

**COOPERATIVE PRINCIPLES IN EFL CLASSROOM
INTERACTION AT PKPBI UIN MALIKI MALANG: A
SOCIOPRAGMATIC APPROACH**

THESIS

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2023**

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THESIS

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in Partial Fulfilment of the Requirements for the Degree of *Sarjana Sastra* (S.S.)

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STATEMENT OF AUTHORSHIP

I state that the thesis entitled **“Cooperative Principles in Efl Classroom Interaction at PKPBI UIN Maliki Malang: A Sociopragmatic Approach”** is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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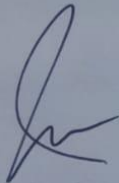
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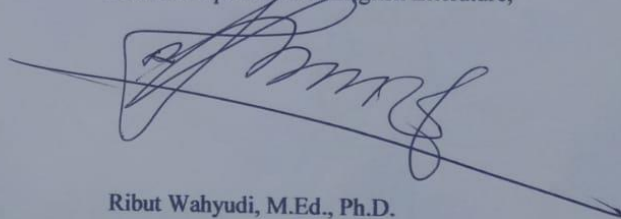
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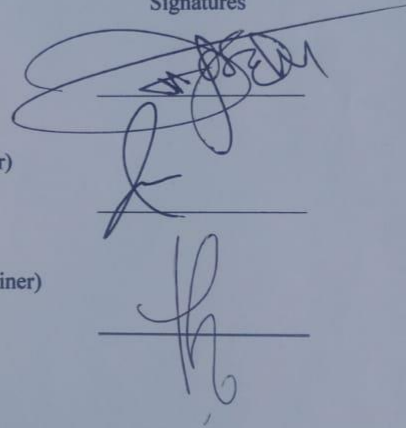
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MOTTO

“If you are afraid of failure, you don’t deserve to be successful”

(Charles Barkley)

DEDICATION

This thesis is dedicated to all of people who support me in writing this thesis.

First, I dedicated to my beloved parents, *Bapak* Dwi Joko Purnomo and *Ibu* Yatmi, who have always supported moral and material, so that I can complete this thesis as well as complete my undergraduate education. Second, I dedicated this thesis to my brother, Hanya Denova, who always encourages and support me.

Also, honorable my advisor, Dr. Agwin Degaf, M.A, thank you for all your support and great suggestions. Lastly, I dedicate this thesis to myself. Thank you, you have become great to survive completing this thesis. Thank you, you don't give up just because of the bad words of people out there. Thank You.

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All praises be to Allah SWT who has made it easy for me to finish this thesis well. *Shalawat* and *salam* are also delivered to the Prophet Muhammad SAW who we look forward to intercession in the hereafter. *Alhamdulillah Robbil Alamin*, the writer expresses gratitude for the presence of Allah SWT who still gives health blessings so that the writer is able to complete the writing of a thesis entitled “Cooperative Principles in EFL Classroom Interaction at PKPBI UIN Maliki Malang: A Sociopragmatic Approach” as one of the requirements for the degree of *Sarjana Sastra* (S.S.) in Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia.

Moreover, the writer expresses her deepest gratitude to Dr. Agwin Degaf, M.A as the advisor who has taken the time to listen, provide advice, direction and guidance for all the ignorance and confusion that the writer faces in completing this thesis. With all humanity and sincerity, I would like to extend my gratitude to Dr. M. Faisol, M.Ag., as the Dean of the Faculty of Humanities, Ribut Wahyudi, M.Ed., Ph.D. as the Head of the Department of English Literature and to the lecturers in the Department of English Literature that the writer cannot mention one by one, for all knowledge that has been given to the writer so far. The writer also does not forget to thank all the staff of the English Literature Study Program, Faculty of Humanities staff and PKPBI staff who have provided assistance and cooperation so that the writer can study smoothly and be able to finish this thesis well.

Furthermore, on this occasion I would like to say a big thanks to the two people who have made the most contributions in my life, Dwi Joko Purnomo, my superhero who I usually call *Bapak* and Yatmi, the greatest woman I call *Ibu*. Thank you for your permission to go abroad, thank you for all the prayers that never stop, thank you for the encouragement and motivation that has been given to me. Also, thank you for the phrase *masalah besar dibikin kecil, masalah kecil jangan dibikin besar* which *Bapak* always said to me so that I can survive until this moment. Thanks also to my brother, Hanya Denova, and my cousin, Andiena Kesya Febyan, who have supported me in the process of writing a thesis. The writer also thanks to my uncles, Joko Haryanto, Ivan, and Poedjiyono, and my aunts, Rahayu Kurnia and Agustina, for their support and prayers so that the writer can carry out this study.

The writer also thanks to my dearest friends Nilla, Iva, Shinta, Siska, Farida, Fraya, and Windi who always accompany, encourage, motivate and share in every situation.

Finally, the writer realizes that this work is far from perfect. However, the writer hopes that this work can provide benefits and inspiration for all readers to create new better works.

Malang, 16 May 2023

The researcher,

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ABSTRACT

Oktaviabri, Reza (2023) *Cooperative Principles in EFL Classroom Interaction at PKPBI UIN Maliki Malang: A Sociopragmatic Approach*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Agwin Degaf, M.A.

Key words: Cooperative Principle, Observance Maxim, Non-observance Maxim, Social Aspects, EFL Classroom Interaction

Communication is an activity that humans need in everyday life. The conversation will be successful if both participants are cooperative in speaking. There is a principle of using language that discusses cooperation in conversation, namely the cooperative principles by Grice (1975). This study aims to analyze the observance maxim and non-observance maxim to the principle of cooperation used by lecturers and students of the PKPBI course in the Department of Sharia Economic Law, UIN Maulana Malik Ibrahim Malang. Furthermore, to find out how participants choose speech, the researcher also describes social aspects using SPEAKING theory from Hymes (1974). To analyze the data, researchers used qualitative methods and a sociopragmatic approach. In this study, the researcher made direct observations in classes A, B, and C for one week. From this study, the researcher found 123 data on the fulfillment of maxims and flouting of maxims from the conversations between lecturers and students. There are 92 data on fulfillment of maxims, 29 data on flouting of maxims, and 2 data on the combination of flouting of maxims. Based on this, they obey the maxims more often than they do not. The quantity of as much as 41 (45%) of data fulfills the dominant maxims. As for the others, 19 (21%) data on the maxim of relevance, 17 (18%) data on the maxim of manner, and 15 (16%) data on the maxim of quality. For maxim violation, the researcher found 20 (69%) flouting the maxim, 6 (21%) violating the maxim, and 3 (10%) infringing the maxim. The social aspects in the form of the SPEAKING component include S (settings or scene): in class, in the morning, P (participants): lecturers and students, E (ends): giving explanations and giving orders, A (an act of sequence): words of education, using polite and relaxed language so that it seems familiar, K (keys): serious, enthusiastic, joking, I (instrumentality): spoken language, N (norm): religious norms and politeness norms, and G (genre): dialogue and narrative. The results of this study indicate that the class runs effectively because the speech participants contribute well.

ABSTRAK

Oktaviabri, Reza (2023) *Prinsip Kerjasama dalam Interaksi Kelas EFL di PKPBI UIN Maliki Malang: Pendekatan Sociopragmatic*. Skripsi. Jurusan Sastra Inggris, Fakultas Ilmu Budaya, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Agwin Degaf, M.A.

Kata kunci: *Prinsip Kerjasama, Pemenuhan Maksim, Pelanggaran Maksim, Aspek-aspek Sosial, Interaksi Kelas EFL*

Komunikasi merupakan kegiatan yang dibutuhkan manusia dalam kehidupan sehari-hari. Percakapan akan berhasil jika kedua peserta kooperatif dalam berbicara. Ada prinsip penggunaan bahasa yang membahas kerjasama dalam percakapan, yaitu prinsip kerjasama menurut Grice (1975). Penelitian ini bertujuan untuk menganalisis maksim ketaatan dan maksim ketidaktaatan prinsip kerja sama yang digunakan dosen dan mahasiswa mata kuliah PKPBI Jurusan Hukum Ekonomi Syariah UIN Maulana Malik Ibrahim Malang. Selanjutnya, untuk mengetahui bagaimana partisipan memilih ujaran, peneliti juga mendeskripsikan aspek-aspek sosial dengan menggunakan teori SPEAKING dari Hymes (1974). Untuk menganalisis data, peneliti menggunakan metode kualitatif dan pendekatan sosiopragmatik. Dalam penelitian ini, peneliti melakukan observasi langsung selama 1 minggu di kelas A, B dan C. Dari penelitian ini, peneliti menemukan 123 data pemenuhan maksim dan pelanggaran maksim dari percakapan dosen dan mahasiswa. Terdapat 92 data pemenuhan maksim, 29 data pelanggaran maksim dan 2 data kombinasi pelanggaran maksim. Berdasarkan hal tersebut, mereka lebih sering mematuhi maksim daripada tidak mematuhi maksim. Pemenuhan maksim dominan yang digunakan adalah maksim kuantitas sebanyak 41 (45%) data. Adapun yang lainnya, 19 (21%) data maksim relevansi, 17 (18%) data maksim cara, dan 15 (16%) data maksim kualitas. Untuk pelanggaran maksim, peneliti menemukan 20 (69%) data *flouting the maxim*, 6 (21%) *violating the maxim*, dan 3 (10%) *infringing the maxim*. Aspek-aspek sosial berupa komponen SPEAKING meliputi: S (settings or scene): di kelas, pagi hari, P (participants): dosen dan mahasiswa, E (ends): memberi penjelasan dan memerintah, A (act of sequence): kata-kata pembelajaran, menggunakan bahasa yang santun sehingga terkesan akrab, K (keys): serius, antusias, bercanda, I (instrumentality): bahasa lisan, N (norm): norma agama dan norma kesopanan, dan G (genre): dialog dan narasi. Hasil dari penelitian ini menunjukkan bahwa kelas berjalan efektif karena peserta tutur berkontribusi dengan baik.

مستخلص البحث

أوكتافيا بري، ريزا (2023). مبادئ التعاون التفاعل في فصل (EFL) PKPBI البحث العلمي. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور أغوين ديغاف، الماجستير

الكلمات الرئيسية: مبدأ التعاون، تحقيق الحد الأقصى، انتهاك مكسيم، الجوانب الاجتماعية، التفاعل في فصل EFL.

التواصل هو نشاط يحتاجه البشر في الحياة اليومية. ستكون المحادثة ناجحة إذا كان كلا المشاركين متعاونين في التحدث. هناك مبدأ لاستخدام اللغة يتناول التعاون في المحادثة، وهو مبدأ التعاون وفقاً لجريش 1975 تهدف هذه الدراسة إلى تحليل الحد الأقصى للطاعة وحدود العصيان لمبدأ التعاون الذي يستخدمه المحاضرون وطلاب دورة PKPBI، قسم القانون الاقتصادي الشرع بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. وكذلك لمعرفة كيفية اختيار المشاركين للأقوال، تصف الباحثة أيضاً الجوانب الاجتماعية باستخدام نظرية الكلام من هيميس 1974. استخدمت الباحثة لتحليل البيانات منهجاً نوعياً ونهجاً اجتماعياً براغماتياً. في هذه الدراسة وجدت الباحثة ملاحظة مباشرة لمدة أسبوع واحد في الفصول أ و ب و ج. ووجدت الباحثة من هذه الدراسة بيانات 123 عن تحقيق المبدأ وانتهاك المبدأ من محادثات المحاضرين والطلاب. هناك بيانات 92 عن الوفاء بالمبدأ، وبيانات 29 عن الانتهاك المبني وبيانات 2 عن مزيج من الانتهاك المبني. بناءً على ذلك، غالباً ما يمثلون للحدود القصوى أكثر من العصيان. إن الحد الأقصى السائد المستخدم هو الحد الأقصى للكمية الذي يصل إلى 41 (45٪) من البيانات. أما بالنسبة للبيانات الأخرى، فإن 19 (21٪) من البيانات ذات الصلة، و 17 (18٪) من بيانات الطريقة، و 15 (16٪) من بيانات الجودة. لانتهاك المبدأ، وجد الباحثون أن 20 (69٪) ينتهكون المبدأ، و 6 (21٪) ينتهكون المبدأ، و 3 (10٪) ينتهكون المبدأ. تشمل الجوانب الاجتماعية في شكل مكونات الكلام (*Speaking*) هي الإعدادات أو المشهد. في الفصل، الصباح، ف (المشاركون): المحاضرون والطلاب، هـ (انتهاء). تقديم التفسيرات والأوامر، أ (فعل التسلسل): تعلم الكلمات واستخدام لغة مهذبة ومريحة بحيث تبدو مألوفة، ك (المفاتيح): جاد، متحمس، مازح، أنا (الألة): اللغة المنطوقة، ن (القاعدة): الأعراف الدينية ومعايير الأدب، و غ (النوع): الحوار والسرد. تظهر نتائج هذه الدراسة أن الفصل يعمل بشكل فعال لأن المشاركين في الكلام يساهمون بشكل جيد.

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CHAPTER I

INTRODUCTION

A. Background of Study

The effectiveness of interaction between educators and students in conveying and receiving learning is very necessary. As social beings, humans in life need to communicate and interact with society. Interaction in the teaching process has an important role to explain, and inform subject matter. However, in reality it is not uncommon in the teaching and learning process, an ineffective interaction occurs. Based on a survey released by the Program for International Student Assessment (PISA) in 2018, the quality of education in Indonesia is ranked 72nd out of 77 countries. This data puts Indonesia in the bottom six ranks, still far below neighboring countries such as Malaysia and Brunei Darussalam. One of the reasons for this problem is the ineffectiveness of the communication process that exists between educators and students.

Interaction is a matter of mutual action in the teaching and learning process in which there is a relationship between students and lecturers to achieve a goal. Those involved in the interaction are expected to contribute to the conversation. Because as we know, every lecturer has a characteristic in conveying learning. The interaction that occurs between lecturers and students can be one of the benchmarks in the effectiveness of communication in learning. Interaction in class is very influential in the learning process because it can influence students' understanding of mastery of the material. Therefore,

collaboration in conversation is needed in the world of education so that a conversation can be well received.

There are two important things that must be considered in using language to communicate. First, there is the principle of using language that discusses cooperation in conversation, namely the cooperative principle by Grice (1975). The working principle is described as an assumption in a conversation that builds a meaningful shared goal for both the speaker and the hearer. With this cooperative principle, the dialogue between the speaker and the speech partner will be effective. Second, the social aspects contained in each utterance also need to be discussed. Teaching and learning interactions between lecturers and students are social actions. Communication in the classroom is a reciprocal action to achieve a goal. In communication, a social aspect is contained without us realizing it, such as who the participants are saying, when and where the speech occurs. The social aspect affects the choice of speech because if the social aspect is different, the resulting speech will also be different (Wirawati, 2013). That way, social aspects need to be understood by each participant so that communication becomes effective.

The two aspects above have become parts that need to be understood by every speech participant. They are included in the combination of sociolinguistic and pragmatic studies, namely sociopragmatic. Nodoushan & Ali (2006) explains that sociopragmatics discusses the forms and functions of language in certain social situations. It becomes interesting to study linguists because communication

has a significant role as a basic human need in daily life. That way, the researcher compiled it with several relevant previous studies on the same issue.

