

33_Mutiara Trisna Dewi_Grice

Maxim Violation

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GRICE'S MAXIM VIOLATION ON STUDENT AND TEACHER INTERACTION IN THE ENGLISH TEACHING-LEARNING PROCESS IN THE SECOND-GRADE STUDENTS OF MA NAHDLATUSSUBBAN ACADEMIC YEAR 2024/2025

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Abstract

This research aims to know the maxim violation in teacher and student interaction during the teaching-learning process and to see how the maxim violation occurs in the teacher and student during the learning process. This research used *descriptive qualitative research by using content analysis*. The subject of this research is the English teacher and second-grade students of Madrasah Aliyah Nahdlatussubban Arjowinangun Pacitan Academic Year 2024/2025. There are six students in the second grade of Madrasah Aliyah Nahdlatussubban. The data collection technique used observation and documentation. The data collection instrument used field notes of observation and documentation of audio and photographs. The data of this research is the teacher and students' utterances obtained from audio transcripts. The result shows that the teacher and students violated four maxims during the learning process. The number of maxims that were violated is 16 utterances. Maxim violation of quantity 31% (five utterances), maxim violation of quality 25% (four utterances), maxim violation of manner 25% (four utterances), and maxim violation of relation 19% (three utterances).

Keywords: *Grice's Maxim, Maxim Violation, Teaching-learning process*

Introduction

As human beings, people naturally need others in their lives. People cannot thrive in isolation, as interaction is essential for communication, sharing, and gaining knowledge. People also express thoughts, feelings, desires, and needs through these interactions. One important form of interaction is educational interaction, which occurs in the context of education. This type of interaction involves both teachers and students, who, despite having different roles, tasks, and responsibilities, work together toward a common educational goal (Subakir, 2017). Educational interaction, therefore, occurs when teachers and students communicate and engage with each other in the classroom.

Teacher-student interaction can occur in any educational setting, particularly during teaching and learning activities in the classroom. According to Gagne and Briggs, the learning process is a system designed to support students' studies by facilitating internal learning (Jaiswal, 2019). This interaction is established when a teacher communicates with a student (Eisenring & Margana, 2019). During classroom activities, teachers transfer knowledge and information to students and instill positive values (Munif et al., 2021). However, misunderstandings can arise when teachers and students interact (Jannah, 2022). As listeners, it is essential for students to understand the teacher's words and the intended meaning to avoid miscommunication.

This is where pragmatics, a branch of linguistics, comes into play. Pragmatics focuses on studying meaning communicated by the speaker (or writer) and interpreted by the listener (or reader). It goes beyond analyzing the literal meanings of words or phrases to consider what people genuinely intend to convey with their utterances. Effective communication relies on successful meaning-making during interactions, making it a crucial aspect of the process (Taufiq & Marlina, 2022). Since people often say more than their words directly express, pragmatics helps us understand the intended meaning behind what is spoken (Yule, 1996). Thus, pragmatics is essential for grasping the speaker's intended meaning during interactions.

The key to successful interaction in a target language lies in pragmatic competence. This concept is crucial in understanding the linguistic behavior of non-native speakers during

intercultural exchanges. Keckes (2013) explains in his book that pragmatic competence in second language research refers to the ability to produce and understand utterances (discourse) appropriate to the socio-cultural context of the second language in which the interaction occurs. Therefore, in second language learning, pragmatic competence emerges from language use. It involves not just knowledge of grammar and vocabulary but also understanding the culture associated with the target language. Pragmatic competence is beneficial for students as it helps them grasp the underlying meanings of utterances. Without this competence, students might experience pragmatic failures, leading to communication breakdowns where the speakers and listeners struggle to understand each other. Effective interaction requires the speaker and their conversation partner to cooperate in exchanging information.

The cooperative principle, developed by British philosopher Paul Grice, guides effective communication by ensuring that participants contribute appropriately to a dialogue. According to Grice (1975), this principle is supported by four maxims: quantity (providing the right amount of information), quality (ensuring truthfulness), relation (keeping relevance), and manner (promoting clarity). These maxims help prevent miscommunication by providing interaction clarity and relevance (Yulianti, 2022). However, in classroom settings, students sometimes disregard these maxims when interacting with their teachers, a phenomenon known as maxim violation. Maxim violation occurs when speakers intentionally disregard the four maxims. This happens when speakers know the listener is unaware of the full truth and only understands the surface meaning of their words (Zebua et al., 2017). Speakers aim to avoid telling the truth, sharing information, or fully engaging in the conversation by violating these principles.

Many researchers have been researching the maxim violation. Secondly, a study was conducted by Esterani Zebua et al. (2017). They have analyzed maxim violation in Ellen Degeneres's Talk Show. Secondly, a study about the analysis of maxim violation in the Orphan Black TV Series was conducted by Kartika Yulianti in 2022. Thirdly, a study about the maxim violation of students in the faculty of language at Mahasaraswati Denpasar University was conducted by I Gusti Ayu Vina Widiadnya Putri in 2021. Fourthly, the research undertaken by Sulviana (2020). She studied maxim violation in EFL classrooms at FKIP of the Islamic University of Makassar.

