

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter discusses the findings and discussion. This phase is done to find the answers of the research questions. The analysis in this study includes two things. There are: 1) Kinds of violating maxim found in lecturer – students interaction in the class, 2) How the students violate the maxim? And 3) The speakers reasons in the violating maxim.

#### **A. Findings and Data Presentations**

##### **1) Kinds of maxim found in Lecturer and students interaction**

In conversation, there are principles of cooperation undertaken by the participants said in the communication. In order to implement the principles of cooperation, each speaker is suggested to comply four maxims of conversation. Maxims include (a) the maxim of quantity, (b) the maxim of quality, (c) the maxim of relevance or relationship, and (d) the maxim of manner or execution.

However, sometimes the speakers do a violation of the principle of cooperation to convey a particular purpose. Based on existed data, this study found a violate of the four maxims. Here we will discuss about it.

No	Kind of maxim	Frequency	Percentage
1	Maxim of quantity	37	69,8%
2	Maxim of quality	7	13,2%
3	Maxim of relation	7	13,2%
4	Maxim of manner	2	3,7%
	<b>Total</b>	<b>53</b>	<b>100</b>

From the table above, it could be concluded that the maxim frequently used is the **maxim of quantity with a total 37 from 53 dialogues or it is 69,8%**. From the way of the speakers violate the maxim of quantity, it could be seen that the students violate this maxim, because they want to explain in detail about what they are feeling and sometimes they want the speaker to show their distracted expressions. The second one is the violating **maxim of relation with a total 7 from 53 dialogues or it is 13,2%**, the speaker flouts this maxim to switch or stop the subject, to let the interlocutors understand by themselves about the meaning of the subject that they are talking about, to give a joke, to give a suggestion, and it is also because the main character tries to describe his personality.

The third one is the violating **maxim of quality with a total of 7 from 53 dialogues or it is 13,2%**. The main character who violates this maxim is only one student. The students violate this maxim to tell a lie to the interlocutor. The last the violating **maxim of manner with a total 2 from 53 dialogues or it is 3.7%**. The students violate this maxim to ensure the statement of the interlocutors, to show that the main characters are hesitated with their own answers or do not know what the answer is, so it looks not clear, and to give a joke however it is actually true.

Finally, from this study we can draw the conclusion that the use of the violating maxim in here, actually still widely used everywhere, especially in college by students and lecturer, therefore the role of violating maxim is very important for our life because if we do not use the violating maxim perhaps people who speak to us think that we are angry with our speaker.

## **2) How the students violate the maxim**

### **a) Violating Maxim of Quantity**

Typically in communication, each participant conversation hearer expects to contribute in accordance with the context in question in order to run well. However, sometimes the contributions made by the participants said seemed less or not contributory. The speakers provide as much information as required by the partners speaker to meet the demands of the cooperation principle. In conversation between teacher and students, it is found a dialogue that flouting maxim of quantity, but it is limited. Conversations in the interaction between teacher and students is a spontaneous conversation. In the conversation, there are some violates of this maxim and this maxim is dominant because it is often used by speakers.

**The following are examples of conversations that Violate Maxim of Quantity found in interaction between lecturer and students :**

1. **Lecturer** : Ok class good morning.
- Students** : Good morning sir.

In the conversation included into the maxim of quantity. The maxim of quantity as in the conversation that the students said "good morning sir" which means they are too much answer teacher's question then it is included in flouting the maxim of quantity. Supposedly it is enough that the students say "good morning" as it is expected by the teacher. The students have purpose to show that they say it to the teacher so the students use sir for answering teacher's question.

2. **Lecturer** : How are you today?

**Students** : Yes I am fine and you?

The underlined sentence includes into *Maxim of quantity*. The violating of maxim in the dialogue (2), occurs when students answer questions from the teacher. Students say "Yes I am fine and you?" It is violating maxim of quantity. It occurs because the speech in excessive quantities. Contributions are given student does not comply with the required response, is too much. In the conversation, students use two propositions to answer the speech of lecturer.