The current study discusses cooperative principles in conversation to complete the previous studies related to the recent research. Al-Sawaeer et al. (2022) discuss flouting maxims of cooperative principles used by comedians in the Jordanian stand-up comedy show *N20*. This study aims to identify what kinds of maxims the speakers violated and what reasons the speakers violated the maxims. The research used qualitative methods. The result of the study shows that speakers break various types of maxims to create humor. Whereas, Zheng & Wang (2019) discuss the implications behind literal meaning in the novel with Grice's theory of cooperative principles. Also, Ye, (2022) and Dong et al. (2022) discuss the violation of maxims spoken by the characters in the film. Those research using qualitative methods to analyze the data. Those studies aim to know how personalities can be represented through cooperative principles. The objective results show that the characters in the object of those studies violate the four types of maxims, and the character's personality is reflected in the conversation. A person can be identified by how their character through cooperative principles.

Cooperative principles can not only be found in objects such as films, novels, or talk shows. Cooperative principles are closely related to daily life, such as the teaching and learning process in the classroom. Another research related to cooperative principles has been done by Widiaasri et al. (2019), which discusses the cooperative principle applied in the classroom teaching and learning process

and knowing the cooperative principle relationship between teachers and students. The method used is descriptive qualitative. The results of this study indicate that formal situations dominate the learning process. Teachers and students fulfill all kinds of maxims to create an effective and efficient atmosphere. In contrast, research by Wahyudi et al. (2020) shows that the teacher and students have violated the maxim. This violation hurts the teaching and learning process. The method used is qualitative descriptive. This study found four adverse effects: Students needed clarification on the information presented, help to understand the lesson, and the class atmosphere became rowdy and noisy. The teacher's presence should have been addressed. These two studies show that the application of fulfilling and violating maxims in the classroom is essential to get a balanced result.

There are several researchers who discuss the same problem with this study, namely the social aspect. Pishghadam (2021) discusses the importance of cultural issues that exist in different societies. The results of this study show because people may not know each other well in online environments and because every word they use will accidentally evoke different feelings in their listeners, the importance of these emotions in discussion is even more crucial. Next, the research by Zhao (2019) reports on a thirteen-week action research experiment that was carried out with 67 first-year Chinese state university students who weren't majoring in English but were attending a required general English course. We created and conducted an intervention that allowed English as a Foreign Language (EFL) students to think about how the realization of a speech act is

affected by a variety of contextual elements using English professional scripts as the source of actual dialogues. The findings demonstrate that English screenplays contributed to the growth of Chinese EFL students' metapragmatic awareness by giving speech acts rich conversational, social, and literary settings. Both of these studies used qualitative methods and SPEAKING by Hymes theory.

Research on the field of sociopragmatics has been carried out by McConachy (2019). The research discusses the teaching and learning of a second language as an intercultural endeavour using a literature review. This study uses qualitative methods. In order to demonstrate some of the ways that collaborative meta-pragmatic reflection in the classroom opens up possibilities for exploring various cultural assumptions drawn from the L1 and L2, which come into play when interpreting aspects of L2 pragmatics, the paper uses data from an English language classroom in Japan. The finding of this research shows that particularly when interpersonal assessments are involved, it is evident that the pragmatic interpretation of an L2 involves cultural presumptions associated with several languages.

Also, research conducted by Revita et al., (2021) discusses the interaction of middle-aged ladies using cooperative ideas while cooking for the bridal party. The study is carried out in 2 regencies of West Sumatera, Indonesia, utilizing a qualitative methodology. In the field, data were gathered and notes were made regarding 27 women who were chosen by purposive sampling. These women ranged in age from 45 to 60. According to the findings, the middle-aged women who interacted in the wedding party's kitchen only used two of the four

cooperation principle maxims. The maxims are the maxims of quantity and quality, respectively. A certain number of statements went against the cooperative principles maxim. If Grice's theory is used as the foundation, many of the utterances discovered are classified as violating the maxims. That does not, however, apply to the statements made by a group of middle-aged Minangkabau women during the cooking ritual. It's because social and cultural factors must be taken into account while comprehending and evaluating these utterances.

From the discussion above, the researcher discussed violation maxims in any context and object. There is the research that show the violation maxim to produce humor. Also, by violating maxims, someone can show their personality. In addition, in the educational aspect, cooperative principles play an important role because it involves the success or failure of learning. Based on previous studies, fulfillment and violation of maxims show different results. Because in a conversation, the interlocutor does not always violate maxims. Compliance with maxims also needs to be analyzed to understand cooperative principles better. Therefore, research on obeying and disobeying must be conducted, not just choosing one.

In addition, there is research that discusses social aspects in terms of culture and learning. In the cultural aspect, the problem of differences in background is an interesting issue, so it is necessary to know the social background of each. In further research that discusses SPEAKING in their learning using Chinese EFL objects. There is a difference with this study in that

the object of this study is Indonesian EFL and it discusses all aspects of the SPEAKING component, not only cultural aspects.

Furthermore, this study discusses two important matters in the field of sociopragmatics to obtain in-depth results using theories from experts. In contrast to previous studies that discussed sociopragmatics using existing literature reviews. In addition, other studies discuss cooperative ideas while cooking for the bridal party, while this study uses class objects.

Analyzing the lecturer's utterances in conveying material is essential to do. The acceptance of material by students through cooperative principles also strengthens the argument that the material is appropriately given. Therefore, this study will continue the existing gap through the object of lecturer and students' interaction on the teaching and learning process of the *Program Khusus Pengembangan Bahasa Inggris* (PKPBI) at the Department of Sharia Economic Law, Faculty of Sharia, UIN Maulana Malik Ibrahim Malang. This research is conducted because the discussion about cooperative principles shows the phenomena in daily human life that can be explained linguistically.

According to guide book of the Language Center (2020), PKPBI consists of 2 main programs, namely General English and TOEFL. Both programs are given to all students majoring in non-English in 3rd and 4th semesters. In the third semester, students will receive a general English class focusing on four basic skills: speaking, listening, reading, and writing. Meanwhile, students will be given a TOEFL class in the fourth semester. It becomes a compulsory subject taught in the 4th semester because UIN Malang has branded itself as a World-Class

University aiming to teach students Arabic and English. The TOEFL score is crucial for all students to apply for jobs or other opportunities that require TOEFL as a condition, as opposed to being a standard test to gauge students' performance at the start and conclusion of an intensive class. Conversely, all UIN Malang students must get a TOEFL score of at least 450 to take the comprehensive exam. Hence, getting a high TOEFL score is crucial.

Not all students enrolling in TOEFL classes in the fourth semester showed high TOEFL scores, despite the importance of doing so. According to Muslimin (2014), 4th-semester students of the Architecture Program of the Science and Technology Department and Islamic Family Law Program of the Sharia Department show that the problems to do TOEFL test 65% of students mentioned the lack of vocabulary as the dominant factor, 25% students believed grammar as the next factor, and 10% students thought that listening part speed as the last factor. On the other hand, the element that causes them to have vocabulary problems is that the vocabulary used in the TOEFL test is precise for topics such as biology and geographical terms (Muslimin, 2014).

Moreover, the TOEFL score data for PKPBI UIN Malang students who showed the lowest results were in the Sharia Faculty with an average TOEFL score of 450 at the pre-advanced level. The Sharia Faculty consists of 4 departments, each with a different average TOEFL score. First, the Department of Islamic Family Law with an average score of 464 at the pre-advanced level. Second, the Constitutional Law major has an average score of 449 at the pre-advanced level. Third, the Al-Quran and Tafsir Sciences Department has an

average score of 448 at the pre-advanced level. Last, the Islamic Economics Law major has an average score of 438 at the pre-advanced level. Based on these data, the researcher chose to major in Sharia Economic Law as a research subject because of their low English proficiency. To overcome these problems, students must actively participate when learning. Increasing the practice of speaking English and asking questions in English will help them achieve a high TOEFL score. Moreover, the role of the lecturer in applying the learning method also needs to be considered, whether it is effective or not. That is why researchers conduct research in the Department of Sharia Economic Law, Sharia Faculties, to determine whether learning is implemented well through cooperative principles.

In the current study, the theory used by the researcher to analyze the utterances of the lecturer and students in the Department of Sharia Economic Law at PKPBI class of UIN Maulana Malik Ibrahim Malang is the conversational theories in pragmatics, namely the cooperative principle and SPEAKING theory by Hymes (1974). Cooperative principle is a term used in conversation to provide sufficient information for both the speaker and the listener (Grice, 1975). Speakers always try to make their speech clear, easy to understand, relevant to the context, concise and always on the issue (Firda & Hidayat, 2021). It is summarized in the maxims contained in the cooperative principle. If the interlocutor responds to the speaker with an utterance that is not exaggerated, does not lie, is appropriate to the topic of conversation and is not ambiguous. He has fulfilled a maxim which is called the observance maxim. There are four maxims, including the maxim of quantity, the maxim of quality, the maxim of relevance

and the maxim of manner. If the speaker does not follow the maxim, the speaker breaks the non-observance maxim. The researcher also used the theory by Hymes (1974) is SPEAKING. It is a mnemonic for *setting* and *scene*, *participants*, *ends*, *the act of sequences*, *key*, *instrumentalities*, *norms*, and *genres*. Using these theories, it will produce a detailed explanation of the data.

The researcher is interested in analyzing the interaction between lecturer and student in the teaching and learning process through the cooperative principle by Grice (1975) and SPEAKING by Hymes (1974). With the cooperative principles strategy in communicating, it will create effective communication between speakers and speech partners. Also, understanding social aspects in daily life will provide more effective communication, especially in learning. The teacher carries out the process of delivering material in the classroom to organize class activities. The success or failure of the delivery of the material must be seen from the student's point of view in responding to the teacher's speech during the question and answer session. For these reasons, this research is considered vital because it reveals how cooperative principles and social aspects are applied in daily life, especially in teaching and learning. Therefore, the discussion about the application of cooperative principles in the class becomes important.

Consistent with the above explanation, the researcher assumes that the lecturer and student fulfil and violate maxims. Students in the PKPBI class are students from several non-English majors. As the student of EFL, they do not have an English background. They are not native speakers who didn't get the intensive learning English. So, some of them need clarification when the

interlocutor talks in English very quickly and uses the indirect meaning of their communication. The language used in daily life also uses Indonesian as the mother tongue, not English. Based on that, the study's goal is to find out the kinds of observance maxim in cooperative principles used by lecturers and students in the teaching and learning process of PKPBI at the UIN of Maulana Malik Ibrahim Malang. Next, to find out the kinds of the non-observance maxim in cooperative principles used by lecturers and students on the teaching and learning process of PKPBI at the UIN of Maulana Malik Ibrahim Malang. Then, to know the social aspects that influence the utterances by lecturers and students. For this analysis, the researcher uses the cooperative principle theory by Grice (1975) and social elements called SPEAKING by Hymes (1974).

B. Research Questions

1. How are the observances maxim of cooperative principles used by lecturers and students in the PKPBI class at UIN Maulana Malik Ibrahim Malang?
2. How are the non-observances maxim of cooperative principles used by lecturers and students in the PKPBI class at UIN Maulana Malik Ibrahim Malang?
3. What are the social aspects that affect lecturers and students in each of their utterances?

C. Significance of the Study

The present study discusses applying cooperative principles used by lecturers and students at the UIN Maulana Malik Ibrahim Malang. The researcher expects this study will contribute valuable theoretical and practical contributions.

Theoretically, it helps increase knowledge and extend information on linguistics, especially in sociopragmatics studies related to cooperative principles used by lecturers and students in teaching and learning. In addition, this study explains the causes of the use of cooperative principles and the social components that influence a person's choice of utterances. The researcher uses the theoretical framework by Grice (1975) about cooperative principles that consist of two categories, observance maxim and non-observance maxim and SPEAKING theory by Hymes (1974).

Practically, for students, this study is a good reference for increasing knowledge about cooperative principles in the classroom. Also, this study can help students better understand how to respond to lecturers in class. For lectures, this study can help find out whether the messages during learning are appropriately conveyed. That way, lecturers can evaluate the teaching process in class. Then, they can know the social aspects that influence the utterances by someone so that they can learn to use the appropriate words with different social conditions. In addition, for those who want to research a similar topic, this study can inspire them to conduct deeper research to better understand cooperative principles in EFL classroom interaction.

D. Scope and Limitations

This study focuses on analyzing the cooperative principle in the conversation of teaching and learning in the PKPBI UIN Maulana Malik Ibrahim Malang class, especially in the Sharia Economic Law major. The researcher intends to describe how cooperative principles are applied by lecturers and

students. Grice's (1975) cooperative principles theory serves as this study's theoretical framework. Cooperative principles are divided into two categories. First, observance maxims consist of the maxim of quantity, the maxim of quality, the maxim of relevance and the maxim of manner. Second, non-observance maxims consist of flouting the maxim, violating the maxim, infringing the maxim, opting out of the maxim, and suspending the maxim. Moreover, this research also analyses the social aspects of lecturers' and students' communication. This research will discuss the utterances by the lecturers and students in EFL classroom interaction at the UIN Maulana Malik Ibrahim Malang.

This study only analyzes the utterances of lecturers and students in the PKPBI class of the Sharia Economic Law Department. The researcher will only examine the utterances of some of the courses in the fourth semester PKPBI. Furthermore, the data are only taken from the PKPBI class in the A, B, and C classes at Sharia Economic Law Department. The period for taking the data is only one week. The research identifies verbal utterances from a linguistics point of view.

E. Definition of Key Terms

1. Cooperative principles are principle of conversation that was proposed by Grice 1975 which describes how a person communicates in a conversation so that it is effective in a social context and the meaning of the utterance is conveyed clearly.

2. Observance maxim is a category of cooperative principles by Grice if the speakers obey the maxim. Types of observance maxims are maxim of quantity, maxim of quality, maxim of relevance, and maxim of manner.
3. Non-observance maxim is a category of cooperative principles by Grice which shows the act of breaking the maxim. Types of this category are flouting the maxim, violating the maxim, opting out the maxim, and suspending the maxim.
4. Social aspect is component that exists in the activities of human relations with their surroundings.
5. Classroom interaction is the process of giving and receiving learning material in a class. The participants involved are teachers and student.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Sociopragmatics

Sociopragmatics is a branch of study on pragmatic. Pragmatics is a study that discusses the function of using language as a means of communication. In order for the communication to occur properly, pragmatics comes with provisions in the language aspect. Pragmatic studies are always focused on the problem of using language in a society when socializing (Zamzani, 2007). Parker (via Rahardi, 2005) states that pragmatics is a branch of linguistics that studies the structure of language externally. Pragmatics is the science of language that studies the conditions of human language use which is basically determined by the context that embodies and the background to the use of that language (Rahardi, 2005).

Pragmatics focuses on the meaning of an utterance. Pragmatics studies the relationship between language and context by focusing on words in text, context, and function (Cutting, 2002). The speaker plays an important role in this, so that what is said can be understood by the listener. In addition, speakers can also influence others to be interested in what is being discussed. In addition, every human being who communicates, the utterances that are spoken are sometimes ambiguous and difficult to understand. With pragmatics, the implicit meaning can be understood by its implied meaning. Yule (2006) argues that pragmatics is a science that recognizes the meaning even it is not actually written or spoken. It

can be concluded that pragmatics is an approach that teaches how the meaning in an utterance can be known.

