwa Maksim Grice tidak hanya dapat dipatuhi tetapi juga dapat dilanggar untuk mencapai komunikasi yang sukses dalam sebuah presentasi kelas. Berdasarkan hasil dari penemuan, dapat disimpulkan bahwa yang paling sering digunakan oleh siswa untuk memudahkan presentasi kelas adalah pelanggaran terhadap maksim kuantitas dengan berbagai cara.

Kata Kunci: Percakapan, Maksim Grice, Interaksi kelas EFL

INTRODUCTION

The application of Gricean Maxims (GM) theory can be found in daily conversations. It can be happened anywhere. The cases can occur in formal situation and in informal situation. The GM works in communication not only in speaking but also in writing context. The communication always has a goal. The language spoken by someone is not merely to practice speaking, but it has a specific purpose or goal to be achieved. When the speaker tells something, the speaker hopes that the listener can understand what the speaker wants to communicate. Malamah & Thomas (1987) state that communication is undertaken for a purpose. For this reason, the speaker always tries to make what he says is always relevant to the context, clear and easy to understand, truthfully, solid and concise. So, the speaker does not spend the listener's time. There are rules that must be adhered by the speaker and the listener to maintain the flows of communication. These rules are known as the "Cooperative Principle". As the philosopher, Grice (1975) proposes the cooperative principle as general principles should be obeyed by the speaker and the listener to achieve successful communication. He describes that the principle of cooperation into four types of maxims, namely maxim of quality, maxim of quantity, maxim of relevance and maxim of manner.

In Indonesia itself, these GM applied by the people in society when communicate each other either speaking or writing context. Despite, theoretically only few people have known the terminology of the principle. This principle is not strange in Indonesian society. Particularly, in school or university the GM applied by teachers or lecturers and students in classroom interaction.

Classroom interaction is very important feature in teaching and learning English process. Pica, Young & Doughty (1987) discuss that classroom interaction creates the opportunity to negotiate, to provide students with increased chances for input comprehension of the target language, and to acquire target discourse conventions and practice higher-level academic communicative skills.

In EFL classroom, the process of teaching and learning are always mediated through language, so theories of communication, precisely expressed by a philosopher, Grice, who has turned his attention to the practical use of language, could arguably be of an interest to all educators. The importance theories of communicative practice are applicable in applied linguistics. It will be necessary to adopt and adapt a dual approach considering both what is taught in language lessons and how language is taught through classroom communication. Pragmatics is applicable to language teaching, because classroom language teaching is an occupation which essentially uses language in a social context to promote the learning and teaching of language for use in social contexts. The linguists consider why communication often fails and how it can be more successful; pragmatics is a central competence to teach students who use language outside the classroom and to teach lecturers who mediate its use for learning inside the classroom. The best way to apply pragmatics is through Gricean Maxims.

Based on the explanations above, the researcher is interested to conduct the research entitled of "A Gricean Maxims Analysis in EFL Classroom Interaction."

RELATED LITERATURE

Gricean Maxims of cooperative principle

In the communication, cooperative is very important. Cooperative or being cooperative is helping each other to gain something. Grice (1975) states that the cooperative principle like this, make your conversational contribution such as it required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged. In line with Grice, Finnegan (1988) as cited in Davies, B. L. (2000) also says that there is an unspoken pact that people will cooperate in communicating with each other, and speakers rely on this cooperation to make conversation efficient. So, people should cooperate in order to make the communication work efficiently.

The cooperative principle describes how people achieve an effective communication in common social situations that how listeners and speakers communicate cooperatively and mutually accept one another to be understood in a particular way. As phrased by Herbert Paul Grice (1975), who introduced it in his pragmatic theory.

The cooperative principle has been mentioned in many pragmatics works such as Yule (1996) and Grundy (2000) which has an important role on the field of pragmatics. The Cooperative Principle proposed by Grice as follows:

“Make your contribution such as required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.” Grice (1975: 45)

The cooperative principle is divided into four maxims of conversation, called the Gricean maxims. These four maxims describe as specific rational principles observed by people who follow the cooperative principle in pursuit of effective communication. This is a way of the speaker and the listener cooperates in communication to reach successful communication.

The four types of GM discussed briefly as follows:

1. Maxim of Quality

The maxim of quality is giving information that is true. The speaker should have adequate evidence in giving information. This is related to what Grice (1975:46) says in his book *“Logic and Conversation”* that under the category of quality falls a super maxim-“Try to make your contribution one that is true”- and two more specific maxims:

- a) Do not say what you believe to be false.
- b) Do not say that for which you lack adequate evidence.

2. Maxim of Quantity

Maxim of quantity means that the speaker and the listener of a conversation should be cooperative each other in the way giving amount of information as much as is necessary. The speaker should not give more or less information expected to the listener. Giving information less or more than needed can make the listener fail to fully satisfy of the expectation for information which may result in miscommunication during the conversation. As Grice (1975:45) suggests the maxim of quantity as follows:

- 1) Make your contribution as informative as required (for the current purposes of the exchange).

2) Do not make your contribution more informative than is required.

3. Maxim of Relation

As Grice (1975:46) states that “Under the category of relation I place a single maxim, namely, “Be relevant.” Maxim of relevance relies the relevant contribution to the topic. A good communication can be achieved if the speaker and the listener cooperate in giving related information to the topic. The speaker messages should be matched with the expectation of the listener. So, the conversation fulfills the maxim of relevance if the speaker gives relevance contribution or information to the topic of conversation.

4. Maxim of Manner

The maxim of manner requires participants in a conversation to say something that can be easy to understand. The speaker should be talking clearly, briefly, and orderly. There is no ambiguity or obscurity in the messages delivered by the speaker. So, the listener easier in understanding what the speaker is talking about. This is related to what Grice (1975:46) states that the maxim of manner with super maxim “Be perspicuous” and various maxims such as (1) avoid obscurity of expression, (2) avoid ambiguity, (3) be brief, and (4) be orderly.