This research stands out from previous studies by focusing on maxim violations within an academic setting, explicitly analyzing classroom interactions during English lessons. Unlike other studies focusing on college or university students, this research targets high school students, particularly those in the second grade at Madrasah Aliyah Nahdlatussubban Arjowinangun Pacitan, for the 2024/2025 academic year. The researcher believes numerous maxim violations occur during English lessons in this context, mainly because many students at this school struggle with English. Their difficulties in effectively using the language often hinder their ability to interact during lessons.

Based on previous research, the researcher believes studying maxim violations is essential for improving communication. It helps students become more aware of the importance of cooperation in conversations, ensuring smooth and effective interactions. Understanding maxim violations is also crucial for teachers, as it provides a means for evaluation and more profound insight, helping to prevent misunderstandings during classroom interactions. The researcher is particularly interested in examining these violations in the English lessons of second-grade students at Madrasah Aliyah Nahdlatussubban Arjowinangun Pacitan during the 2024/2025 academic year, where they believe such issues are still prevalent.

Method

This research was conducted using descriptive qualitative research and content analysis. The subject of this research is an English teacher and six students in the second grade of

Madrasah Aliyah Nahdlatussubban, academic year 2024/2025. The primary data of this research is utterances from the teacher and student interaction during the teaching-learning process in the classroom. For the data-collecting technique, the researcher used observation by using field notes and documentation using audio recording. Then, the researcher reduced the data, displayed it, and made a conclusion for the data analysis.

Findings and Discussions

Based on the data analysis found in teacher and student interaction during the English teaching-learning process, four types of maxim violation were found in teacher and student interaction. There are maxim violations of quantity, maxim violations of quality, maxim violations of manner, and maxim violations of relation (relevance). For clarity, the research findings are shown in the table below.

Table 1. Total and Categories of Maxim Violation

No	Maxim Violation Categories	Total Frequency	Percentage
1	Maxim violation of Quantity	5	31%
2	Maxim violation of Quality	4	25%
3	Maxim violation of Manners	4	25%
4	Maxim violation of Relation	3	19%
Total		16	100%

Maxim Violation of Quantity

In this research, the most frequent maxim violation is the maxim of quantity. The researcher found five violations (31%) from the audio transcription. The Maxim of Quantity expects speakers to give enough information to be helpful but not more than necessary. If this maxim is violated, the speaker either doesn't provide enough details for the listener to understand the topic fully or overwhelms the listener with unnecessary information. This can happen if the speaker doesn't want the listener to know the details. The sample of maxim violation of quantity can be seen in Table 2 below.

Table 2. Sample of Maxim Violation of Quantity

Utterances
T : Yang diingat hanya text exposition ya? Apakah ada yang lain?
S4 : My book bu
T : Apa My book itu? Maksudnya apa?
S4 : Pronoun bu

This is the conversation between a teacher and students in eleventh grade during the English teaching-learning process on 22nd July 2024. The context of this utterance is the teacher asks about the previous lesson in tenth grade. The teacher asks if the students still remember the material. The students forget the previous lessons and only remember the text exposition they learned in tenth grade. In this conversation, student 4 answered "My Book" because she just remembered the title of the chapter, and that chapter talked about pronunciation. She gives short information to the teacher because she forgets.

According to Cutting (2002), the speaker who flouts the maxim of quantity seems to give too little or too much information, not as required. This maxim violation occurs in the teaching and learning process because students provide less information when given questions by the teacher. Several factors cause this: 1) students lack knowledge of the teacher's questions, 2) students lack vocabulary in English so that students only answer briefly. The students want to be active in the classroom, but due to their lack of knowledge, they only respond to the teacher's questions shortly.

Maxim Violation of Quality

From the audio recording transcription, the researcher found four utterances (25%) that contain the maxim violation of quality. The Maxim of Quality pertains explicitly to the truthfulness of what is being communicated. It has two main components: **do not say what you believe to be false**, and **do not say** that for which **you lack adequate evidence**. When these guidelines are violated, the Maxim of Quality is considered breached. Such violations can take various forms, including lying, exaggeration, understatement, and misleading statements. The researcher showed the sample of maxim violation of quality that occurred in the English teaching-learning process.

Table 2. Sample of Maxim Violation of Quality Utterances

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- T : Hayo, sekarang kira-kira bedanya apa sih legenda sama mitos?
S3 : Kalau mitos tidak benar, kalau legenda benar.
-

The context of this conversation is the teacher asking students about the differences between legend and myth. This question is answered by student 3. She said the answer is wrong if the myth is not a true story and the legend is a true story. Legends and myths are traditional stories that are not sure of the truth, but in legendary stories, there is usually physical evidence of events, such as Lake Toba and Mount Tangkuban Perahu. Student 3 gives incorrect information, which includes the maxim violation of quality.