From that, we know that pragmatics is closely related to context. The context contained in an utterance comes from social conditions. This pragmatic relationship with social conditions is compatible with linguistics which discusses the use of language in social aspects, namely sociolinguistics (Nababan, 1987).

Chaer and Agustina (2010) argue that sociolinguistics is an interdisciplinary science between sociology and linguistics, two fields of empirical science that have a very close relationship. So, to understand what sociolinguistics is, it is necessary to first discuss what is meant by sociology and linguistics. Sociology tries to find out how society came about, took place, and continues to exist. By studying social institutions and all social problems in a society, it will be known how to adapt to the environment, how they socialize, and place themselves in their respective places in society. Meanwhile, linguistics is an interdisciplinary field of science that studies language in relation to the use of that language in society.

Sociopragmatics can be concluded that this science focuses on the use of language in a cultural society in certain social situations. According to Crystal (2008), the sociopragmatic approach starts from examining the social background of the conversation participants in an interaction, then examining the ways in which different factors, such as age, gender, social class, cause people to choose a particular utterance.

B. Cooperative Principles

The success of the conversation between the speaker and the speech partner can be created if the rules of cooperative principle are followed. The cooperative principle was first introduced by the famous philosopher named Herbert Paul Grice. According to Grice (1975), a conversation requires cooperation between speakers and speech partners to achieve the desired goals. The principle governing cooperation between speakers and speech partners in a conversation is called the principle of cooperation. Grice divides the principle of cooperation into four maxims; maxim of quantity, maxim of quality, maxim of relevance, maxim of manner. These maxims can be expressed as be brief, be true, be relevant, and be clear. It has its own role in making the conversation cooperative. If the speaker and the interlocutor complement each other's conversation and their speech can be understood, then they are observation maxim. Otherwise, they are doing non-observance maxim.

1. Observance Maxim

There are four types of observance with Grice's maxims, namely maxim of quantity, maxim of quality, maxim of relevance, and maxim of manner.

a. Maxims of Quantity

Grice stated that the maxim of quantity expects the speaker to contribute sufficiently to the conversation (Yule, 2006). When someone asks about something, the speech partner must answer as the informative answer, don't say too much. The speakers say just enough so they don't commit a violation. Even

though providing a lot of information can be useful, in the cooperative principle this does not apply. This maxim requires the speaker to provide information that is only needed.

For example:

Dina: Hei! Have you seen Meila?
Citra: **No**

The above conversation is a type of maxim of quantity because Citra gave the information sufficiently. She said that she had not seen Meila without providing additional information.

b. Maxims of Quality

The maxim of quality requires the speaker to speak the truth. Someone does not like it when the information provided is false. The maxim of quality is a maxim about saying something that is real, according to facts and can be proven. An utterance can be said to have good quality maxims if the utterance is in accordance with the facts, in accordance with the actual situation, and not making it up. Such discrepancies will lower the quality of speech (Rahardi, 2005).

For example:

Edward: When is cultural studies exam?
Andrew: **This Friday**

The conversation above between Edward and Andrew is a kind of maxim of quality because Andrew says a fact. He provided information that a cultural studies examination would be held on Friday and his words could be proven.

c. Maxims of Relevance

The maxim of relevance is that cooperation between speakers and speech partners can be well established if each participant is said to be able to make a contribution that is relevant or appropriate about something being spoken (Rahardi, 2005). According to Megah & Wahyuni (2018), the maxim of relevance is not getting out of the conversation topic and staying in the discussion.

For example:

Iva: Do you like spicy food?

Ida: **Of course I do**

Iva: What food do you like?

Ida: **Seblak, how about you?**

Iva: Me too. Let's make seblak at my house sometime

Ida: **Sure**

The conversation above is a type of maxim of relevance because their conversation doesn't go off topic, namely spicy food. They both like spicy food and finally they decided to make seblak together.

d. Maxims of Manner

Maxim of manner is a maxim that requires participants to speak briefly, clearly, and unambiguously. Grice cited in Grundy (1996) argues that the maxim of manner is when the speakers do not say something ambiguous, obscure, or disorderly and unnecessary prolixity.

For example:

Ambar: What drink would you like to drink? Cold or hot?

Fraya: **I want to drink ice tea**

The conversation is a type of maxim of manner because the answer given by Fraya is clear and unambiguous so that the partner he says understands what she wants.

2. Non-observance Maxim

Communication is an important aspect of human life. In carrying out a conversation, fulfilling the four maxims of the principle of cooperation has a positive impact because it can clarify speech so that the information conveyed can be understood properly. However, not everyone can fulfill these maxims. People sometimes break the maxims deliberately for different reasons, one of which is to cover up a lie. Grice divides the types of non-observance maxims into five, those are: flouting, violating, opting out, infringing, and suspending.

a. Flouting the Maxim

Flouting the maxim occurs when the speaker does not adhere to the cooperative principle but expects the interlocutor to understand the implied meaning of his utterance. When violating maxims, the speaker assumes that the person being spoken to understands that the utterance should not be taken for granted so that they are expected to be able to deduce the implied meaning of the utterance. In many cultural contexts, it is socially unacceptable to always say explicitly what is on the mind unless the speaker knows the interlocutor well.

For instance:

Robert: Where are you from?

Chris: **I am from Central Java, more precisely in the city of Semarang. But the plan is that I will move to Malang because my father's job requires me to move actually, I don't want to move to Malang because I am someone who can be considered difficult to adapt to a new environment.**

Chris's statement is a type of flouting maxim, especially the maxim of quantity. Robert, who is Chris' new neighbor asks him where he is from. But, Chris gave too much unnecessary information. This is what makes the conversation dominated by Chris and break the cooperative principles.

b. Violating the Maxim

Violating is a type of violation that is done to make the listener not understand what the speaker is teaching. The speaker intentionally provides insufficient information, says something that is insincere, irrelevant or ambiguous, and makes the hearer make the wrong assumption and think that they are actually working together. This violation is carried out by speakers to make listeners not understand by using implicature.

For example:

Ocha: How much salary do you work?

Dita: **I've been working for a long time**

Dita's answer is a type of violation maxim manner. When she was asked about her salary which is a sensitive question. Because she didn't want to reveal the truth, she answered ambiguously which made the listeners not understand what she was saying.

c. Opting Out the Maxim

Opting out is a type of non-observance maxim that occurs when the speaker really has to violate the maxim due to reasons such as being bound by a code of ethics, reasons of propriety, and legal issues. All of these things are confidential things that cannot be shared freely. The example of opting out the maxim:

Journalist: What is the victim's name, sir? Can you tell us?

Police: **We are still waiting for the victims to come**

What the police said was a type of opting out the maxim of relevance. The police deliberately violated the maxim to comply with the law that cannot disseminate information on accident victims before the victims know what their relatives are experiencing.

d. Infringing the Maxim

Infringing is a type of non-observance maxim when the speaker has a deficiency in his language skills. For example, children who are not able to speak the language perfectly, foreign students who are studying abroad and have not mastered the native language where they study, or maybe someone who has cognitive impairments or someone who is not conscious when speaking because he is in a state of drunk. In addition, this type can also be applied when the speaker has little knowledge about the topic being discussed.

For example:

Teacher: How are you guys? I hope you're always healthy.

Student: **No, ma'am, just okay**

In the conversation above the student does not understand and is unable to master English because he is not a native English speaker. With his condition like that, he answered with infringing maxim of manner because his speech was ambiguous and made the teacher not understand what he was currently saying.

e. Suspending the Maxim

Speakers cannot provide clear and brief information in this type of non-observance. When there are culturally specific or specific circumstances that make it impossible for the speaker to speak directly, such as the use of forbidden terms, the maxim is suspended.

C. SPEAKING by Hymes (1974)

In communicating someone needs to know the social background of the conversation participants. This is because by examining it, where different factors, such as age, gender, social class, will cause people to choose a particular utterance. Social background and determinants are known as speech components. Hymes (1974) put forward a science to study how people speak, which is known as the speech component. In interaction, it is not enough just to know the context of speech, but also to know the social aspects of the speech participants. According to Hymes (1974), there are eight speech components that have the abbreviation SPEAKING. The components are as follows:

a. Setting and Scene

Setting is included in the situation in communication. The location or place where the conversation takes place that belongs to the physical setting is the setting, for example in a park, school, and other places. While the scene refers to

the situation of place and time, or the psychological situation of the conversation. Different times, places and speech situations can lead to the use of different language variations.

b. Participants

Participants are the parties involved in the conversation, which can be speakers and listeners, greeters and addressees, or senders and recipients (messages).

c. Ends

Ends are the goals to be achieved in uttering an utterance as stated by Hymes (1974) that Ends, Purpose, & Goals are the objectives of the speech acts performed, for example, to amuse, hide, and explain.

d. Act Sequence

Act sequences are matters relating to how to choose words, the relationship between speech and topics in conversation which can also be said as the content of utterances or utterances. Like the form of speech in public lectures, in ordinary conversations, and in parties are different. Likewise, with the content discussed.

e. Key

The key is the form of the manner and tone of speech delivery. This can be seen from the participants' speech, whether in a happy tone, seriously, briefly, arrogantly, mockingly and so on. This can also be seen from body gestures.

f. Instrumentalities

Instrumental is a form of delivery that can be either oral or written and is included in the tools used in conveying speech. These instrumentalities also refer to the speech code used, such as dialect.

g. Norms

Norms are rules in communicating both implied and implied. Norms convey speech that refers to the rules that apply including the norms of interaction and their interpretation, such as in a subtle, rough, or open way.

h. Genre

Genre is a category of forms of conveying messages such as fairy tales, poetry, speeches, and so on.

D. Classroom Interaction

In general, interaction is a reciprocal relationship between humans with one another (Soetomo, 1993). Humans as social beings cannot live without interaction with other people. Interaction does not pay attention to the relationship between individuals whether it is friendship or hostility, formal or informal, face to face or not. Wulansari (2009) argues that social interaction is a general form of social process that involves individuals with individuals, individuals with groups, or groups with groups. The interaction process can occur anywhere, such as in the classroom. Class interactions involve teachers and students. Richards (2008) stated that classroom interaction is a structure of verbal and non-verbal communication as well as the kinds of social connections that take place there. Verbal engagement in an EFL classroom refers to

communication that takes place through instructor and student conversations. While non-verbal interaction refers to the teacher and students' gestures or facial expressions when they speak without using words, verbal interaction occurs when the teacher and students converse.

Classroom interaction involves more than just students participating in the teaching and learning process and imparting their knowledge of a subject to one another; it also involves how each student feels about the other students in the room. Because students discuss and share with one other in class, classroom interaction will encourage collaborative learning. It means that through classroom contact, the students will develop positive interpersonal relationships.

The teacher will be able to tell how much the pupils are participating in class and how well they take the time to talk to one another. In addition, it's crucial for the instructor to assess the effectiveness of their instruction in order to make any necessary changes. The teacher needs to control student interaction. The pupils will be out of control and boisterous if the teacher cannot control the classroom engagement. The process of teaching and learning will be undermined. A good classroom interaction also depends on how the teacher offers the pupils a chance to converse to one another.

CHAPTER III

RESEARCH METHOD

This part presents and discusses the methods used by researcher in the current research method, which consists of research design, research instrument, data source, data collection, and data analysis.

A. Research Design

This study intends to analyze the types of cooperative principles and social aspects used by lecturers and students. The researcher chooses a constructivist worldview because this data will be constructed for the meaning of the utterances by the lecturer and students. This research used a qualitative paradigm to explain the aims because it has few qualitative points. First, this study aims to understand the types of cooperative principles used to deliver and receive messages. Second, the data findings in this study will be explained using phrases and sentences. Last, the data used natural settings. Furthermore, the researcher uses the sociopragmatics approach to the theoretical framework because the researcher investigates the cooperative principles and social aspects of classroom interaction.

B. Research Instrument

Based on qualitative research, the instrument of this study is human. The researcher becomes the main instrument of this research. She collects the data by making direct observations. She participates in class when teaching processes and analyzes cooperative principles between lecturers and students. She also analyses social aspects that occur in the classroom. She obtains research information

through EFL classroom interaction. She listened to and recorded speeches in class between lecturers and students during the teaching and learning process.

C. Data Source

The primary data used in this study are verbal language produced by the lecturer and student in PKPBI class of the Sharia Economic Law Department. For further details, the researcher will take classes A, B, and C in PKPBI, majoring in Sharia Economic Law. The participants of this study are the lecturers and also the students. The researcher took data sources from the lecturers and students in the morning classes called regular classes that focus on writing and reading skills and afternoon classes that focus on listening and speaking skills. The researcher takes those classes because this research needs more interaction between teacher and student. Also, there are so many language phenomena spoken by lecturers and students. It is because students are not native speakers.

D. Data Collection

In collecting data, the researcher took various steps. The researcher conducted direct observation by following the offline class. The researcher collected speech data from three lecturers and students at the PKPBI class majoring in Sharia Economic Law for one week. This week is the second week that entered the fourth semester of PKPBI, which is the beginning of the initial stage of learning begins after the introduction of lecture contracts and syllabus in the previous week. Then, she listened and recorded conversations using her cell phone when participating in the teaching and learning process. Also, the

researcher used a note-taking technique to collect the data. Finally, the researcher collected all the data to study the utterance between lectures and students.

E. Data Analysis

In this study, the researcher analyzed the utterances produced by the lecturer and students in the class. The researcher used a qualitative method to know the observance and non-observance maxim types in cooperative principles. In analyzing the data, there are several steps used by the researcher. First, the researcher listens to the recordings of conversations between lecturers and students in class. Second, the researcher categorizes dialogue into observance maxims and non-observance maxims by Grice's theory (1975). To facilitate analysis, researchers use codes in each data finding. The code is (class/speech sequence/obs or non-obs), and obs are the “observance”, for example **(Morning.A/U21/Obs)**. Third, the researcher analyzed the utterances by lecturers and students that contained social aspects of Hymes's theory (1974). Moreover, the researcher started coding all the data to find cooperative principles dominating the data. After that, the researcher uses coded data to describe the analysis results in detail by describing the use context. Finally, the researcher concluded the finding based on the discussion.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the research findings and discussion. This chapter answers the research questions of this research about the cooperative principles that was found in PKPBI class of Sharia Economic Law Department. Also, the researcher will also present the social aspects that found in conversation between lecturer and students.

A. Findings

The researcher will present data on the observation and non-observance maxims. Also, to gain a more detailed understanding, the researcher explains the social aspects that affect the speech of lecturers and students. The researcher will discuss the social aspects in every utterance involving lecturers and students. It is important to understand the discussion of social aspects because they affect every utterance someone utters. The social aspects presented here are based on Hymes' (1974) speech component theory, namely SPEAKING. It consists of settings or scenes, participants, ends, acts of sequences, keys, instrumentalities, norms, and genres. The following are the results of an analysis of the social aspects contained in the speeches of lecturers and students in the PKPBI class of Sharia Economic Law Department.