Classroom interaction

Dagarin (2004), points that classroom interaction might be defined as a two-way process between the participants in the learning process, the teacher influences the learners and vice versa. Next, Malamah & Thomas (1987) defined classroom interaction as practice that enhances the development of the two very important language skill which are speaking and listening among the learners. They further explain that through interaction the learner trained to be competent enough to think critically and share their view among their peers. If the teacher as the one transmitting a message, then he can be seen as trying to communicate with the whole class, a group of students, or an individual student at different points of the lesson, there is always a reason for transmitting a message to someone else. The classroom interaction situation involves gathering people together for a specific purpose: in this case, the purpose of learning.

Simpson & Marilyn (1983), states that classroom interaction is the model of verbal and non-verbal interaction and relationship that happen in classroom. Verbal interaction includes oral and written interaction. Oral interaction happens through speaking, while written interaction happens by writing the ideas into words. Contrary to nonverbal interaction that refers to behavioral responses in the class, such as body gestures, eye contact, and hand rising.

Based on the explanation above, the researcher summarizes that classroom interaction is the whole process that happens in the classroom among teacher and student or student and student through verbal and nonverbal interaction. In this research, the classroom interaction will focus in verbal interaction particularly in speaking.

Malamah & Thomas (1987) divided the classroom interaction into some types. The first, classroom interaction stimulates the student involvement in the classroom. It fuels student motivation and help the students see the relevance of the topic. It increases participation as all students are involved. The interaction can be

between the teacher and the student. This form of classroom interaction teaches the students to respect their superiors. They are given a chance to deliver their opinion in the class. But, the teacher will control the interaction.

The second form of classroom interaction is between the student and student. This one allows the student to learn and understand how to work with partners. It develops and improves the skills of team work. It improves peer relationship. By encouraging students in the classroom to work together they learn the importance of working cooperatively with others by small groups, teachers can do much to create an interactive classroom.

The other method is whole class interaction or discussion. Learners interacting this way in a classroom learn the importance of patience and to value the point of view of others.

Classroom interaction also other method like role playing, conversation, reading around, and questions and answer. Reading aloud includes a situation whereby one person read while others listen.

Role playing is whereby the students take on given role and act out on scene with other. This allows students to demonstrate creativity and knowledge and help them to outside the constraints of classroom. In conversation, the students in a class discuss a given topic. A conversation can involve the whole class or among small groups of students in the class. In question and answer method, the teacher or student poses a question to assess the learner. The student may pose a question to the teacher meant to obtain more or new information.

The role of teacher in classroom interaction is the teacher acts as a facilitator. Since students do not always spontaneously interact well with one another they hence need encouragement. To cultivate interaction, the teacher may divide the learners into small groups and give them tasks, projects or assignments. Soon all the students will be communicating with each other role playing and offering ideas; shyness will be forgotten in the excitement of accomplishing the group project.

The teacher should be aware of the elements that prevent good classroom interaction. By knowing them, the teacher would be able to avoid the bore hence create proper classroom interaction. For example, some teachers discourage students by criticizing their answers. Criticizing mostly shuts the students down hence affecting the interaction negatively. Peer pressure or when some students have overpowering personalities that cause other students keep quiet in class.

In this research, the researcher focused in classroom interaction during students' presentation. The interaction among teacher and student or student and student has been explored.

The concept of Perception

According to Rookes & Willson (2000) in the book of Perception; Theory, Development, and Organization, perception is a process which involves the recognition and interpretation of stimuli which register on our senses. In psychology and the cognitive sciences, perception is the process of attaining awareness or understanding of sensory information. The word perception comes from the Latin words "perception", "percipio", meaning receiving, collecting, and action of taking possession, apprehension with the mind or senses. In short, it can be said that

perception and perceptual processes is a way people can understand another people, thing, or phenomena.

The researcher used the kind of perception is personal perception, in this case a perception toward the EFL students' perception about the GM with respect to their gender. The researcher wanted to get information that the students' perception about the application of GM in students' presentation.

Conceptual Framework

The figure presented the interrelated concept relying this research. The focus of this research aimed to describe the way of the students applied GM during students' presentation at the sixth semester students of Undergraduate Program State University of Makassar.