To respond the teacher's question, the students can simply say "I am fine". Students are required to contribute by speakers, so there is no speech that violating maxim of quantity. The student's reason in violating maxim is to ask the teacher condition by asking what teachers ask students, but it still violates maxim. The students' responds include into maxim of quantity.

3. **Students** : I am fine, thanks and you?

**Lecturer** : Yes I am very well thanks.

The Underlined sentences are included in violating the maxim of quantity, in the sentence the Lecturer says "Yes I am very well thanks" and it is violating the maxim for the speaker to answer that question with a not excessive as expected by students. Lecturer ought fairly to answer "I am very well" the expected response in order not to violate the maxim.

The lecturer's reason is that he wants to say "thanks" to the students because his students have cared to lecturer.

4. **Lecturer** : Yesterday, we have learned about Relative Clause. What is it Relative Clause.

What is Relative Clause? What is clause?

**Student** : Clause is sentence

The above sentence is included in violating maxim of quantity. Violate occurs when students' answer questions from the lecturer. Student just say "Clause is sentence". It occurs because the speech in less quantities. Contributions are given by student does not comply with the required response. It is too little and short. In the conversation, the students should provide complete answers questions from lecturer, like "*Relative Clause is Group of words as a clause whose function describes the previous word/phrase, and Clause is sentence*". It is the answer desired by teacher because the lecturer actually has

two questions, not just one question and also he wants to test his students' memories of past lessons.

**11. Lecturer** : Do you remember the expression that use for asking phrase?

**Students** : is there, are there, any...

The above sentence is included in violating maxim of quantity. It occurs because the speech in less quantities. Contributions are given by student does not comply with the required response. Students just give answers "*is there, are there, any...*". The violation occurred because the student didn't answer the main question from the lecturer who actually is just asking their memories of the lesson that has passed. It should be a more precise answer like "*Yes, I do Mam! is there, are there, any, ect...*".

**12. Lecturer** : Ok, yesterday we also discussed about turn left,turn right. Dan apa kalian masih ingat tentang simpang empat?

**Students** : intersection

The Underlined sentences are included in violating the maxim of quantity. Because this is the same case as in violation as in conversation number 11. It occurs because the speech in less quantities. Contributions are given by student does not comply with the required response. Students just give answers "*intersection*". It should be a more precise answer like "*Yes Mam, saya masih ingat. Simpang empat yaitu intersection*".

The students' reason is perhaps they give such answers because they want to answer simply and don't want to be wordy.

**15. Lecturer** : I asked why you did not attend yesterday?

**Student** : I'm sorry mam, Im very busy. Saya beberapa hari kemarin pulang ke kampung halaman karena ada urusan keluarga mendadak. Jadi saya tidak bisa masuk selama beberapa hari.

The above sentence is included in violating maxim of quantity. Because the speakers provide excessive answers. The speaker should only give a brief reason of her absence for a few days, like this; "Saya beberapa hari kemarin pulang kampong,Mam". it is an answer that is very reasonably and in accordance with what is expected.

The speaker's reason in violating maxim is to give more information to lecturer, so the lecturer to better understand the reasons for her absence and to make sympathetic lecturer by adding the apologies.

**19. Student** : Depan bahasa inggrisnya apa Mam?

**Lecturer** : Depan in front of, belakang behind, right sebelah kanan, left sebelah kiri.

The Underlined sentences are included in violating the maxim of quantity. It occurs because the speaker provide excessive answers. Though the student just ask a vocabulary that doesn't know it. The speaker should simply tell the vocabulary just asked.

Like this; “Depan = in front of”, it is an answer that is very reasonably and in accordance with what is expected.

And maybe The speaker’s reason in violating maxim is just to give more information to students, in order for other students who don’t know the vocabulary become know and add insight into their vocabulary.

**34. Lecturer :** Have you done your homework?

**Student :** Forget, Sir! Last night I was tired and overslept

The above conversation is included in violating maxim of quantity. Because the speaker provide excessive answers. The answer is not very appropriate as expected, which student should have just answered already or has not he done his homework, but only gave the reason why didn’t do his homework.