In this research, the violation of the maxim of quality occurs when students respond to the teacher's questions inappropriately. Students' lack of knowledge is the main factor causing this violation of the maxim of quality. In some excerpts of conversation found in the audio transcript, students give answers that do not match the facts when given questions by the teacher. Students also seem perfunctory when responding to the teacher.

Maxim Violation of Manner

In communication, the maxim of manner focuses on how speakers give information. They should be clear and precise. If speakers violate this maxim, they give unclear or confusing information. This can involve using too many words or saying things that can be understood differently. From the audio recording transcription, the researcher found four utterances (25%) that contain the maxim violation of manner. To be brief, the researcher showed the sample of maxim violation of quality that occurred in the English teaching-learning process.

Table 3. Sample of Maxim Violation of Manner Utterances

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- T : Karena waktunya sudah habis, kita lanjutkan di pertemuan selanjutnya yaa. Nanti saya tagih hasil pekerjaan kalian-
S4 : Bu, nanti presentasinya dibuat PPT atau tidak? (cutting off the conversation)
-

The concept of this excerpt is that the teacher said that the time is over, the lessons will be continued at the next meeting, and the teacher will collect the students' assignments. When the teacher was explaining, student 4 interrupted the teacher's explanation. The teacher's utterances is "*Karena waktunya sudah habis, kita lanjutkan di pertemuan selanjutnya yaa. Nanti saya tagih hasil pekerjaan kalian.*" The teacher explains in Indonesian that the class time is over and explains the task mechanism. However, before the teacher finished speaking, student 4 interrupted the conversation by saying, "*Bu, nanti presentasinya dibuat PPT atau tidak?*". Students 4 interrupted the teacher by asking about the presentation for the next meeting. Student

4's answer is included in the maximum violation of manners because she interrupted the teacher's explanation. That is very impolite.

The Maxim of Manner concerns how speakers convey information. However, if speakers violate this maxim, they aim to give listeners ambiguous or confusing information. This means they might use unnecessarily wordy statements that can be interpreted differently.

Maxim Violation of Relation

Maxim violation of relation occurs when a speaker deliberately provides irrelevant or unrelated information to the current conversation topic. This can lead to confusion or misunderstanding, as the response does not address the matter. Based on the audio transcription, three excerpts of interaction between the teacher and student contain the maxim violation of relation. The sample of maxim violation of quantity can be seen in Table 5 below.

Table 4 Sample of Maxim Violation of Relation

Utterances

T : Menurut kalian apalagi yang termasuk cerita legenda?

S : (silent)

T : Berarti beda ya antara cerita legenda dan cerita
fant-

S4 : Legenda Danau Toba, Bu!

The context of this conversation is the teacher will explain the differences between a legend story and a fairy tale (cerita fantasi). Before the teacher explains both, the teacher gives some examples of the legend story and asks the student to provide more examples of legend. It is proven by teacher's question "Menurut kalian apalagi yang termasuk cerita legenda?". The students did not give responses and chose to be silent. Then, the teacher starts to enter another topic. The teacher discussed the difference between legends and fairy tales. But suddenly, Student 4 interrupted the teacher's conversation by mentioning one example of a legend. Student 4 says, "Legenda Danau Toba, Bu!". This conversation is included in the maxim violation of relation category because the student's response is irrelevant to the topic being discussed by the teacher.

According to Thomas (1995), the maxim of relation is exploited by making a response or observation irrelevant to the topic. In this research, the maxim violation of relation occurs when there is no correlation between the teacher's questions and the student's responses. Students give inappropriate and irrelevant responses to the teacher's questions. The students did not understand the meaning of the teacher's questions. Sometimes, the teacher asks questions in English, which makes them not understand the teacher's intention, so they give responses that are not connected to the teacher's questions.

It can be concluded that four types of maxims are violated in the teacher and student interaction during the teaching-learning process. The most frequent maxim violated in this research is the maxim of quantity. The maxim violation happened in every situation, including in the educational field. Thus, understanding maxim violations is crucial for teachers and students to prevent misunderstandings during teaching and learning. This knowledge helps ensure clear communication when asking questions, providing answers, or sharing information.

Conclusion

Based on data analysis, four types of maxim violations happened in the teacher and student interaction during the English subject teaching-learning process in the second grade of Madrasah Aliyah Nahdlatussubban Arjowinangun Pacitan academic year 2024/2025. They are maxim violation of quantity, maxim violation of quality, maxim violation of manner, and maxim violation of relation. Sixteen utterances indicated maxim violations found in transcription.

The most frequent maxim violation is the maxim violation of quantity with five utterances (31%). The second is the maximum violation of quality with four utterances (25%). The third is the maxim violation of manner with four utterances (25%). The last is the maxim violation of relation with three utterances (19%).

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