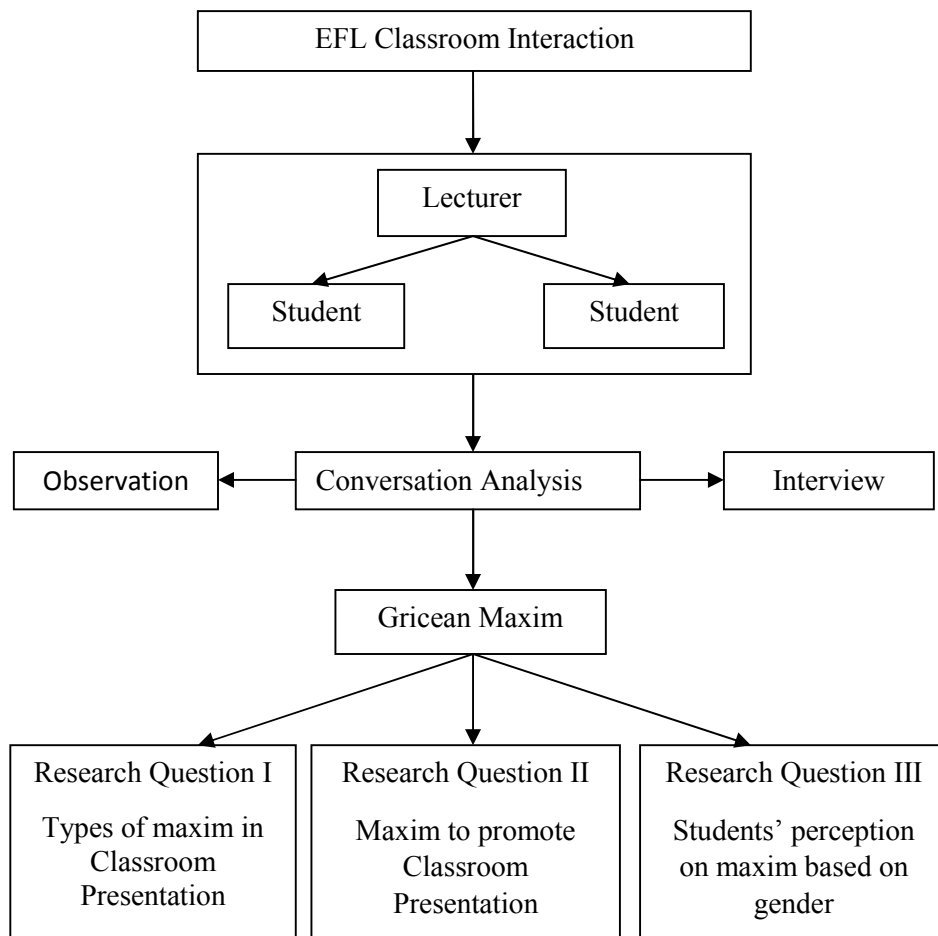


Figure 1: Conceptual Framework

RESEARCH METHOD

Research Design

This research used qualitative research design to analyze the GM in EFL classroom interaction. Creswell (2012) states that qualitative research is best suited to address a research problem in which the researcher do not know the variables and need to explore. The literature might yield little information about the phenomenon of study, and the researcher need to learn more from participants through exploration. A qualitative research study is needed in this research to explore the working of Gricean Maxims in EFL classroom interaction particularly during students' presentation to get deeply information of this phenomenon.

Creswell (2012) points out that a central phenomenon is the key concept, idea, or process studied in qualitative research. In line with the statement, in this study the research problem of the application of the GM in EFL classroom interaction needed an exploration to better know how the GM working during students' presentation. In addition, the researcher required to explore the students' perception that respect to students' gender. The researcher investigated either male student or female student to know about their perception of the GM that promote students' presentation.

Research Subject

The subject of this research was the sixth semester students of English Department in Undergraduate Program State University of Makassar, South Sulawesi. There are three classes, one of them was chosen based on the most active in speaking. The researcher used purposive sampling technique in taking the participants in this research. Purposive sampling technique is one of the techniques used to determine the participants by considering something (Sugiyono, 2009).

Based on the definition of the purposive sampling technique above, the researcher selected some of the students from one class who actively speak during the classroom interaction as sample in this research. The researcher expected that the students who actively speak during students' presentation enriched the information which was needed by the researcher.

Technique of Data Collection

Observation

The observation used to collect all information which was needed by the researcher. The data collected using audio and video recording which recorded the student's presentation. Video recording used to gain the data which was required in this research. The researcher recorded all the utterances during students' presentation to investigate the data about the GM that was observed or violated by the students. It was the most important instrument in this research. So, the video recording used as the primary data of this research to identify the application of GM in classroom interaction. The researcher also used field notes as the instrument in this research. The researcher made notes which related to the topic and wrote down all the information which was needed during students' presentation.

Interview

The researcher asked some questions to the students to get deeply information of the sixth semester students of English Department in State University of Makassar about the students' perception of the application of the GM. According to Miller, Strang, & Miller (2010), an interview is an information gathering technique in which the defining feature is the presence of an interaction between the interviewer and the interviewee. The researcher used semi structured interview in this research. Before conducting interview the researcher prepared interview protocol as guidance to obtain rich information from students. The expected data to be gained from the interview was the students' perception of the application of GM that promote students' presentation.

Procedure of Data Collection

1. The first step

The researcher attended the classroom as observer to see the application of GM during students' presentation in classroom interaction, and asked permission to the lecturer for doing observation until the end of the presentation.

2. The second step

The researcher observed the presenters and audience utterances in the classroom presentation for one hundred minutes per each meeting constantly until the researcher got enough data. In conducting observation, the researcher recorded the student appearance and the utterances that produced by the student as a presenter or audience during the presentation of this research by using audio and video recorder. Importantly, the researcher did not inform the observed student about the specific objective of the observation to keep the situation of the presentation real as natural as possible.

3. The third step

While recording, the researcher made notes related to the application of GM during students' presentation in the classroom. All the data needed by the researcher wrote in field notes.

4. The fourth step

In the end of exploring the observation, the researcher carried out the interview of the students, the interview conducted as the semi-structured in person interview to focus on the collection of students' perception about the GM that promote students presentation. In order to avoid the participants becoming anxious and nervous in the interview, the researcher focused on interactions which created a friendly and comfortable interview atmosphere to produce reliable information.

5. The last step

All the data which collected from observation and interview then transcribed, identified, classified and analyzed into written data.

Technique of Data Analysis

The researcher recorded all of the data and made the transcript of the data. The researcher identified the observance and violation of GM in classroom interaction. Then, the researcher read carefully and analyzed data that have been transcribed.

The next steps were data selection and data interpretation. The data transcription identified and selected into some extracts. The data selected based on the classification of

GM which discussed previously. After that, some extracts analyzed into data interpretation using some criteria of GM. The maxims might be obeyed or violated by the students. Finally, some extracts have been analyzed and interpreted, thus displayed into data report in this research.

Creswell (2012) explains transcription as the process of converting audio tape recording into text data. Firstly, the researcher transcribed the recording of the lecturer and students interaction by using the transcription conventions of VOICE (2007). Then, the researcher delved into context of the utterance by examining the words, phrases, and sentences to know what actually the participants meant. Secondly, the researcher classified the GM was used by the students in conversation. Thirdly, the researcher discussed the working of GM during students' presentation that has been taken from the students' utterances transcription.

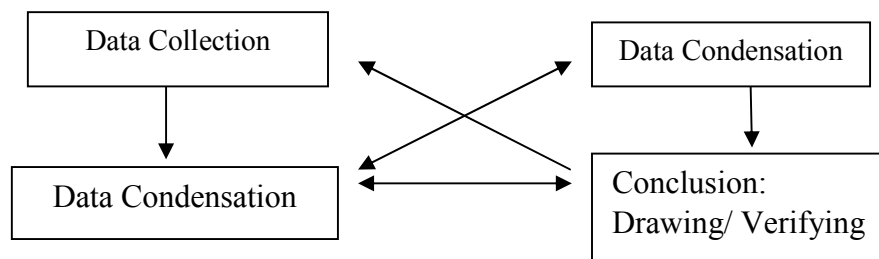


Figure 3.1

Components of Data Analysis

Interactive Model from Miles, Huberman & Saldana (2014:33)

The technique of data analysis explained briefly as below:

Triangulation

Rothbauer (2008) states that the term of triangulation is borrowed from navigational and land surveying techniques that determine a single point in space with the convergence of measurements taken from two other distinct points. The idea is that one can be more confident with a result if different methods lead to the same result. Triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources. In particular, it refers to the application and combination of several research methods in the study of the same phenomenon. Bogdan & Biklen (2006).