1. Observance Maxim and Non-Observance Maxim

This section provides the findings of the observance and non-observance maxim data by the lecturers and students in the PKPBI UIN Maulana Malik

Figure 2. Non-observance maxim by lecturer and students

PKPBI classes are divided into two sessions: morning classes, called regular classes, that focus on writing and reading skills and afternoon classes, which focus on listening and speaking learning. There are six classes of researchers consisting of three-morning classes and three-afternoon classes. These classes are classes A, B, and C. To better understand the data, the researcher divided it into two sections based on the observance and non-observance maxims. In addition, the researcher will also group the data according to the types of maxims. In explaining the explanation, the researcher uses symbols for lecturer as (L) and student as (S). To facilitate analysis, researchers use codes in each data finding. The code is (class/speech sequence/obs or non-obs), and obs are the “observance”, for example (Morning.A/U21/Obs). Here is the analysis of each categorize maxim:

1.1. Observance Maxim

1.1.1. Maxim of Quantity

Context: This speech was spoken by lecturers and students of class A in the morning on February 27, 2023. The lecturer who taught was Mrs. I. This is the initial speech in class before entering learning.

Utterances:

L: So, what will we going to do in this class? Let's warming up, let's to wake up our main body. How many people? (Start counting and divide into groups). Right, I want you to write down your group and also the member of the group. On the other side, behind it write down number one until number ten. Got it? So first, write down number of the group

and the name, and then write number 1 until 10. Okay, what should you write down, I just repeat twice. Got it?

S: Yes, ma'am

(Morning.A/U4/Obs)

Analysis:

These utterances fulfil the cooperative principle of **maxim quantity** because the answers given by the student are few and to the point. The maxim of quantity requires the speaker to provide sufficient information. Based on the student's response, "Yes, ma'am", that they speak to female lecture, it can be concluded that the student understands the speaker's intent and is ready to take part in the lesson. That way, the lecturer's aim to carry out learning is conveyed correctly.

The speech occurred when the lecturer started the lesson. The component SPEAKING by Hymes is in this data. First, the speech component S (setting) in the utterance is in class. In addition, this is clarified by the lecturer's speech in the sentence "So, what will we going to do **in this class**?" The bolded phrases show that the teaching and learning process is carried out in class. Furthermore, the P (participant) in the utterance is the lecturer and the students. The lecturer of this class is female because the student called "ma'am". The E component (ends) of the lecturer's speech is to instruct students to form a group to start learning with games so that students don't get bored during lectures. Then, for component A (act of sequence) the student's speech "yes, ma'am" is a form of response to the lecturer's speech. Furthermore, the K (key) component in the lecturer's speech is to use an enthusiastic tone and then the students respond enthusiastically. For

component I (instrumentalities) the speech is delivered orally. Then, for N (norms) the student fulfills the politeness norm because he responds well to the lecturer. Lastly, for G (genre) in that speech is dialogue.

Based on the explanation of the SPEAKING components above, the same data was found in other research data. The component S (setting) is also found in all research data because conversations between lecturers and students occur during lectures. Furthermore, the component P (participant) was found in all research data with the same results, namely lecturers and students. Component I (instrumentalities) in all research data using oral. Also, for the G component (genre) in all research data is dialogue.

Context: Lecturers and students practice the observation maxim in this statement. This class is taught by lecturer Mrs. I. They enthusiastically joined the class on March 2, 2023.

Utterances:

L: Are you ready?

S: **Ready**

(Morning.B/U4/Obs)

Analysis:

The bold sentence includes **the maxim of quantity**. Learning in the classroom uses games to warm up before going into the material. After explaining how to play, the lecturer asked the students to line up, and then she asked the readiness of the students to participate in the game by asking, "Are you ready?". Then, the students' utterances stating their willingness to play are included in the

maxim of quantity because they give answers according to the lecturer's utterances.

The social aspects by Hymes component E (ends) in the lecturer's speech is to ensure that students are ready to take part in class learning. Then, for component A (act of sequence), students answer the questions that the lecturer gives by saying "ready." The answer indicates the component K (keys) that the student is enthusiastic about participating in the day's activities. Students fulfill N (norms) by answering the lecturer.

Context: The speech below is a speech between the lecturer and students in morning class B. If you don't want to come but if you don't, don't get caught. The lecturer who teaches is Mrs. I on March, 2, 2023.

Utterances:

L: Okay, now we are going to talk about context clues, synonym and antonym. So the first for reading we learn antonyms and synonyms. Any question?

S: **No ma'am**

(Morning.B/U5/Obs)

Analysis:

Statements in bold are a type of maxim of quantity. Previously, the lecturer explained that they would learn about context clues, synonyms, and antonyms after playing the game. Then, students answer "no, ma'am" which is in accordance with the maxim rules.

To start learning, the lecturer says “Okay, now we are going to talk about context clues, synonym and antonym” which is that utterance is include component E (ends) form SPEAKING theory. After that, the lecture asks, “Any question?” to ensure that no one does not understand between them. Then, students answer "No, ma'am", which means that everyone is ready to listen to the material that the lecturer will deliver. That way, the answer fulfils the principle of cooperation because it does not give excessive answers and can be accepted by the lecturer. For component A (act of sequence), students answer the lecturer's speech in polite language. K (keys) or the tone in this utterance is enthusiastic. Students respond politely to the lecturer's speech. It belongs to the N component (norms).

Context: This is the utterance between student and lecturer. This conversation happened in morning class C with lecturer Mr. M on 28, February, 2023.

Utterances:

L: Okay, which are the most common and which are special?

S: **The most common is topic, special is main idea sir**

(Morning.C/U7/Obs)

Analysis:

The above sentence is included in the observance **maxim of quantity**. The context of the conversation is that the lecturer asks students about the topic and main idea in sentences, "Okay, which are the most common and which are special?" Then, one of the students answered the lecturer's question with a sentence, "The most common is topic, special is main idea sir". This answer fulfils

the maxim of quantity because students provide information according to what the speaker asks without giving the excessive explanation.

Component E (ends) of the speech is to find out students' understanding of the learning material, so the lecturer asks "Okay, which are the most common and which are special?" Then, for aspect A (act of sequences) the lecturer's speech asks the students and then the students answer the lecturer's questions. The K component (keys) in the speech is serious because it is talking about the lesson. Students fulfill aspects of N (norms) because they answer the lecturer's questions, not just being silent.

Context: This is an example of maxim of quantity. Data was taken from morning C class with lecturer Mr. M on February, 27, 2023.

Utterances:

S: Can there be more than 1 main idea sir?

L: **No, it can't**

(Morning.C/U17/Obs)

Analysis:

The lecturer's statement above is a type of observation **maxim of quantity**. The context of the conversation is that the lecturer explains the material about the main idea, and students who are still unsure ask questions, "Can there be more than 1 main idea sir?" without giving excessive information, the lecturer answers the student, "No, it can't". The answer is by the portion so that it is included in fulfilling the principle of cooperation maxim of quantity.

The social aspect of component E (ends) in the speech is to find out students' understanding of the material. Then, for aspect A (act of sequences) student speech asks the lecturer and then the lecturer answers student questions. For K (keys) in the speech is serious. The N component (norms) in the speech above fulfills the politeness norm because when a student asks a question he mentions the word "Sir" which means a form of respect for the lecturer.

Context: This is an example of utterance between lecturer and student that fulfills the maxim of quantity. Data was taken from afternoon class B with lecturer. Mrs. R on February, 27, 2023.

Utterances:

L: How are you guys?

S: **Good ma'am**

(Aft.B/U2/Obs)

Analysis:

The bold sentence includes into **maxim of quantity**. The observance maxim of quantity occurs when students answer questions from the lecturer. Here, the student saying "Good ma'am" fulfils the principle of cooperation because the student's speech does not provide excessive information. The students answer the question from lecturer with enthusiastic. In the dialogue, students contribute to the success of the conversation by responding according to quantity.

The social component of aspect E (ends) in that speech is that the lecturer pays attention to students by asking how they are before class starts to increase familiarity. Then, for component A (act of sequences) in the speech, the lecturer

asks and the students answer. The K (keys) component of the utterance is enthusiastic. There are N (norms) in the speech because the lecturer asks how students are doing as a form of caring and students respond well to the lecturer.

Context: This is an example of utterance between lecturer and student that fulfills the maxim of quantity. Data was taken from afternoon class B with lecturer. Mrs. R on February, 27, 2023.

Utterances:

L: Make a description for this environmental issue all of them. Next, we will choose one group for the presentation. So you formed this group to make text descriptions of the issues earlier and then presented them. Describe your own version, don't be afraid. Your friend will guess later, later we will calculate which group guesses the most. Got it?

S: Yes, ma'am

(Aft.B/U8/Obs)

Analysis:

The student's utterance in the conversation above is a type of observation **maxim of quantity**. The female lecturer explains the rules for further learning, which creates groups for discussions to make descriptions of social phenomena and then present them.

The sentences that show E component or purpose of lecture is "Make a description for this environmental issue all of them" which means the lecturer orders students to carry out his orders. Then the A component is the lecturer asked "got it?" for students to confirm whether they understood the instructions given by the lecturer or not. Then, the student answered, "yes, ma'am". The K (keys) of these utterances are enthusiastic. The N (norms) in this utterance are

fulfilled by the students because they have responded to the lecturer's instructions.

1.1.2. Maxim of Quality

Context: This utterance occurs between lecturer and student that fulfills the maxim of quality. Data was taken from morning class A with lecturer. Mrs. I on February, 27, 2023.

Utterances:

S: What is disaster ma'am?

L: **Disaster means *bencana***

(Morning.A/U41/Obs)

Analysis:

In the speech between the lecturer and the students above, it shows that the lecturer has fulfilled the principle of cooperation **maxim of quality**. When discussing questions in class, some students often ask the meaning of English words. In that speech, the student did not know the Indonesian meaning of the word disaster, so he asked the lecturer. Then, the lecturer answered the question according to the facts that the meaning of disaster in Indonesian is *bencana*. This is in accordance with the explanation of the maxim of quality which expects speakers to provide answers according to facts. Therefore, the lecturer has fulfilled the maxim of quality.

The utterance shows E component or purpose of the student who asks about the meaning he does not understand with the sentence “What is disaster ma'am?”. Then the A component is the student asked to the lecturer to confirm

the meaning of the word he doesn't know. Then, the lecturer answered, “Disaster means *bencana*.” The K (keys) of this utterance are serious. The N (norms) in student speech are politeness norms because they ask questions by mentioning the word "ma'am".

Context: Lecturer and student doing communication that fulfills the maxim of quality. Data was taken from morning class C with lecturer. Mr. M on 28 February 2023.

Utterances:

L: Okay guys, without wasting time let's get straight into the lesson. So, we will learn the difference between topic and topic sentence. Second, we will try to analyze the writing. What's the difference? What's the topic?

S: *Gagasan sir*

(Morning.C/U5/Obs)

Analysis:

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 dialogue above the lecturer says “Okay guys, without wasting time let's get straight into the lesson” to start the lesson of that day.

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.

Context: This is an example of utterance between lecturer and student that fulfills the maxim of quality. Data was taken from morning class C with lecturer. Mr. M on February, 28, 2023.

Utterances:

S: If there are no words to repeat, sir?

L: **Impossible, definitely there are the repeat words**

(Morning.C/U19/Obs)

Analysis:

The sentence in bold above is a type of observation **maxim of quality**. The lesson delivered by the male lecturer during the class was about the main idea. When explaining the material, the lecturer revealed that the keyword for determining the main idea is looking for repeated words in writing. Then a student asked if there were no words to repeat how. Then, the lecturer answered that it is impossible not to have repeated words in a text. What the lecturer said was true because a TOEFL question text had been designed as well as possible beforehand. Therefore, when it is tested, the reader has a clue.

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 the speech are included in the social aspect component E in the speech above. The social aspect is to ask questions to the lecturer. So, students ask the sentence "If there are no words to repeat, sir?". For aspect A, students ask questions about topic discussions to lecturers and lecturers answer these questions. K in the speech is serious. The norms in this speech are included in politeness because students ask questions using formal language and the word "sir".

Context: This is an example of utterance between lecturer and student that fulfills the maxim of quality. Data was taken from afternoon A with lecturer. Mrs. R on February, 28, 2023.

Utterances:

L: So, today we are going to talk about environmental issues, what does it mean in Indonesian, anyone know?

S: ***Isu lingkungan***

L: Yes, these are issues about the environment

(Aft.A/U4/Obs)

Analysis:

The student's speech in bold above is a type of **maxim of quality**. The utterance fulfills the principle of cooperation because the answer given by the opponent is in accordance with the facts. When the lecturer asked about the meaning of the English word environmental issues "So, today we are going to talk

about environmental issues” then the students answered with a phrase "Isu lingkungan". This answer is correct and can be proven.

The social aspect of component E in the speech above is to explain learning topics to students. So, the lecturer put forward the sentence "So, today we are going to talk about environmental issues". Meanwhile for aspect A, the lecturer asked students about the discussion of the topic and the students answered the question. The K component in the speech is serious and enthusiastic. The norms in this speech are included in politeness because the students respond to the lecturer's questions.

1.1.3. Maxim of Relevance

Context: This is an utterance between lecturer and student that fulfills the maxim of relevance Data was taken from morning class A with lecturer. Mrs. I on February, 27, 2023.

Utterances:

L: Assalamu'alaikum warahmatullaahi wa barakaatuh

S: Wa'alaikumsalam warahmatullaahi wa barakaatuh

(Morning.A/U1/Obs)

Analysis:

The above statement fulfills the **maxim of relevance**. This conversation took place in the classroom. The lecturer starts the lesson by greeting "Assalamu'alaikum warahmatullaahi wa barakaatuh" and students respond with "Wa'alaikumsalam warahmatullaahi wa barakatuuh" Students answer these greetings to respect the lecturer and also greetings are a form of obligation in daily

life. Therefore, these utterances fulfill the cooperative principle of the type of maxim of relevance because the students' responses are still in accordance with the utterances uttered by the lecturer.

The component E from this utterance is the lecturer greeting to start learning. Component A, namely the lecturer gives a greeting and then the student answers the greeting. Keys in the utterance is enthusiasm. The lecturer starts the lesson by greeting. That greeting is a norm in Indonesian before class starts. Every country or religion has its own greeting. In Indonesia, especially for Muslim students, the greeting "Assalamu'alaikum warahmatullaahi wa barakaatuh" is something that must be uttered and then the other person responds with "Wa'alaikumsalam warahmatullaahi wa barakatuuh" this norm is still being carried out today.

Context: This is an utterance between lecturer and student that fulfills the maxim of relevance. Data was taken from afternoon class C with lecturer. Mrs. R on March, 3, 2023.

Utterances:

L: Thank you so much for today. See you next meeting.
Wassalamualaikum warahmatullaahi wa barakaatuh

S: **Waalaikumsalam warahmatullaahi wa barakaatuh**

(Aft.C/U11/Obs)

Analysis:

The statement in bold type above fulfills the **maxim of relevance**. The context of the conversation above is the lecturer saying the closing sentence of

the class that day "Thank you so much for today. See you next meeting. Wassalamualaikum warahmatullaahi wa barakaatuh" This is the norm of education if the class finish the lecturer should say the greeting. Then, students answered the lecturer's greeting with "Waalaikumsalam warahmatullaahi wa barakaatuh" the response given by students was relevant to the greeting said by the lecturer so that students were considered to have fulfilled the principle of cooperation.

Just like the previous data, this is a greeting that must be said. The difference is that this greeting is said after class. The components of the social aspect in this utterance are the same as the class greeting data.

1.1.4. Maxim of Manner

Context: This is an example of utterance between lecturer and student that fulfills the maxim of manner because the interlocutor didn't say ambiguous. Data was taken from morning class A with lecturer. Mrs. I on February, 27, 2023.