Maybe the speaker’s reason in violating maxim is so that lecturer can directly understand the answer, without having to answer it yet or have done it. So he just gave a reason why don’t do his homework.

**50. Student :** Sir, Text nya ditulis lagi?

**Lecturer :** No, langusng aja ditulis jawabannya..example; number 1. Main idea, 2. Supporting idea

The Underlined sentences are included in violating the maxim of quantity. It happens also because the speaker gives excessive answers. In there, the speaker also gives



provide more information by adding an example, though his student didn't ask for an example, because she only asked about the text written or not.

the speaker's reason in violating maxim is just to give more information to his students, in order to better understand the direction given.

#### **b) Violating Maxim of Quality**

Maxim of quality requires each speaker to tell the truth, the speech must be based on sufficient evidence. In conversation lecturer - students rarely occur violate of this maxim. The speaker in the conversation often say things that are illogical, unreasonable, and not true. In conversation, the speaker is expected to contribute that can be accounted for were correct. In everyday speech utterances sometimes encountered that does not match the expected response or contribution by the speakers.

**The following are examples of conversations that Violate Maxim of Quality found in interaction between lecturer and students :**

**23. Lecturer :** Apa perbedaan dari 2 kalimat tersebut?

**Student :** I don't know, Mam. Maybe kalimat pertama menggunakan do you know, dan perbedaan yang kedua letak "is" nya Mam.

The underlined sentence includes into the Maxim of Quality. Violating maxim of quality occurs. The student say **"I don't know, Mam. Maybe kalimat pertama menggunakan do you know, dan perbedaan yang kedua letak "is" nya Mam."**, and the

sentence as it would violating maxim of quality. Students made a speech which he believed less true or fear wrong. Students know and are aware that speech doubt.

Violating maxim of quality is say something dubious. This is caused by the word "maybe". In the conversation, which is a "maybe" is because he was a little hesitant with what he has to say he was afraid. Maxim of quality will not occur if the student gives the correct contribution.

The speaker's reason in violating maxim of quality is to show their feel doubt with the student's answer so the students answer with use say "may be" because the students forget with its theory.

**32. Lecturer :** Mengajar in English?

Students : Teacher, miss.. eh sorry Miss salah

In above the conversation includes into violating maxim of quality. The flout is done by the students because they say **“Teacher, miss.. eh sorry Miss salah”**, which they give wrong answers or responses.

**35. Lecturer :** Still remember our lesson yesterday? About asking and giving direction? Kalau maju apa bahasa inggrisnya?

Student : Go straight, Sir!

Lecturer : No, itu jalan lurus...yang benar Go forward

The above conversation are also includes into violating maxim of quality. Because the underlined sentence or response given by the student is wrong, it conveys information that doesn't match facts or truths.

**38.** Lecturer : kira-kira ada berapa paragraph?

Students : Maybe 2 paragraph, Sir

Lecturer : No, yang benar adalah 3 paragraf..di halaman selanjutnya masih ada.

In above the conversation includes into violating maxim of quality. It occurs when the student say **“Maybe 2 paragraph, Sir”**. Because the answers given by the students describes the statement of doubt.

**41.** Lecturer : Sekarang tunjuk temanmu untuk menjawab soal selanjutnya..

Student : Yang di pojok itu Pak

Lecturer : Pojok in English?

Student : Across ya Pak?

Lecturer : No, yang benar yaitu corner.

In above the conversation includes into violating maxim of quality. The violate is done by the students because they say **“Across ya Pak?”**. Thus, the speaker violate sub maxim first maxim of quality, which is saying something wrong and the answer given is also expressed a doubt. Therefore, the students here can generally be said to violate the maxim of quality for false statements.

The speaker's reason in violate maxim of quality is not to know the answer but the students just answer spontaneous.

42. Student : kenapa Pak itu jadi ditambah "s" ?

Lecturer : karena apa kira-kira?

Student : karena jamak ya Pak?