Denzin (1978) identified four basic types of triangulation:

- Data triangulation: involves time, space, and persons.
- Investigator triangulation: involves multiple researchers in an investigation.
- Theory triangulation: involves using more than one theoretical scheme in the interpretation of the phenomenon.
- Methodological triangulation: involves using more than one method to gather data, such as interviews, observations, questionnaires, and documents.

Based on the types of triangulation proposes by Denzin, the researcher applied methodological triangulation to assure the validity and reliability of the methods in this research. The researcher conducted observation then continue with the interview to validate the data.

Triangulation facilitates validation of data through cross verification from more than two sources. It tests the consistency of findings obtained through different instruments and increases the chance to control, or at least assess, some of the threats or multiple causes influencing our results.

Since, the qualitative data analyze subjectively that it is important to triangulate the method using more than one instrument to get valid and reliable information about the phenomenon. In this research, the researcher using observation such as; audio and video recording, and field notes. Then, the researcher considered the students' perception can rich the information about the application of GM during students' presentation in classroom interaction that respect to the students' gender.

FINDINGS AND DISCUSSION

The description of the types of GM applied by the EFL students to promote classroom presentation was presented in the following extracts. The researcher provided some extracts which has been gotten from the transcription of data recording. The details of the extracts about the obedience and violation of each type of GM were provided as follows:

a. Obedience of the GM

1) Obeying the Maxim of Quantity

Extract 1 : Inviting the questions

This extract was taken at the first meeting on Tuesday 16th April 2019 in DH 203 Undergraduate Program, State University of Makassar. In this extract, the presenter, Thahirah (TH) inviting the question from the audience. She was clearly direct to inviting the question.

*TH : Ok, that's all our presentation. **If you have any comment or questions. Please raise your hand. Ok. Three persons. First, Fikar.***

ZU : Thank you for the chance that given to me.

TH : Yes.

Analysis 1 :

Extract 1, Thahirah (TH) as a presenter inviting the questions from other students with the expression **"If you have any comment or questions. Please raise your hand."** This expression fulfill the maxim of quantity because it was to the point in inviting the questions. She said something which was not less or more than required.

Extract 2 : Inviting the question

This extract was taken on Tuesday 16th April 2019 in DH 203 Undergraduate Program, State University of Makassar. In this extract, TH inviting the question from the audience. She was straight to the point when inviting the questions. She did not give additional information in inviting questions from her friends.

*TH : **Ok, another question, from Fitriani please!***

FI : Ok, thank you for the chance. Ee I have a question. Eee, does the the, does the setting of the story is important to the story? Ee is make your reason! Thank you. Di rekam ka, jadi malu-malu ka.

Analysis 2 :

This extract showed that the presenter obeyed the maxim of quantity. The expression **"Ok, another question, from Fitriani please!"** was said by TH which

was direct to the point in inviting the question from the other students. She did not add information anymore when inviting a question.

Extract 3 : Responding the repetition of the question

This extract was taken on Tuesday 16th April 2019 in DH 203 Undergraduate Program, State University of Makassar. In this situation, TH made sure to Fitriani (FI) about FI's question. Then, FI felt the question that repeated by TH was true. FI replied TH with enough comment.

TH : *Ok, move to the next question from Nur Fitriani. Does the setting is important?*

FI : **Yes.**

TH : *Ehm, in our opinion ee the setting is really important because the first conflict ee happened because the garden. Which is we know the garden is the setting. So, the setting is really important for this story. Ok, you got the point?*

FI : *Yes.*

TH : *Ok, thank you.*

FI : *Thank you.*

Analysis 3 :

Extract 3, FI obeyed the maxim of quantity by giving enough comment "Yes". She has given amount information which was required by TH. In this situation, TH repeated the question which was proposed by FI. Next, TH needed clarification from FI whether her statement was true or false. FI felt the repetition of question was true. So, FI said "Yes" to respond TH.

2) Obeying the Maxim of Quality

Extract 4 : Repairing pronunciation mistake

This extract was taken on Tuesday 16th April 2019 in DH 203 Undergraduate Program, State University of Makassar. In this context, TH false when pronounce the word. Then, the lecturer (LT) revised the TH's pronunciation mistake. In this context, LT's expression fulfill the Maxim of Quality.

TH : *The character. The Giant, at first he is selfish, but later he becomes generous and kind-heart.*

LT : **Hearted** (revise the TH's pronunciation)

TH : *The little boy.*

LT : *Kind hearted*

TH : *Kind hearted. The little boy, he is a kind boy who teach Giant the lesson of sharing. The children, at the first they are afraid of the Giant, the later they become friends. The theme, humility, salvation, compassion, kindness, arrogance, loneliness, love and pain. Setting, the place of the story in the garden and the castle.*

Analysis 4 :

Extract 4 indicated that the lecturer obeyed the maxim of quality. He revised the presenter's pronunciation error by saying "Hearted". As lecturer, he gave his contribution to his students based on the truth. This situation was suitable with the cooperative principle "maxim of quality" proposed by Grice which say something that is true or give the evidence.

Extract 5 : Answering the question

This extract was taken on Tuesday 16th April 2019 in DH 203 Undergraduate Program, State University of Makassar. TH answered the question from RE by giving a true information. The information giving by TH based on the fact of it.

*TH : The next question from Reza. Reza please attention. Hehe. Where is the story from. **So, from Wikipedia, Oscar Wilde ee was from Irlandia. So, the story from Irlandia. Yes.***

LT : Airland (revise the TH's pronunciation).

TH : Airland.

Analysis 5 :

Extract 5 showed that TH obeyed the maxim of quality. TH provided information that was true. In this situation, TH supported her answer by mentioning the reference of it **“So, from Wikipedia, Oscar Wilde ee was from Irlandia.”** She did not answer the question based on her assumption or guess the answer. She answered the question by giving an evidence.