Utterances:

L: Okay, s-o-l-e, sole
 S: What it is ma'am?
 L: **The best part of your shoes**
 S: Oh sol

(Morning.A/U10/Obs)

Analysis:

In the utterance above, the lecturer fulfills the principle of cooperation **maxim of manner**. Previously, the lecturer explained the answers to the questions posed. The question concerns a part of the shoe and the answer is the sole. Then,

to clarify the answer, the lecturer spells out the soles one by one. One of the students asked a question about the meaning of the word sole because he didn't understand. The question is "What it is ma'am". Next, the lecturer gives the answer "the best part of your shoes", this is a clear and unambiguous answer in accordance with the concept of maxim of manner. Maxim of manner requires the interlocutor to provide information that is not long-winded, in that utterance the lecturer does that. The student's answer "Oh, sol" indicates that the student understands the lecturer's speech and the information is conveyed properly.

The component E of this utterance is the student asks about the Indonesian meaning of words he doesn't understand. Component A, namely the student gives the question and the lecturer answers that question. Keys in the utterance is serious. The lecturer spells out the word being discussed. Then, there are students who ask what it means, this shows their seriousness to study. The norm contained in this utterance is that students respect the words of the lecturer.

Context: This is an example of utterance between lecturer and student that fulfills the maxim of manner because the interlocutor didn't say ambiguous. Data was taken from morning class B with lecturer. Mrs. I on March, 2, 2023.

Utterances:

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 affirmance word there is commas

(Morning.B/U6/Obs)

Analysis:

The student's speech in the conversation above is included in the **maxim of manner**. The context of the conversation is that the female lecturer asks students about the use of synonyms and antonyms to students with utterances “In one sentence, what can make you know which synonym is which antonym?” Students fulfill the maxim of manner by answering the lecturer's questions with utterances “From the comma ma’am, to find out synonyms after that word there is a comma”. It is an utterance that is unambiguous and understandable so that the interaction between lecturers and students can run well.

The component E of this utterance is the lecturer asking students' understanding of synonyms and antonyms. Then, for component A the lecturer gives questions and students answer in polite language. Keys in the utterance is serious. The norms contained here are students answering lecturer questions.

Context: This is an utterance between lecturer and student that fulfills the maxim of manner because the interlocutor didn't say ambiguous. Data was taken from morning class B with lecturer. Mrs. I on March, 2, 2023.

Utterances:

L: Number one, what is the answer and the reason?

S: **Hold because if we're afraid, we'll holding something on ma'am**

L: Yes, good

(Morning.B/U8/Obs)

Analysis:

The utterance in bold is included in the observance of the **maxim of manner**. Answers given by students “Hold because if we're afraid, we'll holding something on ma'am” according to the question given by the female lecturer

"Number one, what is the answer and the reason?" Students immediately answer the question by polite language to explaining the reason for choosing that answer so that the principle of cooperation can be fulfilled.

Component E of this speech is the lecturer asking answers to students. For component A, the lecturer asks students and students answer these questions using relaxed words. The key in the story is enthusiasm. The norm here is that students have appreciated the lecturer by answering the questions asked.

Context: This is an utterance between lecturer and student that fulfills the maxim of manner because the interlocutor didn't say ambiguous. Data was taken from morning class C with lecturer. Mr. M on February, 28, 2023.

Utterances:

L: Okay, topic is idea. So, for the topic sentence and the main idea?

S: **Topic is the discussion, main idea is the core of the paragraph, topic sentence is a sentence that explains the topic**

(Morning.C/U6/Obs)

Analysis:

The students' utterances in the conversation above are a type of observation **maxim of manner**. This is because students provide answers to the lecturer's questions in a clear and unambiguous way so that they are easy to understand. In the conversation the lecturer asked questions about the meaning of the topic sentence and main idea. Then, the students answered with utterances "Topic is the discussion, main idea is the core of the paragraph, topic sentence is a sentence that explains the topic". The utterance fulfills the cooperative principles.

The component E of this utterance is the lecturer doing the question answering in order to get maximum results. Component A, namely the lecturer gives a question and the student answers the question. Keys in the utterance is enthusiasm and serious. The norm here is that students answer lecturer questions. This social aspect is the same as the research data described below.

Context: This is an example of utterance between lecturer and student that fulfills the maxim of manner because the interlocutor didn't say ambiguous. Data was taken from afternoon class A with lecturer. Mrs. R on February, 28, 2023.

Utterances:

L: Why is the answer water pollution?

S: **Because there are many trashes**

L: Okay, very good

(Aft.A/U14/Obs)

Analysis:

The utterances uttered by the students above are included in the **maxims of manner**. The context of the conversation is that the lecturer asks the students' reasons for choosing the answer "water pollution". Students answer the lecturer's questions clearly and not to beat around the bush. With the answer "because there are many trash" the lecturer can immediately understand because the lecturer gives the response "okay, good" after the student's speech. This means that communication between lecturers and students runs according to the principle of cooperation of manner.

The social aspect of SPEAKING by Hymes contained in this utterance is the same as the previous data.

Context: This is an example of utterance between lecturer and student that fulfills the maxim of manner because the interlocutor didn't say ambiguous. Data was taken from afternoon class B with lecturer. Mrs. R on February, 27, 2023.

Utterances:

L: What does global warming mean?

S: **The earth is getting warmer ma'am**

(Aft.B/U6/Obs)

Analysis:

The student's speech above is included in the **maxim of manner**. In the conversation, the female lecturer asked about the meaning of global warming. Then the students answered "The earth is getting warmer ma'am" it is a clear and direct answer to the discussion so that even the lecturer can understand what the student is saying. From that, the student's answer can be accepted and the utterance fulfills the maxim of manner.

The social aspect of SPEAKING by Hymes contained in this utterance is the same as the previous data.

1.2. Non-observance Maxim

1.2.1. Flouting the Maxim

a) Flouting Maxim of Quantity

Context: The conversation below is a flouting maxim of quantity. Data taken from morning class A on 27 February 2023.

Utterances:

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

L: This is also tricky, remember the reporters show that this is a plural, this is a plural of more than 1 but if the front shows a quantifier like a stack of books, here we see that if it starts with a number of, it means it is plural, different if the number of is singular. If there is the means he shows one unit

(Morning.A/U26/Non-obs)

Analysis:

The female lecturer's words are included in the **flouting maxim of quantity**. Lecturers provide too much information by explaining in detail about the material. However, the question the disciple asked “Is it plural?” not immediately answered and the student must conclude his own answer to the question. The lecturer commits this disobey because the lecturer wants to convey more explanation about the material so that students gain new knowledge. However, this is not in accordance with the principle of cooperation so that the lecturer is considered to have flouted the maxim of quantity.

The component E that is here is the student asking about things he doubts about the lecturer. For A, students ask questions which are then answered by the lecturer. Keys in the utterance is serious. Finally, the norm of politeness when students ask the lecturer using the word "ma'am”.

Context: The conversation below is a flouting maxim of quantity. Data taken from morning class B on 2 March 2023.

Utterances:

S: Why is ma'am?

L: Pay attention, neither or either are paired with nor. That's a choice of options, meaning 1 is wrong, right? Now to determine singular or

plural, seen from the closest subject. If for example the subject is sisters, it means using are. Judging from the subject

(Morning.B/U9/Non-obs)

Analysis:

The female lecturer's words in the conversation above are included in the **flouting maxim of quantity**. The lecturer provides a lot of information so this is not in accordance with the rules for fulfilling the maxim of quantity which provides sufficient information. The lecturer deliberately committed a disobey because he wanted to convey a more detailed explanation of the student's question "Why is ma'am?" With that the lecturer answered like a sentence in bold. Also, to get more attention from students she says "pay attention".

The social aspect of SPEAKING by Hymes contained in this utterance is the same as the previous data.

Context: The conversation below is a flouting maxim of quantity. Data taken from morning class C on 28 February 2023.

Utterances:

S: Sir, the main idea is always in the text?

L: **Yes, so in that paragraph the main idea is in the form of a topic sentence, the second supporting sentence, and finally the concluding sentence. This was in last semester's lesson. If you ask whether every article has a main idea, there must be one**

(Morning.C/U16/Obs)

Analysis:

The male lecturer's speech above is also included in the type of **flouting maxim of quantity**. Lecturers provide too much information on student questions

“Sir, the main idea is always in the text?”. The lecturer only needs to answer “Yes, always” are sufficient and can be said to fulfill the maxim of quantity. However, to convey understanding to students, the lecturer gives a long explanation that violates the principle of cooperation.

The social aspect of SPEAKING by Hymes contained in this utterance is the same as the previous data.

Context: The conversation below is a flouting maxim of quantity. This is occurring when lecturer and student doing communication in English. Data taken from morning class C on 28 February 2023.

Utterances:

S: If we don't know the meaning of the text, how do we know the main idea?

L: If we don't know the meaning of the text, how do we know the main idea? See frequently repeated words

(Morning.C/U18/Non-obs)

Analysis:

The sentence in bold above is a flouts of the **flouting maxim of quantity** cooperation principle. The male lecturer repeats the student's question “If we don't know the meaning of the text, how do we know the main idea?” which shouldn't be necessary. The lecturer just simply answered “See frequently repeated words” then the conversation will run effectively. However, to reaffirm student questions and so that students feel cared for, the lecturer repeats questions asked by

students. So that makes the lecturer's speech included in the flouting maxim of quantity.

The social aspect of SPEAKING by Hymes contained in this utterance is the same as the previous data.

Context: The conversation below is a flouting maxim of quantity. This is occurring when lecturer and student doing communication in the class. Data taken from morning class C on 28 February 2023.

Utterances:

S: *Njenengan* say the keyword is a word that is repeated, if there are 4 or 5 that are repeated but there are 2 words that are repeated, could that be the main idea?

L: **Yes, it's easy. If we focus on the keywords, we will know the answer**

(Morning.C/U21/Non-obs)

The dialogue above occurs in regular class C. The lecturer utterances disobey **flouting the maxim of quantity**. The lecture gives more information to the students. The lecturer only need to says "yes, it could" but he doesn't. Participants in the dialogue are lecturers and students. The age gap between lecturers and students is far. It is certain that the lecturer is older than the student. This is evidenced by the word *njenengan* which is Javanese. The word *njenengan* in Javanese is usually shown to older people to respect.

The social aspect of SPEAKING by Hymes contained in this utterance is the same as the previous data. In this utterance the aspect of G (gender) is clearly

seen because students call the lecturer in Javanese "njenengan". The word is included in the gender of age.

Context: The conversation below is a flouting maxim of quantity. This is occurring when lecturer and student doing communication in the class. Data taken from afternoon class C on 3 March 2023.

Utterances:

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

S: **War because there is the word fighting**

(Aft.C/U9/Non-obs)

Analysis:

This conversation has **flouted the maxim of quantity**. The utterances of students in bold print give too much information. The lecturer asked the answer to question number 3, but the student answered the question accompanied by the reason he chose that answer. Supposedly, to fulfill the student's maxim it is sufficient to say "War ma'am" without mentioning the reason. The reason the student violated the maxim was because he wanted to explain the answer in detail so that the lecturer could understand it. However, this is not in accordance with the rules of cooperation principles.

The social aspect of SPEAKING by Hymes contained in this utterance is the same as the previous data.

b) Flouting Maxim of Relevance

Context: The conversation below is a flouting maxim of relevance. This is occurring when lecturer and student doing communication in the class. Data taken from morning class A on 27 February 2023.

Utterances:

L: Number eight?

S: Has ma'am

L: Committee, in general it consists of many people, like a family, it also consists of many people. **Psstttt the date will be soon, today being Monday**

(Morning.A/U35/Non-obs)

Analysis:

Sentences in bold that the lecturer utters are included in the **flouting maxim of relevance**. the context of the conversation was discussing question number eight. However, when explaining the material, the lecturer suddenly changed the topic by saying “Psstttt the date will be soon, today being Monday”. The speech was said because there were female and male students chatting and did not pay attention to the lecturer's explanation. The reprimand given by the lecturer for students did not sound serious, but the lecturer rebuked it jokingly. After that, the students returned to pay attention to the lecturer. The lecturer's words were a form of satire towards the two students. after the lecturer said that sentence, all the students including the two of them returned to paying serious attention to the lecturer. However, the lecturer has flouted the cooperative principles.

The social aspect of SPEAKING by Hymes contained in this utterance is the same as the previous data.

Context: The conversation below is a flouting maxim of relevance. This is occurring when lecturer and student doing communication in the class. Data taken from afternoon class B on 27 February 2023.

Utterances:

L: Okay, now make a group. Please form a group and get together, we will play a game. Okay, make a description

S: (Crowded)

L: **Hello!**

S: Yes miss, sorry

(Aft.B/U7/Non- obs)

Analysis:

The lecturer's statement in bold above is included in the **flouting maxim of relevance**. The lecturer says “Okay, now make a group” to gives orders to students to form a group to discuss and play games. However, when the lecturer explained the class atmosphere became crowded. That way, the lecturer flouts the maxim of relevance by saying "Hello" that is not a greeting in the conversation but a satire for students to stop being busy in class. Students understand what lecture means by saying the norms of polite “yes miss, sorry” so that everybody silent. This shows that students carry out the norms of politeness because every time they make a mistake they have to apologize.

The social aspect of SPEAKING by Hymes contained in this utterance is the same as the previous data.

c) Flouting Maxim of Manner

Context: The conversation below is a flouting maxim of manner. This is occurring when lecturer and student doing communication in the class. Data taken from morning class A on 27 February 2023.

Utterances:

L: Why is?

S: **Because it is choice ma'am, right?**

(Morning.A/U22/Non-obs)

Analysis:

The students' utterances in the conversation above are included in the non-observance type of **flouting maxim of manner**. When the female lecturer asked the reason for the student answering the question "is", the student gave an ambiguous answer. He doubted the answer by saying "Because it is choice ma'am, right?" the questions asked "Right?" was a doubt so this conversation did not go well because the students had flouted the principle of cooperation.

The social aspect of SPEAKING by Hymes contained in this utterance is the same as the previous data.

Context: The conversation below is a flouting maxim of manner. This is occurring when lecturer and student doing communication in the class. Data taken from afternoon class A on 28 February 2023.

Utterances:

L: What kinds of issue?

S: **Too much population the name is Vrindavan (laugh)**

(Aft.A/U8/Non-obs)

Analysis:

The student's speech above is included in the non-observance **flouting maxim of manner**. When the lecturer asks about the issues in the pictures the students answer with unclear information, thus violating maxims. The students answered with the sentence "Too much population the name is Vrindavan (laugh)" which was an incomprehensible response even though the discussion of the issue was not about that but about over population. The student violated the maxim of manner because he wanted to make a joke at that time.

The social aspect of SPEAKING by Hymes contained in this utterance is the same as the previous data.

1.2.2. Violating the Maxim

a) Violating Maxim of Quantity

Context: The conversation below is a violating maxim of quantity. This is occurring when lecturer and student doing communication in the class. Data taken from afternoon class B on 27 February 2023.

Utterances:

L: How was yesterday after the mid test?