3) Obeying the Maxim of Relation

Extract 6 : Answering the question

This extract was taken on Tuesday 16th April 2019 in DH 203 Undergraduate Program, State University of Makassar. TH answered the question from the audience by talking relevant information.

TH : Ok. Ee we will answer your your question. Ee the question from Dzulkipli. Why do you think the author put the Giant is the main character?

DZ : Yes. Why not a regular person?

*TH : **Ok. Ehm, in our opinion physically ee as we know the Giant is big and sometimes ee the Giant we know ee we afraid of the Giant because of the big man ee big big body. And I think the author put the Giant ee with the main character because ee it's like when some people have a high position, high status. Sometimes we forget ourself and sometimes it makes ee it's like ee. It's like ee a person who has a a high status and feel that he is ee the big ee the the good person with high status. Yes. And and Ayu will add another.***

Analysis 6 :

Extract 6, TH obeyed the maxim of relation because she provided relevant information which required by DZ. She just explained that the reason of the author has chosen the Giant as the main character based on her opinion. This answer was relevant with the question of DZ.

Extract 7 : Answering the question

This extract was taken at the second meeting on Tuesday 23rd April 2019 in DH 203 Undergraduate Program, State University of Makassar. In this context, Haerunnisa (NI) answered the question from Fyrial (FY). NI gave relevant information was needed by FY.

AR : Ok, thank you for Pute'. The next question will answer from Haerunnisa Yamin.

*NI : Ok. I want to answer the question from Fyrial. The question is what are the conflict in this in this story category social, physical, ee psycho and or natural. **Ee ee ee the conflict in this story is social conflict. Because she she***

she is shy the don't have good dress or the or the ee shy on her body ee to go the party. Next, ee I want to answer the question from ee Dzulkifli.

ST : Hehehe.

Analysis 7 :

The expression *“Ee ee ee the conflict in this story is social conflict. Because she she she is shy the don't have good dress or the or the ee shy on her body ee to go the party”* showed that it obeyed the maxim of relation. In this situation, the FI asked whether the conflict of the story was social, physical, psycho or natural category. Then, the NI answered by giving relevant information which the conflict was social category.

Extract 8 : Answering the Question

This extract was taken on Tuesday 23rd April 2019 in DH 203 Undergraduate Program, State University of Makassar. DZ asking the question to the presenter. Then, NI as presenter giving related answer to the question from DZ.

NI : *Eee the question question is how do you feel if you know the necklace was borrowed is imitation?*

DZ : *Sorry?*

ST : *Haha.*

NI : *Eee if I was ee Mathilde?*

DZ : *Yes.*

NI : *Ee hung ee angry.*

ST : *Angry hungry, haha. Laparki.*

NI : ***Angry, shock, setress.***

Analysis 8 :

Extract 8, the expression ***“Angry, shock, setress”*** demonstrated that it obeyed the maxim of relation. NI giving an answer that relevant with the question of DZ. The question of DZ was about the feeling of the presenter if she knew the necklace which was borrowed is imitation. Thus, NI answered by providing relevant information that angry, shock, and stress were the feeling of her if the condition happened in her life.

4) Obeying the Maxim of Manner

Extract 9 : Asking the question

This extract was taken on Tuesday 23rd April 2019 in DH 203 Undergraduate Program, State University of Makassar. In this extract, Rezky (EZ) asked the question to the presenter in a good ways. But, AR could not get the point of the question.

EZ : *Eee what what is Mr. Loisel job. What is Mr. what is Mr. Loisel job and what job does Mr. Loisel take on after his wife his wife ee lose the necklace?*

AR : *The jobs of the our, tangkap mi?*

EZ : *Ndak, ee. Hehe.*

AR : *Repeat again.*

EZ : *What is Mr. Loisel's job and ee what ee job does Mr. Loisel take on after his wife loses the necklace.*

Analysis 9 :

Extract 9 indicated that EZ obeyed the maxim of manner by delivering a question clearly. The question *“What is Mr. what is Mr. Loisel job and what job does Mr. Loisel take on after his wife his wife ee lose the necklace?”* was clear. The voice of EZ was loud enough when proposed the question. But, in this situation the presenter did not get the point of the question was given by EZ. So, the presenter requested EZ to repeat the question. After repeating the question the presenter could get the point of the question from EZ.

Extract 10 : Asking the question

This extract was taken on Tuesday 23rd April 2019 in DH 203 Undergraduate Program, State University of Makassar. Although, SU in delivering the question in a good manner AR could not catch the question from SU. The similar situation with the extract 9, the presenter (AR) could understand about the question after SU repeated her question.

SU : Ok. Thanks for the chance, thanks for the chance. Eee, my question is ee can you add the story in the missing necklace ee section. Why does ee the necklace disappear because it's it's not same in the story. How about you? Get it?

AR : Repeat again!

SU : Can you add add the story to the missing necklace section why does the necklace disappear?

AR : Ooo. Tambahkan itu cerita. Ok. Thank you Trisundari and we will answer the question give me give our group five minutes again to answer.

Analysis 10 :

Extract 10 showed that SU obeyed the maxim of manner. Similar with the extract 9, in this extract a clear question was given by SU. The voice of SU also loud enough. But, the presenter could not understand of the question. AR requested SU to repeat her question again. After SU saying again the question, AR could get the point of the question by saying *“Ooo. Tambahkan itu cerita. Ok.*

b. Violation of the GM

1) Violating the Maxim of Quantity

Extract 11: Opening the presentation

This extract was taken on Tuesday 16th April 2019 in DH 203 Undergraduate Program, State University of Makassar. TH said more than was required in opening the presentation.

TH : Assalamu Alaikum Warahmatullahi Wabarakatuh.

ST : Wa Alaikum Salam Warahmatullahi Wabarakatuh.

TH : So guys. We're here again. Ee, with the same time but different story. So, before ee we show the power point ee let's start with the story by Oscar Wilde. The title is the Selfish Giant. So, Ayu time's yours.

Analysis 11 :

In extract 11, Thahirah (TH) violated the maxim of quantity when opening the presentation. She was not straight to the point in opening the presentation. She said, *“We're here again. Ee, with the same time but different story.”* She said more than required in opening the presentation. She can open the presentation without it.

Extract 12 : Asking the Question

This extract was taken on Tuesday 16th April 2019 in DH 203 Undergraduate Program, State University of Makassar. FI in asking the question was not clearly direct to the core of question. She saying more than was required.

TH : Ok, another question, from Fitriani please!

*FI : **Ok, thank you for the chance. Ee I have a question. Eee, does the the, does the setting of the story is important to the story? Ee is make your reason! Thank you. Di rekam ka, jadi malu-malu ka.***

Analysis 12 :

Extract 12 showed that FI violated the maxim of quantity. She was not to the point in asking a question to the presenter. The expression “**Ok, thank you for the chance. Ee I have a question**” was not needed by FI in asking the question.

Extract 13 : Answering the question

This extract was taken on Tuesday 16th April 2019 in DH 203 Undergraduate Program, State University of Makassar. In this situation, AY answered the question from FA. The explanation was given by AY too long. The answer needed by FA which was only the points of moral value. But, AY saying additional information which was the reason of the moral value.

*AY : **Ee ee pay attention guys. Ok. And the next question ee comes from Fadilah. Ee she ask about what is the the value of the story. As we can see, this is aa part of people of the story. Ee this story can remind us. Because sometimes human always be selfish. Everytime. Yeah. That's the that's the bet that's the best of our character. Am I right?***

ST : Yes.

*AY : **Yes. Ee sometimes we become ee we become ee we become ee the selfish one. And the story really peel us how to be ee how to be changes our life. Start from ee ee selfish and and.***

TH : To be kind person.

*AY : **To be, to be a kind person. And we can see in the second second moral value. That ee the this story of saw teach us, ee teach us about how to share together and not to be selfish one. Yes.***

Analysis 13 :

Extract 13 indicated that AY violated the maxim of quantity by giving long explanation to FA. She was not directly clear to the point in answering FA's question. FA asked “*What is the the value of the story?*” The answer which was needed was only the points of the moral value of the story, not the reason. But, AY giving some information more than expected by FA.

Extract 14 : Asking a question

This extract was taken on Tuesday 16th April 2019 in DH 203 Undergraduate Program, State University of Makassar. Before asking the question ZU said some expression which was not needed.

TH : Ok. Ok. Next section. Yes, please. Raise your hand. Dzulkifli, please.

DZ : Ok, thank you friends.

TH : Yes.

DZ : *My question is ee because ee your group story talk about the selfish Giant. My question is why do you think the author choose the main the main character a Giant is standing on a regular person? Ok. Thank you.*

Analysis 14 :

Extract 14 demonstrated that DZ violated the maxim of quantity. The expression, **“My question is ee because ee your group story talk about the selfish Giant”** was not to the point in asking a question. DZ asked the presenter by talking more than was needed. He provided a statement before asking a question to the presenter.

Extract 15 : Asking the question

This extract was taken on Tuesday 16th April 2019 in DH 203 Undergraduate Program, State University of Makassar. Similar with the extract 14, in this extract the audience Besse (BE) said something more than was required in asking the question.

TH : *Other question!*

BE : **Ok, ee. As we as we know that your story is about Giant story. I just want to ask. How about your related reference, you have ee friends ee who has a selfish character how you face the character?**

TH : *Ehm, ehm. Ok guys. Give me ee more time to answer your question.*

Analysis 15 :

In extract 15, BE violated the maxim of quantity because she giving additional statement before asking a question. The expression, **“Ok, ee. As we as we know that your story is about Giant story. I just want to ask. How about your related reference, you have ee friends ee who has a selfish character how you face the character?”** was more than was required. She talking too much before asking the real question. But, the presenter could get the point by saying “Ehm, ehm”.

Extract 16 : Asking the question

This extract was taken on Tuesday 23rd April 2019 in DH 203 Undergraduate Program, State University of Makassar. This extract showed that FA violated the maxim of quantity when asked the question by talking too much.

FA : **Ee, thank you for the chance. The people in the story Mathilde love to be rich. Nah after past the mistery, do you think the ee mistery that she has passed can change her character?**

AR : *Can you repeat. Iyya.*

FA : *Begini dia melewati kesengsaraan apakah itu dia bisa bisa mengubah karakter nya Mathilde.*

AR : *Ok. Thank you Falah. Give me time to answer.*

Analysis 16 :

Extract 16 pointed that FA violated the maxim of quantity in asking the question. She asking the question was not to the point but give some statement before saying the question.

2) Violating the Maxim of Quality

Extract 17 : Answering the question

This extract was taken on Tuesday 23rd April 2019 in DH 203 Undergraduate Program, State University of Makassar. It happened when AR answered the

question ungrammatically. She said something that was false. Then, the LT repaired the error of AR by talking the truth.

AR : ***So you can't selfish you can't selfish people. You can't be selfish people.***

LT : *Selfish.*

AR : *Selfish people.*

LT : *Ya. You cannot. **You cannot become selfish people.***

AR : *You cannot become selfish people. Ok thank you kak Reza. That ee.*

Analysis 17 :

In extract 17, AR violated the maxim of quality. She said that **“So you can't selfish you can't selfish people. You can't be selfish people.”** It was false because ungrammatically. She talked something that was not true. Then, the lecturer revised the grammar mistake of AR by saying **“You cannot become selfish people.”**

Extract 18 : Answering the question

This extract was taken on Tuesday 23rd April 2019 in DH 203 Undergraduate Program, State University of Makassar. NI violated the maxim of quality by giving information was false.

LT : *Owh. When and where was the story published ya?*

NI : *Ok. **The story was first published on seventy February.***

ST : *Seventy February? Seventeen, seventeen. Haha.*

NI : *Seventeen, seventeen, seventeen, haha. Eighteen.*

LT : *Eighteen?*

Analysis 18 :

The extract 18 above illustrated that NI violated the maxim of quality. She said something that was false. She talked seventy for seventeen. Then, the other students revised the pronunciation error of NI by saying *“Seventeen, seventeen.”* After that NI repeated the word *“Seventeen, seventeen, seventeen, haha.”* as an acceptance of the truth.