S: **Good ma'am, very good**

(Aft.B/U3/Non-obs)

Analysis:

Sentences in bold are included in the **violating maxim of quantity**. The female lecturer asked about the implementation of the mid test to students. Then, students answer with sentences "Good ma'am, very good" it is a violation of the maxim of quantity because the interlocutor gives an exaggerated response. In

addition, the utterance is said to be violate because the student uses the implicature by saying that all is well with the word affirmation “very”. it is a violation of the maxim of quantity because the interlocutor gives an exaggerated response. In addition, the utterance is said to be violate because the student uses the implicature by saying that all is well with the word affirmation.

The social aspect of SPEAKING by Hymes contained in this utterance is the same as the previous data.

b) Violating Maxim of Manner

Context: This utterance is a violating maxim of manner. This is occurring when lecturer and student doing communication in the class. Data taken from morning class A on 27 February 2023.

Utterances:

L: Is there any opinion?

S: Sint

L: **Alhamdulillah, the correct answer is scent**

(Morning.A/U11/Non-obs)

Analysis:

The statement in bold type above is a type of **violating maxim of manner**. The lecturer's utterance contains an implicature in which the word Alhamdulillah is generally used for correct answers. However, here the lecturer uses it to state that the student's answer is wrong. The lecturer does that because she wants make a joke. The lecturer deliberately said that to confuse the students. However, the sentence after the word Alhamdulillah shows that the student's answer is wrong. That way, the lecturer has violated the violating maxim.

The social aspect of SPEAKING by Hymes contained in this utterance is the same as the previous data.

1.2.3. Infringing the Maxim

a) Infringing Maxim of Manner

Context: This is an utterance that contain infringing maxim of manner. This is occurring when lecturer and student doing communication in the class. Data taken from afternoon class A on 28 February 2023 with lecturer Mrs. R.

Utterances:

L: What is *kemiskinan* in English?

S: **Poor maybe ma'am**

(Aft.A/U10/Non-obs)

Analysis:

The student's speech above has violated the **infringing maxim of manner**. The student is an English foreign language learner where he or she is not a native speaker who does not understand some English vocabulary. That way, when the female lecturer asks about English “kemiskinan” he replied “poor maybe ma’am” it violates the principle of cooperation because poor means poor while poverty is poverty. Also, the statement that doubts the answer “maybe ma’am” this makes the lecturer confused because the student gives ambiguous information.

The social aspect of SPEAKING by Hymes contained in this utterance is the same as the previous data.

Context: This is an utterance that contain infringing maxim of manner. This is occurring when lecturer and student doing communication in the class. Data taken from afternoon class C with lecturer Mrs. R on 3 March 2023.

Utterances:

L: Why water pollution?

S: **Because the river...anu**

(Aft.C/U8/Non-obs)

Analysis:

The utterance above has violated the cooperative principle of **infringing maxim of manner**. The lecturer gives questions to students who are not native English speakers. So, when students want to answer the lecturer's questions using English they have difficulty so they violate maxims. The word “anu” in the student's speech indicates he is confused to express an answer.

The social aspect of SPEAKING by Hymes contained in this utterance is the same as the previous data.

1.2.4. Combination of Flouting Maxims

In several utterances of lecturers and students, combinations of several flouting maxims were found. This speech violates two seasons at once. There are two utterances included in the maxim violation combination.

a) Combination Flouting Maxim of Relevance and Flouting Maxim of Quantity

Context: The speech between the lecturer and the students below contains a combination of flouting maxim of relevance and flouting maxim of quantity. This

speech occurred in the morning class C with the lecturer Mr. M on February 28, 2023.

Utterances:

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 a bit deviated from the topic. What is a person's intelligence divided into three?**

(Morning.C/U9/Non-obs)

Analysis:

The speech above contains two flouting at once. The participant of the dialogue are lecturer and students. When the lecturer is explaining the answers asked by students, the lecturer discusses other topics that are not relevant to the previous discussion. so, the lecturer said "One way to improve memory, sorry a bit deviated from the topic. What is a person's intelligence divided into three?" this is flouting the maxim of relevance. In addition, the lecturer also violated the maxim of quantity because the answers given exceeded the quantity. Lecturers should only need to answer yes or no to student statements. Therefore, this speech is included in the combination of flouting maxims.

The social aspect of SPEAKING by Hymes contained in this utterance is the same as the previous data.

b) Combination Flouting Maxim of Quality and Flouting Maxim of Manner

Context: This utterance was taken from PKPBI afternoon class A with lecturer Mrs. R on 28 February 2023. This happened between the lecturer and students while doing questions and answers.

Utterances:

L: Number five, what it is?

S: **Zombie (laugh)**

(Aft.A/U7/Non-obs)

Analysis:

The statement above contains a flouting of the maxim of quality because when students say that the issue in the picture is zombies, this is not true. Zombies are synonymous with scary faces, while the issue being asked is people in general with large numbers. In addition, the student's speech is also flouting maxim of manner because students provide unclear information so that the conversation does not run smoothly.

The social aspect of SPEAKING by Hymes contained in this utterance is the same as the previous data.

B. Discussion

Based on the data described above, the questions in this study have been answered. There are three research questions in this study as mentioned in chapter 1. This study took data on conversations between lecturers and students in the PKPBI class majoring in Sharia Economic Law. This study uses theory of Grice (1975) to find the results of observance and non-observance maxims in the PKPBI class. The theory is used because it is suitable for knowing how a conversation

can be successful through the cooperative principle. In addition, the theory of Hymes (1974) regarding the social aspects that can affect one's speech also takes part in this discussion. Therefore, there are two theories related to the data presented in this discussion, namely the cooperative principle theory by Grice (1975) and social aspect theory by Hymes (1974).

In this research, the researcher found 123 data of cooperative principles. It is divided into two terms, namely observation and non-observance. The researcher found 92 utterances data that observance the maxim of cooperation principle. There are four types of fulfillment of maxims in Grice's theory which are also found in all of the lecturer and student conversation data. They consist of 15 (16%) data maxim of quality, 41 (45%) data maxim of quantity, 19 (21%) data maxim of relevance, 17 (18%) data of manner. Meanwhile for non-observance maxim, the researchers found 29 data. The data are 20 (69%) data flouting the maxim, 6 (21%) violating the maxim, and 3 (10%) infringing the maxim. From the lecturer and student conversation data, there were no non-observance suspending the maxims and opting out the maxims. In addition, the SPEAKING component found in all utterances. Therefore, the social aspects influence the conversation between lecturers and students to fulfills and violates the maxim of the cooperative principle.

The success of a communication that occurs between speakers and interlocutors is called observation maxim. The speaker and the interlocutor contribute to each other to make the conversation run effectively. In the utterances of lecturers and students in the PKPBI class, all four maxims in the principle of

cooperation are obeyed. The setting of the class is question and answer. Before class starts, the lecturer has distributed lessons on e-learning (a platform for lectures) along with assignments so that when class starts, students are ready to collaborate because they have previously studied and worked on the questions. So, when in class the lecturer discusses the lessons and questions given to students. PKPBI is divided into two learning sessions, namely the morning class and the afternoon class. In both classes, the conversation went smoothly. This is evidenced by the dominant observance maxim found in conversation compared to non-observance. According to Widiastri et al (2019) classroom interaction among EFL students should be informative, unambiguous, relevant, true, and concise so that the message can be delivered effectively.

From all that data, the maxim of quantity is a type of observation maxim that is mostly practiced by lecturers and students. They provide information that fits the portion and can be well received by speakers. An example of the maxim of quantity is seen in **(Morning.C/U7/Obs)**. Students answer the questions asked by the lecturer regarding the topic, main idea and topic sentence in accordance with the quantity and can be accepted by the interlocutor. In the second order, there are maxims of relevance which are maxims that require speakers to speak according to the topic. It is like the utterance on **(Morning.A/U10/Obs)**. Furthermore, there are maxims of manner such as data examples **(Morning.A/U10/Obs)**. The data can have been seen on which are maxims that expect the interlocutor to provide clear and unambiguous information. Fourth, the maxim of quality which are maxims that expect speakers to speak the truth. As an example in the data

(Morning.C/U5/Obs) who asked the meaning of the topic and answered with an honest answer that the topic is an *gagasan*. In the conversation between lecturers and students, researchers found that they did that. In the data, the interlocutor gives answers according to the facts and is still on the topic of discussion. However, there are differences in the results of this study and similar research, namely the study conducted by Widiyasri et al (2019). In this research, the data are taken in senior high school, while in this research, data is taken from lectures. Then, the previous study indicates formal situations dominate the learning process, whereas in this study there is formal and informal language with the aim of creating a comfortable atmosphere. The difference between this study and previous studies can also be seen from the maxim combination results on non-observance maxim.

In a conversation, speakers and interlocutors do not always fulfill the cooperative principles. As in the conversation between lecturers and students in the PKPBI class majoring in Sharia Economic Law break the cooperative principles that are flouting the maxim, violating the maxim, and infringing the maxim. The types of non-observance of suspending the maxim and opting out the maxim were not found in the conversation. The dominant type of breaks the cooperative principle is found in flouting the maxim. If reduced again, flouting maxim of quantity is a type of maxim flouted that is often found with total 14 data. The interlocutor flouts the maxim with the aim of providing detailed information because in the teaching and learning process explaining a lot of material is important. In addition, the utterances that is flouted by the speaker can

be well understood by the interlocutor that the speaker deliberately flouts maxims with a specific purpose. Furthermore, the interlocutor also violating the maxim of manner a lot. this is because the interlocutor wants to make the class atmosphere not too serious, so humor is inserted in several utterances. Then, the researcher also finds the types of non-observance the maxim of infringing maxim of manner. The interlocutor who is not an English native speaker, has difficulty speaking English, so he breaks the maxim because he has given ambiguous information. Therefore, the observance maxim also found in this research.

The cooperative principle can be a sign that someone's utterance will go well or not. Communication activities can take place well if all participants in the speech are actively involved in the speaking process. If one party is not involved in the speaking activity, it is certain that the conversation will not run smoothly. In order for the communication process of speakers and interlocutors to work well, they must be able to work together. Therefore, understanding the cooperative principle of Grice (1975) is very necessary in order to know whether the conversation is effective or not. However, the cooperative principle by Grice also has limitations in determining the findings. Based on Cutting (2002), the limitations in cooperatives are difference cultures and overlap.

In this study, the researcher found utterances whose understanding was different according to cultures, countries and communities because they had their own ways of observing and expressing maxims for particular situations. It can be seen in the finding data (**Morning.A/U1/Obs**) and (**Morning.A/U44/Obs**) which are types of observance maxim of relevance, the speech in the data is a culture for

Indonesians, especially those who are Muslim. It is a greeting that must be said at the beginning of class and at the end of class, when visiting people, when meeting people on the street, and so on. In other countries and those who are not Muslim say greetings in their own way such as Hello and Good Morning. So, if the utterance is said to people of different cultures they will flouting the maxim of relevance because they know that it is a greeting for Muslims or maybe some of them will do violating maxim of manner because they don't know that.

Then, in the data **(Aft.B/U7/Non-obs)** which is the flouting maxim of relevance. Lecturer speech "Hello!" is a warning to students not to be noisy in class. It is a culture in Indonesia if you don't rebuke someone explicitly. This is different from other countries that get straight to the point and they will say "Shut up!". Meanwhile, for the lecturer's speech, if it was said to someone from a different country, they would answer it with "Hello" because they thought it was a greeting, so it would violate the maxim of manner. In addition, in the data **(Aft.B/U2/Obs)** the lecturer asks students about their news and of course the students answer with the word "good" so that this complies with the principle of cooperation. However, if in other countries this question is asked for someone who is recovering from illness and they expect to get a long and detailed answer about their condition, then it will be violating maxim of quantity. That is the difference in speech that includes culture.

Furthermore, the researcher also found an overlap between the 2 types of maxims performed by lecturers and students in one utterance. It can be seen in the data **(Morning.C/U9/Non-obs)** which states "*One way to improve memory, sorry*

a bit deviated from the topic. What is a person's intelligence divided into three?"

is a combination of violation of the maxim of relevance and violation of the maxim of quantity. In these utterances, the lecturer violates the maxim of relevance because he talks about a different topic, then the utterance also violates the maxim of quantity because he provides too much information. Second, the data (**Aft.A/U7/Non-obs**) are included in the flouting maxim of quality and flouting maxim of manner. It is said to be flouting maxim of quality because the student's utterance does not match the picture in question.

According to Sari et al. (2020), Grice's theory still receives some criticism from other pragmatic figures. Dan Sperber and Deirdre Wilson in 1995 said that all maxims can be classified into maxims of relevance because saying something that is relevant is the main feature of the conversation where the speaker has a goal for the success of their communication. However, Grice separates the understanding of relevant maxims from other types of maxims. Thus, the theory used by researchers in this study is in accordance with Grice's thinking.

Based on these results, there are differences with previous studies. The research conducted by Al-Sawaeer et al. (2022) shows results of their research show a violation of the maxim to create humor, but the research conducted by the researchers aims in general not only for humor. Next, research by Zheng & Wang (2019), Ye (2022) and Dong et al. (2022) discusses flouting maxims to find out someone's personality. In addition, research belonging to Wahyudi et al (2020) shows that violations of maxims by speakers and interlocutors have negative impacts such as students were confused by the information presented, they did not

understand the lesson, the class atmosphere became rowdy and noisy, and the teacher's presence was ignored. However, based on the data in this study, violations of the maxims were found to have a positive impact because by violating the maxims, the information that students get about the material being studied becomes complete. That way, from the previous studies we can know that this research has different results.

In addition to examining cooperative maxims, this study also discusses social aspects. This research same as the previous study by Zhou (2019) which discussed the SPEAKING component in Chinese EFL class interactions. The difference is, in this study the object used was interaction in the Indonesian EFL class. An utterance that someone says definitely requires background knowledge from the speech participant because otherwise the conversation will not be successful. In analyzing social aspects, the researcher uses Hymes' theory (1974), namely SPEAKING (Settings or scenes, participants, ends, acts of sequence, keys, instrumentalities, norms, and genres).

The setting component in the conversation between lecturers and students takes place in class, and for the scene, 1 utterance is found which mentions the scene taking place in the morning. Then, participants who contributed to the conversation were lecturers and students. In this participant, there are two aspects that affect speech, namely the aspect of age and the aspect of gender. For the age aspect, students whose age is far from the lecturer use the word "njenengan" to honor them. Then, for the gender aspect, students call females lecturers "ma'am" and for males "sir". Then, the researcher found the ends component in the

conversation between lecturers and students aimed at giving explanations and ordering. The act of sequence component that the researcher found in conversation was the use of educational vocabulary because the conversation took place in lectures. Furthermore, the key (tone) in the conversation is serious when the lecturer is explaining, it can be seen by the use of standard language. Researchers also found conversations using informal or relaxed language to create comfortable classes. In addition, researchers in the key component also found excited speech. For instrumentalities, communication occurs orally. The norms found are religious norms such as greetings and politeness norms such as apologizing when wrong. Finally, the genres used are dialogue and narration.

The principle of cooperation, especially in the world of learning, is very important to know because there are various positive aspects that can be obtained from the cooperative principle. First, Grice's cooperative principle is a basic principle in communication that helps people to understand the meaning of a message conveyed (Liu, 2017). From this understanding, it can be seen that the principle of cooperation can help understand the purpose of communication so that when carrying out teaching and learning activities students can understand the message well. Second, Grice's cooperative principle teaches the importance of conveying information that is clear and easy for listeners to understand. By understanding this principle, students can learn to avoid misunderstandings in communicating with foreign language speakers.