3) Violating the Maxim of Relation

Extract 19 : Answering the question

This extract was taken on Tuesday 16th April 2019 in DH 203 Undergraduate Program, State University of Makassar. In this context, AY saying unrelated answer to the Lecturer (LT).

LT : *Is it that the that the author think that the Giant, know the Giant very big very big. No frighten to children, not make the the children ee fright, fright to the children. As content kan, children fright to the Giant. What do you think the author aa reason why he put Giant the Giant in a western country?*

After 35 seconds

AY: ***Ee in our opinion, why the author choose the Giant for the children, for the children side because if the author choose the normal the normal ee the normal man not a Giant. Ee, the children sometimes they don't understand if he, if they say, if they see this this man. Ee I don't afraid. Ee, if if ee the normal, if the normal man, ee if the normal man ee said you you can't play in my garden. Ee ee the children ee sometimes ee they don't want to hear that. So, ee because the Giant is big ee the children***

afraid with that. And the author also want that want to describe to the children that ee even even the Giant is big. Ee the Giant also can change that that character to be good.

Analysis 19 :

In extract 19, AY violated the maxim of relation by giving unrelated answer. The LT's question "*What do you think the author aa reason why he put Giant the Giant in a western country?*" But, the AY providing explanation about the reason of the author has chosen the Giant as the main character in the story. While the LT's needed the answer about the reason of the author put the Giant in a western country.

Extract 20 : Answering the question

This extract was taken on Tuesday 23rd April 2019 in DH 203 Undergraduate Program, State University of Makassar. NI answered the question by giving irrelevant information to the SU. So, SU repeated her question again to make NI understand.

NI : *And next question, I will answer the question from Tri Sundari. Can you add the story to the missing necklace section why the necklace disappear because it no same in the story according to you?*

SU : *Iya.*

NI : ***Ee as we can see in the in the synopsis. Finally become a reality. Then she lose the borrowed diamond necklace, ee get get get a property. Ee disini adaji ada.***

SU : *Apa apa apa nabilang disitu?*

NI : *Eee, dibilang tidak ada di cerita padahal adaji.*

SU : *Tidak. Kan begini, ku suruhki tambahi tambahi ceritanya misalnya jatuh kah dari taxi waktu ee dansa kah, na cari orang?*

Analysis 20 :

Extract 20 demonstrated that NI violated the maxim of relation. SU requested the presenter to add the missing section of the Necklace story, such as the reason of the lost of the necklace. But, NI giving an answer was not relevant to the question intended by SU. NI said that "*Ee as we can see in the in the synopsis. Finally become a reality. Then she lose the borrowed diamond necklace, ee get get get a property. Ee disini adaji ada.*" It was irrelevant with the answer which was needed by SU. So, SU repeated her question again to make NI understand of her question by saying "*Tidak. Kan begini, ku suruhki tambahi tambahi ceritanya misalnya jatuh kah dari taxi waktu ee dansa kah, na cari orang?*" (No. Like this, I requested you to add add the story such as lost from taxi when ee dancing, looking for by people)."

4) Violating the Maxim of Manner

Extract 21 : Asking a question

This extract was taken on Tuesday 16th April 2019 in DH 203 Undergraduate Program, State University of Makassar. ZU in asking the question was not clear. It made the presenter to be confusing.

ZU : *I am going to asking. I am going to ask you.*

ST : *Haha.*

ZU : ***I am going to ask you right now. If you are ee have the chance to be the one character in a story, to be one a character in a story, one of the***

character in a story. What will you to do? What will you to do? Jelas? Ee apa what will you do? Jelas? If you apanya?

TH : *Apa maksud nya?*

ZU : *If you want to be. Gimana kalau?*

Analysis 21 :

Extract 21 showed that Zulfikar (ZU) violated the maxim of manner in asking a question. He asked to the presenter by saying unclear expression. **“If you are ee have the chance to be the one character in a story, to be one a character in a story, one of the character in a story. What will you to do? What will you to do? Jelas? Ee apa, what will you do? Jelas? If you apanya,if you want to be. Gimana kalau?”** This expression making the presenter confused and said *“Apa maksud nya?” (What does it mean).* The presenter could not recognize what was the question of ZU because the question was unclear and not complete.

Extract 22 : Asking a question

This extract was taken on Tuesday 16th April 2019 in DH 203 Undergraduate Program, State University of Makassar. ZU asked the question by saying unclear statement. But, the students (ST) and AY could understand the question was intended by ZU.

ZU : ***Kalau saya salah satu jadi karakter. Apa? Yang mana?***

ST : *Yang mana kau pilih? Huu.*

ZU : *Ya.*

AY : *Itu ji peng mau na pilih. Haha.*

Analysis 22 :

Extract 22, ZU violated the maxim of manner in asking a question. The expression **“Kalau saya salah satu jadi karakter. Apa? Yang mana?” (If I to be one of the character. What? Which one?)** was not clear. The question, **“Apa? Yang mana?” (What? Which one)** gave ambiguous meaning and was not complete question. But, the other students could recognize the question was proposed by ZU. The expression, *“Yang mana kau pilih? Huu.” (Which one do you choose)* indicated that the other students could understand the question which was intended by ZU. Furthermore, DZ said *“Ya” (Yes)* to respond the other students’ statement which described the statement was correct.

Extract 23 : Asking a question

This extract was taken on Tuesday 16th April 2019 in DH 203 Undergraduate Program, State University of Makassar. This happened when FA asking the question. But, her voice was not clear and was not loud enough. So, TH could not understand of the question.

TH : *Yes, Fadhilah.*

FA : ***Ee, thanks the presenter. What is the value of the story?***

TH : *What is for the?*

FA : *What is the value of the story?*

Analysis 23 :

The extract 23 indicated that Falah (FA) violated the maxim of manner. Her voice was not loud enough. So, the presenter could not recognize the question of FA by asking *“What is for the?”* to make clear the question from FA. Therefore, FA repeated her question with clear and loud voice.

Extract 24 : Answering the question

This extract was taken on Tuesday 16th April 2019 in DH 203 Undergraduate Program, State University of Makassar. AY repeated the question from ZU which was not clear. She talked the question was not complete.

TH : Ok guys. Attention please. We will answer your question. The first question from Zulfikar. Ee will be answer by Ayu.