Another impact of the cooperative principle is that it can help students improve their language skills. Pica et al. (1987) discussed that classroom

interaction creates opportunities to negotiate, to provide students with increased opportunities for understanding input from the target language, and to acquire conventions of target discourse and practice higher-level academic communication skills. Furthermore, Grice's cooperative principle helps improve students' understanding of cultural norms. This is because every utterance uttered by the speech participant can have a different meaning in other cultures because cooperative has limitations (Sari et al., 2020).

Zhou (2009) highlights that the cooperative principle is a successful example of a theory illustrating how human communication and conversational implications are governed by principles. In addition, the opinions of Searle (1969), Leech (1995), Sperber and Wilson (2004), and Dardjowidjojo (2003) (in Revita et al, 2023) explain that conversations are carried out to express intentions in order to achieve and rely on understanding together. According to Richards (2008), conversation has a social purpose which refers to the creation of harmonious relationships to establish cooperation and avoid conflict based on prevailing social norms. In this view, the utterances of lecturers and students in class are seen as speech acts that have certain functions and impacts.

CHAPTER V

CONCLUSION AND SUGGESTION

This section is the conclusion and suggestion from the discussion in the previous chapter. The researcher divides the two parts of this chapter. The first part is the conclusion from the discussion of findings. Second, the researcher discusses suggestions related to this study.

A. Conclusion

This study took the data object of lecturer and student conversations in the PKPBI class majoring in Sharia Economic Law. Based on the findings in the previous chapter, the principle of cooperation in terms of observance and non-observance maxims exists in the conversations between lecturers and students. Not only fulfilling the maxims, the researcher found a combination of maxims and maxim violations in the data. The implementation of Grice's cooperation principles, both obeying and violating them, has an impact on learning in the PKPBI class. The impact in question is that learning in class is known to be effective, fun, students actively participate in activities, and student activities in class develop for the better. There are many linguistic phenomena that researchers find in the conversations between lecturers and students.

Conversations that understand each other between speakers and interlocutors will produce smooth communication so that the participants are considered observation maxim. In the data in chapter IV, the speech participants are known to fulfill all kinds of maxims. They consist of 15 (16%) data maxim of

quality, 41 (45%) data maxim of quantity, 19 (21%) data maxim of relevance, 17 (18%) data of manner. The dominant maxim is the maxim of quantity.

Meanwhile, a conversation does not always obey the cooperative principle. For non-observance maxim the researchers found 29 data. There are 20 (69%) data flouting the maxim, 6 (21%) violating the maxim, and 3 (10%) infringing the maxim. The researchers did not find violations of the types of infringing the maxim and opting out the maxim. The dominant disobey here is flouting the maxim, especially in the maxim of quantity, while for violating the maxim and infringing the maxim, the maxim that is often used is the maxim of manner.

Not only that, cooperative principles have limitations which is the meaning each utterance will be different in other cultures and there is overlap. In this research, there are many utterances that found in different culture as greetings. From this research, 2 data combinations of flouting the maxim were found. There are combination flouting maxim of relevance and maxim quantity and combination flouting maxim of quality and maxim of manner.

In addition, there are social aspects that influence the speech of the speech participants. The social aspect is in the form of a SPEAKING component including: S (Settings or scene): in class, in the morning, P (participants): lecturers and students, E (ends): giving explanations and ordering, A (acts of sequence): words learning and using polite and relaxed language so that it seems familiar, K (keys): serious, enthusiastic, joking, I (instrumentalities): spoken language, N

(norms): religious norms and politeness norms, and G (genres): dialogue and narrative.

From the description of the data above, it can be concluded that the observance maxim is found the most. Learning in class runs effectively because the speech participants contribute well. In addition, the interactions that occur between lecturers and students are very active in class. Although some utterances were found that violated the maxims, these utterances were intended to explain the lesson so that this could increase their TOEFL score. Also, the social aspects that are found also affect their communication. If lecturers or students do not know each other's background, then the conversation will become awkward and cannot go well so that information is not conveyed properly.

B. Suggestions

This research analyzes cooperative principles by Grice (1975) both from the observation and non-observance side. In addition, theory by Hymes (1974) regarding social aspects take part in this research. Based on the conclusions of this study, this research has many shortcomings. First, the research data is only taken from 1 department, namely Sharia Economic Law. Also, the data was only taken from 3 classes, namely class A, B, and C. So, from these two things the data obtained was less comprehensive. Then, the data collection period only lasted 2 weeks so that not much data was collected. Finally, the main theory that researchers use is the cooperative principle by Grice (1975). Those are the limitations of this study so there are several things that need to be considered for future researchers.

Linguistic phenomena that exist in the conversations between lecturers and students are very interesting to study further. Based on the discussion above, future researchers who want to research the same object, namely classes at PKPBI can research more than 3 classes and also in order to get rich data researchers can research more than 1 major. Furthermore, the next researcher can conduct research for 1 semester in order to get a lot of data produced because research with qualitative methods will be better if the data collection process is long. In addition, the researcher hopes that further researchers can expand research such as adding politeness theories in the discussion so that research will become more interesting. The principles of cooperation and politeness are related because the utterances uttered can offend a person's feelings if one is not careful in speaking. Leech (1993) explains that the principle of politeness has a role in maintaining social balance and friendliness in the relationship between the speaker and the interlocutor. As an example of data **(Morning.A/U2/Non-obs)**, students violate the maxim of quantity because they give many answers "Alhamdulillah fine ma'am, thank you and you?" this is done by students to keep their faces so that they are still seen as polite by the lecturer. Through this study, the researcher hopes that readers will gain new knowledge about the observance maxims and non-observance maxims of cooperative principles which come from the field of pragmatics. In addition, the social aspects from the field of sociopragmatic can provide readers with fresh insights and ideas.

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CURRICULUM VITAE



Reza Oktaviabri was born in Tangerang on October 13, 2001. She graduated from SMAN 1 Geyer in 2019. During her study at the Senior High School, she actively participated in OSIS as the member. She started her higher education in 2019 at the Department of English Literature, UIN Maulana Malik Ibrahim Malang. During her study at the University, she joined organization in HMPS English Literature of Entrepreneurship Department in period 2020 and 2021. She also joined the organization of Jhepret Club Fotografi in 2020.

APPENDIXES

Appendix 1

Lecturer 1

Initial: Mrs. I

Class: Regular A

Date: 27 February 2023

No.	Conversation	Observance	Non-Observance	Social Aspects								Datum
				S	P	E	A	K	I	N	G	
1.	L: Assalamu'alaikum warahmatullaahi wa barakaatuh S: Wa'alaikumsalam warahmatullaahi wa barakatuuh	Maxim of relevance		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U1/Ob s)
2.	L: How are you guys? S: Alhamdulillah fine ma'am, thank you and you?		Flouting maxim of quantity	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U2/No n-obs)
3.	L: How's your weekend? S: Fine ma'am	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U3/Ob s)
4.	L: So, what will we going to do in this class? Let's warming up, let's to wake up our main body. How many people? (Start counting and divide into groups).	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U4/Ob s)

	S: Yes															
8.	L: Okay, any other opinions? Yup, wrong. What is the correct answer? S: Break ma'am	Maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U8/Obs)	
9.	L: Number two? Want to try number two? S: Rehan, maam L: Yes, please! S: Knot L: Yes, excellent	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U9/Obs)	
10.	L: Number three? What's the answer? S: Sant	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U10/Obs)	
11.	L: Is there any opinion? S: Sint L: Alhamdulillah, the correct answer is scent		Violating maxim of manner	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U11/Non-obs)	
12.	L: Okay, s-o-l-e, sole S: What it is ma'am? L: The best part of your shoes S: Oh sol	Maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U12/Obs)	
13.	L: Okay, next number seven S: A-d-l-i L: The correct answer is i-d-l-e S: What its ma'am? L: Idle means very lazy	Maxim of quality		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U13/Obs)	

14.	L: Next, number eight. What's the answer? S: W-h-i-c-p-h ma'am? L: What its whicph? Its false, the correct answer is w-h-e-t-h-e-r		Violating maxim of manner	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U14/N on-obs)
15.	L: Okay, everybody please go to your e-learning. Can you see the menu there? S: Yes, ma'am. What are we going to do ma'am?		Flouting maxim of quantity	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U15/N on-obs)
16.	L: Okay, everybody please go to your e-learning. Can you see the menu there? S: Yes, ma'am. What are we going to do ma'am? L: Okay, we want to talk about content clues especially in synonyms and antonyms, and we're going to learn about verb agreements and capital letters. Okay, I'll break my own rules, because this is my mistake for not depositing in e-learning, so I'll explain. Okay, context clues are important in reading comprehension on TOEFL, the most annoying thing is when we read something we don't		Flouting maxim of quantity	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U16/N on-obs)

	verb must be similar, subject plural verb must be plural. What does it look like? We'll see. Capital letters, you can see here. The easiest one is the first letter with the person's name, right? Here's something else you can see. Then you will work on it with your group												
17.	L: We're on the way, right? You guys are working on it. If you have any questions, you can ask directly. In the subject of the verb agreement, you just have to choose to use is or are and so on. Any questions? S: No ma'am	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U17/Obs)
18.	L: Number one, want to try? S: (Raised hand) L: Yes, please. What is the answers? S: Is ma'am	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U18/Obs)
19.	L: Why? S: Because singular ma'am	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U20/Obs)
20.	L: Why? S: Because singular ma'am L: Which one? S: Mary nor bill ma'am L: Yes, that's right. Listen, neither	Maxim of relevance		✓	✓	✓	✓	✓	✓	✓	✓	✓	

	nor is it a choice, meaning choose one. It depends on the noun which is closest, if it is closest to the plural verb it means the answer is are													
21.	L: Number two? S: (Raised hand) L: Okay Rizky. What is the answer? S: Is	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U21/Obs)	
22.	L: Why is? S: Because it is choice ma'am. Right?		Flouting maxim of manner	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U22/N on-obs)	
23.	S: Because it is choice ma'am. That's right? L: No, anything is singular. Before each, any is singular, so the answer is is. You must remember that. Very good Rizki		Flouting maxim of quantity	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U23/N on-obs)	
24.	L: Number three? S: Are L: No, the answer is S: Why is ma'am? L: Look here there is skating, skating is the gerund from the word skate. The gerund is from a verb that is made into an object, so the gerund is Ving,	Maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U24/N on-obs)	

	there are 2 showing the current time, such as for example studying, studying here is a verb and now we are studying. If studying is put in front of it, it becomes a noun, gerund, right? Gerund is never plural, always singular. There have never been any studyings, so the answer is.												
25.	L: Why were? S: Because reporters ma'am. Is it plural ma'am?		Violating maxim of manner	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U25/N on-obs)
26.	S: Because reporters ma'am. Is it plural ma'am? L: This is also tricky, remember the reporters show that this is a plural, this is a plural of more than 1 but if the front shows a quantifier like a stack of books, here we see that if it starts with a number of, it means it is plural, different if the number of is singular. If there is the means he shows one unit		Flouting maxim of quantity	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U26/N on-obs)

27.	L: Next, five? S: (Reading the question) L: The answer is? S: Has	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U27/Obs)
28.	L: Why has? S: Because there is every ma'am L: Okay, good. Just remember that there is every, each, any which is singular	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U28/Obs)
29.	L: Next, what's the answer for number seven? S: Are	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U29/Obs)
30.	L: If something starts with there, it's not the subject. The subject pattern is there verb subject. If here there...some people means the answer? S: Are	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U30/Obs)
31.	L: If in here there....a book. So, became what? S: Is	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U31/Obs)
32.	L: Why? S: Because singular	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U32/Obs)
33.	L: What's singular? S: Book L: Okay good	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U33/Obs)
34.	L: Why? S: Because singular	Maxim of relevance		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U34/Obs)

	L: What's singular? S: Book L: Okay good												
35.	L: Number eight? S: Has ma'am L: In general, committee consists of many people, like a family. Psstttt the date will be soon, today being Monday		Flouting maxim of relevance	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U35/N on-obs)
36.	L: Nine? It's the same as number four S: Was L: Was ya, because we consider him a pair	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U36/Obs)
37.	L: Okay everybody repeats after me, first! S: First L: First! S: First L: Answer! S: Answer L: Good, now student! S: Student	Maxim of relevance		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U37/Obs)
38.	L: Finish? S: Not yet ma'am. Is this the last one ma'am? L: Okay, for the last activity,		Flouting maxim of quantity	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U38/N on-obs)

42.	S: What's Tanya ma'am? L: Tanya here the meaning of the person's name	Maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U42/Obs)
43.	L: Anyone want to ask about our material today? S: No, ma'am	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U43/Obs)
44.	L: Next week we will discuss about homophones, later you will work on e-learning. I'll let you know when it's restored. Okay, if you don't have any questions. We close our class today. Wassalamualaikum warahmatullaahi wa barakaatuh S: Walaikumsalam warahmatullaahi wa barakaatuh	Maxim of relevance		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.A/U44/Obs)

Initial: Mrs. I

Class: Regular B

Date: 2 March 2023

No.	Conversation	Observance	Non-observance	Social Aspects								Datum
				S	P	E	A	K	I	N	G	
1.	L: Assalamu'alaikum warahmatullaahi wa barakaatuh S: Wa'alaikumsalam warahmatullaahi wa barakatuuh	Maxim of relevance		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.B/U1/Ob s)
2.	L: Everyone I'm going to give you ten second to discuss with your friends in a group any words that same with the letter that I mention. You can write as many as you can. Example the letter a, what is the word with the letter a. apple, what else? S: Angel, America L: What else? S: Angry, adult L: Ya, and others	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.B/U2/Ob s)
3.	L: Now, I want you to think about that. Discuss with your friends what kind the word that I mention. Only the person number	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.B/U3/Ob s)

	that I call, can go in front of whiteboard to write the word ya. Any question? S: No ma'am												
4.	L: Are you ready? S: Ready	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.B/U4/Ob s)
5.	L: Okay, now we are going to talk about context clues, synonym and antonym. So the first for reading we learn antonyms and synonyms. Any questions? S: No ma'am	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.B/U5/Ob s)
6.	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 affirmance word there is commas	Maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.B/U6/Ob s)
7.	L: What about antonym? S: There is conjunction ma'am L: Okay, very good	Maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.B/U7/Ob s)
8.	L: Number one, what is the answer and the reason? S: Hold because if we're afraid, we'll holding something on	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.B/U8/Ob s)

	and others you can see in the picture.												
11.	L: Okay today we are done. Thank you and see you next day, have a nice day. Wassalamualaikum warahmatullaahi wa barakaatuh S: Waalaikumsalam warahmatullaahi wa barakaatuh	Maxim of relevance		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.B/U11/N on-obs)

Lecturer 2

Initial: Mr. M

Class: Regular C

Date: 28 February 2023

No	Conversation	Observance	Non-observance	Social Aspects								Datum
				S	P	E	A	K	I	N	G	
1.	L: Assalamu'alaikum warahmatullaahi wa barakaatuh S: Wa'alaikumsalam warahmatullaahi wa barakatuuh	Maxim of relevance		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U1/Obs)
2.	L: Good morning, everyone! S: Good morning	Maxim of relevance		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U2/Obs)
3.	L: In this meeting I want to everyone divide your mobile phone. Please put your cell phones in your bag.	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U3/Obs)