AY : Ok, ee for my my curious friend ee Fikar. You ask about ee if ee if you ee...

ZU : Have a chance.

Analysis 24 :

Extract 24, AY violated the maxim of manner. This expressions *“Ok, ee for my my curious friend ee Fikar. You ask about ee if ee if you ee...”* was unclear statement to repeat the question from ZU. There is something missing in the statement. So, ZU said *“Have a chance”* to remind the presenter about his question.

The data has been gotten from interview showed that either male student (ZU) or female student (FA) had similar perception about the GM that occurred during presentation. They perceived that GM not only can be obeyed but also can be violated to achieve successful communication in presentation.

ZU and FA perceived that the maxim of quantity can be obeyed or violated in certain situation. They seemed that in formal situation such as in presentation, this maxim should be obeyed to reach the effectiveness of communication. But, this maxim can be violated in informal situation such as talking with friend.

The interviewee assumed that the maxim of quality such as grammatical rules should be neglected. They thought that the rules can block the speaking fluency. Because, they needed long time to think what they want to speak. But, to promote students' presentation the maxim of quality not only can be obeyed but also can be violated. According to FA, she said that in giving an answer should be completed with the references from expert, except the question which required an opinion from the presenter. This statement indicated that the presenter should be provided a fact, an evidence, a reference to support the answer if the question needed it.

The interviewee also perceived that the maxim of relation should be obeyed in communication. They would clarify the statement, if their friends giving irrelevant information that they needed. They would use other words to make the statement clear. In addition, ZU said that giving related information was needed to maintain the flows of communication. So that, it can be concluded that the students perceived the GM can be obeyed or can be violated in presentation. Either the obedience or violation can be promoted the students presentation.

Discussion

The researcher found that all the types of GM were applied by the students during presentation. They obeyed or violated the maxim of quantity, the maxim of quality, the maxim of relation, and the maxim of manner. They observed and violated the four types of GM when opening the presentation, inviting the question, asking the question, answering the question, repairing the pronunciation mistake, and responding the repetition of the question.

The ways of students applied the GM were obeying and violating them. Based on the previous analysis, it can be seen that they observing and violating the GM to promote

classroom presentation. In opening the presentation, the presenter obeyed the maxim of quantity by talking clearly direct to the point. But, in other case the presenter also violated the maxim of quantity when opening it by saying amount information that was not required. The other students as audience also applied the maxim of quantity when responding the repetition of the question by giving enough information such as, yes.

In asking and answering the question both audience and presenter violated the maxim of quantity. This situation does not mean the fail of communication. The question giving by the audience was not to the point. They added some information before or after the core of question. But, the presenter could catch the point of the question which proposed by the audience and vice versa.

The students not only observed but also violated the maxim of quality when answering the question from the audience. The presenter observed the maxim of quality by giving a true information and supporting their answer with the reference of it. But, in other case the presenter violated the maxim of quality by speaking ungrammatically and making pronunciation mistake. In this situation, both the lecturer and the other students revised the presenters' error by providing a true information related to the mistakes.

The obedience and violation the maxim of relation also occurred during presentation. The students observed or violated it when answering the question. They giving both relevant or irrelevant answer to the audience. The presenter obeyed the maxim of relation by saying related information to the question which intended by the audience. But, in other situation the presenter violated the maxim of relation by talking irrelevant information to the audience. Once again, this violation does not mean the unsuccessful communication. Because, the audience could understand it and did not debate it.

The last type of the GM was the maxim of manner. This type of GM also was obeyed or violated by the students during presentation. The audience observed or violated it when asking the question. For example, the students' when asking the question were unclear, not complete, the voice was not loud enough, and sometimes the question was delivered by the audience using ambiguous words. So, the presenter could not recognize well of the questions. In this case, the presenter requested the audience to repeat their question.

Based on the explanation above, it can be said that the students still understand each other even they violating the GM. They violated the four types of GM in order to promote the classroom presentation. For example, the students talking too much in answering the question. They did it because they want to provide detail information to the audience in order to make them more understand about it. This situation also was found by Fitriani (2017) who argued that there is a considerable situation in which the students violated the GM in classroom discussion such as: expect the interlocutor more understand about the speaker explanation, want to make a joke, high context culture, etc. She concluded that the violating of GM does not mean the students did not cooperate in discussion.

In line with the explanation above, the students' perception about the GM also showed that they perceived the GM can promote the students' presentation, either obeying or violating the GM. From the data gained from interview, the students violated the maxim of quality by talking ungrammatically. The students assumed that they could release to speaking when they did not think about the grammar of what they want to say. They felt that the rules of it can block the speaking fluency. Because, they required long time to think what they want to speak.

CONCLUSIONS AND SUGGESTIONS

The ways of the application of GM by the EFL students to promote classroom presentation in EFL classroom interaction in Indonesian context were by obeying or violating the four types of GM. In obeying the maxim of quantity, the students provided amount of information that was required. In obeying the maxim of quality, the students said a true information for example, the students supported their opinion with references of it. In obeying the maxim of relation, the students tell relevant information. Then, the students delivered information in good ways, clear, complete, and understandable when obeying the maxim of manner. In contrast, the students violating the maxim of quantity by giving amount of information less or more than was needed. The students violating the maxim of quality by speaking ungrammatically, and making pronunciation mistake. In classroom presentation, the students also violating the maxim of relation by talking irrelevant information. The last, the students violating the maxim of manner by saying unclear, not complete, and ambiguous statement. Either obedience or violation of the GM could promote the students' presentation. It is based on the analysis of data from observation and interview.

The EFL students' perception about the GM in the classroom interaction with respect to the students' gender. Either male student (ZU) or female student (FA) had similar perception about the GM that occurred during classroom presentation. They perceived that the GM not only can be obeyed but also can be violated to achieve successful communication in presentation.

Suggestions

Based on the previous findings and discussion of this research. The researcher suggested some points as follow:

1. To EFL students

The researcher offers EFL students to explore the GM to promote classroom presentation. The GM as cooperative principle in conversation can be a guidance to create an effective communication.

2. To further researcher

The researcher recommends the further researcher to conduct research that related to GM in other aspects such as: environmental factors, social factors, and economical factors.

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