	Just now, I hope you in WhatsApp group to find the idea of the topic and the topic sentence. Have you had breakfast, breakfast? S: Haven't sir												
4.	L: Okay, without wasting time we start learning. What do you guys want to get? S: Knowledge	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U4/Obs)
5.	L: Okay guys, without wasting time let's get straight into the lesson. So, we will learn the difference between topic and topic sentence. Second, we will try to analyze the writing. What's the difference? What's the topic?) S: Gagasan	Maxim of quality		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U5/Obs)
6.	L: Okay, topic is idea. So, for the topic sentence and the main idea? S: Topic is the discussion, main idea is the core of the paragraph, topic sentence is a sentence that explains the topic	Maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U6/Obs)
7.	L: Okay, which are the most common and which are special? S: The most common is topic,	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U7/Obs)

	special is main idea sir												
8.	L: So the topic sentence has a main idea. Now, if I ask, what's the difference between the main idea and the topic sentence? S: For TS, in the form of a sentence, if the main idea we concluded with ourselves	Maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U8/Obs)
9.	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 a bit deviated from the topic. What is a person's intelligence divided into three?		Flouting maxim of relevance and flouting maxim of quantity	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U9/No n-obs)
10.	S: What kind of phrase of TS? L: It can be noun phrase	Maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U10/Obs)
11.	L: Okay, how do we determine TS? S1: Read the entire text S2: Read sentences 1 and last L: Okay, so the second one is right.	Maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U11/Obs)

	If we read the whole thing it was a waste of time. We need a quick strategy to answer. For the main idea that we need to pay attention to in sentence 1, middle sentence, final sentence, we conclude.												
12.	L: Why did group 2 answer that? S: Because john here explains about reasoning and intelligence	Maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U12/Obs)
13.	L: Group 4, what is the reason for choosing number 2? S: Because the first sentence explains the difference between intelligence and reasoning	Maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U13/Obs)
14.	L: Group 2 now. Why did you answer 1? S: Because I think the main sentence is in the second sentence	Maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U14/Obs)
15.	L: Okay, pay attention, there are two words that are used as keywords, you underline the word intelligence. If there is a sentence according to, it means that this scientist has work. What English works? S: Work	Maxim of quality		✓	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U15/Obs)

16.	S: Sir, the main idea is always in the text? L: Yes, so in that paragraph the main idea is in the form of a topic sentence, the second supporting sentence, and finally the concluding sentence. This was in last semester's material. If you ask whether every article has a main idea, there must be one		Flouting maxim of quantity	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U16/Obs)
17.	S: Can there be more than 1 main idea? L: No, it's can't	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U17/Obs)
18.	S: If we don't know the meaning of the text, how do we know the main idea? L: If we don't know the meaning of the text, how do we know the main idea? See frequently repeated words		Flouting maxim of quantity	✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U18/Non-obs)
19.	S: If there are no words to repeat, sir? L: Impossible, definitely there are the repeat words	Maxim of quality		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U19/Obs)

23.	L: Yes, I hope you don't forget about our lesson today, in this class. Thank you for today, see you next meeting. Wassalamualaikum warahmatullaahi wa barakaatuh S: Waalaikumsalam warahmatullaahi wa barakaatuh	Maxim of relevance		✓	✓	✓	✓	✓	✓	✓	✓	(Morning.C/U23/Obs)
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Lecturer 3

Initial: Mrs. R

Class: PKPBI A

Date: 28 February 2023

No.	Conversation	Observance	Non-observance	Social Aspects								Datum
				S	P	E	A	K	I	N	G	
1.	L: Assalamu'alaikum warahmatullaahi wa barakaatuh S: Wa'alaikumsalam warahmatullaahi wa barakatuuh	Maxim of relevance		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U1/Obs)
2.	L: How are you guys? S: Fine ma'am	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U2/Obs)

3.	L: Do you bring headset? S: Yes, ma'am	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U3/Obs)
4.	L: So, today we are going to talk about environmental issues, what does it mean in Indonesian, anyone know? S: Isu lingkungan L: Yes, these are issues about the environment	Maxim of quality		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U4/Obs)
5.	L: What kinds of pollution? S: Smoke, udara, the English language is air ma'am L: Yes, true	Infringing maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U5/Non-obs)
6.	L: What's the issue? What is <i>pengangguran</i> in English? S: Unemployment	Maxim of quality		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U6/Obs)
7.	L: Number five, what it is? S: Zombie (laugh)	Flouting maxim of quality and flouting maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U7/Non-obs)
8.	L: What kinds of issue? S: Too much population the name is Vrindavan (laugh)	Flouting maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U8/Non-obs)
9.	L: What's the issue? S: Over population	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U9/Obs)
10.	L: What is <i>kemiskinan</i> in English? S: Poor maybe ma'am	Infringing maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U10/Non-obs)

11.	L: Poor is <i>miskin</i> if <i>kemiskinan</i> ? S: Poverty ma'am	Maxim of quality		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U1/Obs)
12.	L: Are you ready? S: Ready ma'am	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U12/Obs)
13.	L: Is that clear guys? S: Clear ma'am	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U13/Obs)
14.	L: Why is the answer water pollution? S: Because there are many trash L: Okay, very good	Maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U14/Obs)
15.	L: War means what? S: Perang	Maxim of quality		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U15/Obs)
16.	L: What happened with housing? S: Because people want to move	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U16/Obs)
17.	L: What is the English of <i>musim gugur</i> ? S: Autumn	Maxim of quality		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U17/Obs)
18.	L: Ok please pack, thank you for today. See you in the next meeting. Wassalamualaikum warahmatullaahi wa barakaatuh S: Waalaikumsalam warahmatullaahi wa barakaatuh	Maxim of relevance		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.A/U18/Obs)

Initial: Mrs. R

Class: PKPBI B

Date: 27 February 2023

No .	Conversation	Observance	Non-Observance	Social Aspects								Datum
				S	P	E	A	K	I	N	G	
1.	L: Assalamu'alaikum warahmatullaahi wa barakaatuh S: Wa'alaikumsalam warahmatullaahi wa barakatuuh	Maxim of relevance		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.B/U1/Obs)
2.	L: How are you guys? S: Good ma'am	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.B/U2/Obs)
3.	L: How was yesterday after the mid test? S: Good ma'am, very good		Violating maxim of quantity	✓	✓	✓	✓	✓	✓	✓	✓	(Aft.B/U3/Non- obs)
4.	L: Okay, let's talk about environmental issues. Anyone know, what's environmental issues? From the word environment? What does it mean? S: Lingkungan L: <i>Lingkungan</i> , right. Means this is an issue or problem about the environment	Maxim of quality		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.B/U4/Obs)
5.	L: Nah, what you should do? You guess about the picture in here.	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.B/U5/Obs)

	What it is? S: Pollution, air pollution															
6.	L: What does global warming mean? S: The earth is getting warmer ma'am	Maxim of quality		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Aft.B/U6/Obs)	
7.	L: Okay, now make a group. Please form a group and get together, we will play a game. Okay, make a description S: (Crowded) L: Hello! S: Yes miss, sorry		Flouting maxim of relevance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Aft.B/U7/Non-obs)	
8.	L: Make a description for this environmental issue all of them. Next, we will choose one group for the presentation. So you formed this group to make text descriptions of the issues earlier and then presented them. Describe your own version, don't be afraid. Your friend will guess later, later we will calculate which group guesses the most. Got it? S: Yes, ma'am	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Aft.B/U8/Obs)	
9.	L: Are you ready? S: Ready	Maxim of relevance		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	(Aft.B/U9/Obs)	

10.	L: What issue for number 1? S: Air pollution	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.B/U10/Obs)
11.	L: Why why? S: Because there is sentence “clean up the river”	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.B/U11/Obs)
12.	L: What issue for number 1? S: Water pollution L: Why why? S: Because there is sentence “clean up the river” L: Why the river should be clean up? S: Because the smell is bad L: Yes, group 1 correct	Maxim of relevance		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.B/U12/Obs)
13.	L: Which number 4? Include the reason S: Traffic because many cars L: Yes, good	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.B/U13/Obs)
14.	L: Number 5? S: Garbage L: Oke, garbage. Why? S: Because there's a lot of trash (laugh together) L: Yes, that's right		Flouting maxim of manner	✓	✓	✓	✓	✓	✓	✓	✓	(Aft.B/U14/Non-obs)
15.	L: Next, what's the answer? S: Housing L: Why? S: Because house (laugh)		Violating maxim of manner	✓	✓	✓	✓	✓	✓	✓	✓	(Aft.B/U15/Non-obs)

16.	L: Thank you so much. See you next meeting. Wassalamualaikum warahmatullaahi wa barakaatuh S: Waalaikumsalam warahmatullaahi wa barakaatuh	Maxim of relevance		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.B/U16/Obs)
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Initial: Mrs. R

Class: PKPBI C

Date: 3 March 2023

No.	Conversation	Observance	Non-observance	Social Aspects								Datum
				S	P	E	A	K	I	N	G	
1.	L: Assalamu'alaikum warahmatullaahi wa barakaatuh S: Wa'alaikumsalam warahmatullaahi wa barakatuuh	Maxim of relevance			✓	✓	✓	✓	✓	✓	✓	(Aft.C/U1/Obs)
2.	L: How are you guys? S: I am fine ma'am. How about you?		Flouting maxim of quantity	✓	✓	✓	✓	✓	✓	✓	✓	(Aft.C/U2/Non-obs)
3.	L: We are going to talk about environmental issues. What's environmental issues? S: Isu lingkungan ma'am	Maxim of quality		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.C/U3/Obs)

4.	L: What does global warming mean? S: The earth is getting warmer ma'am	Maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.C/U4/Obs)
5.	L: What is the English of <i>kepadatan penduduk</i> ? S: Over population	Maxim of quality		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.C/U5/Obs)
6.	L: Are you ready? S: Ready	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.C/U6/Obs)
7.	L: What kinds of issue number 1? S: Water pollution	Maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.C/U7/Obs)
8.	L: Why water pollution? S: Because the river...anu	Infringing maxim of manner		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.C/U8/Non-obs)
9.	L: For number 3, what's the answer? S: War because there is the word fighting	Flouting maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.C/U9/Non-obs)
10.	L: Next, number 6? S: Housing because he wants to build a house in a small town because his land in a big city is too crowded	Flouting maxim of quantity		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.C/U10/Non-obs)
11.	L: Thank you so much for today. See you next meeting. Wassalamualaikum warahmatullaahi wa barakaatuh S: Waalaikumsalam warahmatullaahi wa	Maxim of relevance		✓	✓	✓	✓	✓	✓	✓	✓	(Aft.C/U11/Obs)

	barakaatuh													
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Appendix 2



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS HUMANIORA

Jalan Gejayan 50 Malang 65144, CP. 08113031451
Website: <http://humaniora.uin-malang.ac.id>

Nomor : 36/FHm/TL.00/02/2023

21 Februari
2023

Hal : Permohonan Izin Penelitian

Kepada
Yth. Ketua Program Khusus Pengembangan Bahasa
Inggris (PKPBI)
di
Malang

Assalamu'alaikum wa Rahmatullahi wa Barakatuh.

Dalam rangka menyelesaikan tugas akhir kuliah (skripsi), kami mohon diberikan izin penelitian di lembaga yang Bapak / Ibu pimpin kepada mahasiswa :

Nama : Reza Oktaviabri

NIM : 19320105

Program Studi : Sastra Inggris

Judul : Cooperative Principles in EFL Classroom Interaction at
PKPBI UIN MALIKI MALANG: A Sociopragmatics
Approach

Waktu : 27 Februari 2023 sampai dengan 03 Maret 2023

Demikian, atas perkenannya kami sampaikan terima kasih.

Wassalamu'alaikum wa Rahmatullahi wa Barakatuh.

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS HUMANIORA
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Website: <http://humaniora.uin-malang.ac.id>

**PERNYATAAN KESEDIAAN
MENJADI RESPONDEN PENELITIAN**

Saya yang bertanda di bawah ini:

Nama : Risvi Uly Rosyidah, M.Pd

Usia : 31 tahun

Pekerjaan : Dosen

Bersedia menjadi responden pada penelitian yang dilakukan oleh mahasiswa berikut :

Nama : Reza Oktaviabri

NIM : 19320105

Judul : Cooperative Principles in EFL Classroom Interaction at PKPBI UIN Maliki Malang: A
Sociopragmatic Approach

Prodi : Sastra Inggris

Saya sudah dijelaskan bahwa jawaban saya hanya akan digunakan sebagai keperluan penelitian dan saya mengerti bahwa segala informasi yang saya berikan akan dijaga kerahasiaannya bagi peneliti dan pembimbing. Saya mengerti bahwa setiap hasil yang dipublikasikan akan menggunakan nama samaran dan temuan tidak akan dilaporkan dengan cara yang akan mengidentifikasi saya atau institusi saya.

Saya menyetujui informasi dan pendapat yang telah saya berikan dalam setiap laporan penelitian ini dan saya dengan suka rela bersedia mejadi responden pada penelitian ini.

Malang, 6 April 2023

Risvi Uly Rosyidah, M.Pd



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**PERNYATAAN KESEDIAAN
MENJADI RESPONDEN PENELITIAN**

Saya yang bertanda di bawah ini:

Nama : Mahfud, M.Pd

Usia : 39

Pekerjaan : Dosen

Bersedia menjadi responden pada penelitian yang dilakukan oleh mahasiswa berikut :

Nama : Reza Oktaviabri

NIM : 19320105

Judul : Cooperative Principles in EFL Classroom Interaction at PKPBI UIN Maliki Malang: A
Sociopragmatic Approach

Prodi : Sastra Inggris

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Saya menyetujui informasi dan pendapat yang telah saya berikan dalam setiap laporan penelitian ini dan saya dengan suka rela bersedia menjadi responden pada penelitian ini.

Malang, April 2023

Mahfud, M.Pd



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**PERNYATAAN KESEDIAAN
MENJADI RESPONDEN PENELITIAN**

Saya yang bertanda di bawah ini:

Nama : Ika Puspitarini, A.Md., S.S., M.Pd

Usia : 43 tahun

Pekerjaan : Dosen

Bersedia menjadi responden pada penelitian yang dilakukan oleh mahasiswa berikut :

Nama : Reza Oktaviabri

NIM : 19320105

Judul : Cooperative Principles in EFL Classroom Interaction at PKPBI UIN Maliki Malang:
A Sociopragmatic Approach

Prodi : Sastra Inggris

Saya sudah dijelaskan bahwa jawaban saya hanya akan digunakan sebagai keperluan penelitian dan saya mengerti bahwa segala informasi yang saya berikan akan dijaga kerahasiaannya bagi peneliti dan pembimbing. Saya mengerti bahwa setiap hasil yang dipublikasikan akan menggunakan nama samaran dan temuan tidak akan dilaporkan dengan cara yang akan mengidentifikasi saya atau institusi saya.

Saya menyetujui informasi dan pendapat yang telah saya berikan dalam setiap laporan penelitian ini dan saya dengan suka rela bersedia mejadi responden pada penelitian ini.

Malang 06 April 2023

Ika Puspitarini, A.Md., S.S., M.Pd