The underlined sentences in the above conversation also include violating maxim of quality. It occurs because the answer given by the student expressed a doubt again. Therefore, there is a violation in the maxim of quality.

52. Lecturer : Do you know how to drive?

Student : Car, Sir? Maybe I know

Lecturer : Yes, Try to explain it...

In above the conversation includes into violating maxim of quality. The violate is done by the student when he say "**Car, Sir? Maybe I know**". The answer given by the student expressed a doubt.

### c) Violating Maxim of Relation

In cooperative communication, speaker and hearer are required to use relevant topic to the conversation. Contributions made to be appropriate and related to the topics being discussed. Sometimes there are speech that not conform with the topic or violating maxim of relation. The speaker and hearer always expect the speaker to say the speech in accordance with the context being discussed. The speech is appropriate to the context will allow the other person to understand what is being said by the speaker. Sometimes in conversation. It is not always expected and it doesn't relevance to the context being discussed, but the intent and purpose may have been appropriate in them but it can flout maxim of relation.

**The following research results interaction between lecturer and students which is an example of violation of maxim relation :**

8. Lecturer : Arif, What movie you have ever seen?

Student : Sir, pemi si izin keluar sebentar

The underlined sentence includes into Violation of Maxim Relation and its occurs when the student say “**Sir, pemi si izin keluar sebentar**”. It is not relevance with the question and it is violating of maxim especially maxim of relation. Because in maxim of relation, it will be complied if the speaker can answer the questions according to the topic. The speaker should give the answer according to what the lecturer asks, namely by

mentioning some movie titles he had ever watched. It is very relevance with the topic and will not violate maxim.

The speaker's reason in violate maxim of relation is because at the same time, there is his friend outside who are waiting to return the book and he prefers his interest rather than having to answer the question from his lecturer, so that there is a violation of maxim relation.

**14.** Lecturer : Halidah, why don't you attend for three days?

Student : Why, mam?

In the conversation includes into Violation of Maxim Relation. The violate is occurs when student answers her lecturer's question " **Why, mam?**". Because the answer given was not related to the question of her lecturer. She should have given her the reason for her absence for a few days, suppose the reason is because she is sick or there is a rushing that can't be abandoned and she should not have asked a question back to her lecturer.

The speaker's reason in violate maxim of relation is because when her lecturer asked that question, she was of guard, she was chatting with her friends, that's why she didn't focus on answering questions from her lecturer.

**22.** Lecturer : What are differents between;

- Do you know where the bank is?
- Where is the bank?

Students : maksudnya Mam?

The underlined sentence includes into Violation of Maxim Relation. it is occurs because the speech is not relevant to the subject developed by the lecturer. Lecturer's speech contains question about the difference between 2 sentences. Meanwhile, the response given by the student is not appropriate with the question. The student should give the right answer, that is by giving answer of the difference between 2 sentences.

The speaker's reason in violate maxim of relation is because he didn't really understand the questions given by lecturer and he has not understood or lacked the material mastered by lecturers. Therefore, there is a violation of maxim relation.

26. Lecturer : Nor Fatimah masuk?

Student : Yes I'm...eh, Yes present, Miss!

In the conversation includes into Violation of Maxim Relation. The violate is occurs when student answers her lecturer's question "**Yes I'm...eh, Yes present, Miss!**". Because the response given was not related to the question of her lecturer. She should have responded according to the lecturer's question. The reason is like that because she is less focused, was daydreaming. It was proven when his spontaneous response didn't match the question, although after that she immediately realized and immediately fix the answer.

28. Lecturer : Open your book page forty.

Students : What Miss? Page fourteen?

Lecturer : No, halaman 40 bukan 14

In the conversation also includes into Violation of Maxim Relation. The violation occurs due to a misunderstanding of communication only, so that the occurrence of violations of the maxim. It was proven when the lecturer pronounced page 40, but the students thought their lecturer pronounced page 14.

This kind of case usually happens when we hear two words that are almost identical in the pronunciation, and if we don't focus to hear it, then there is such a violation, the response we provide doesn't match subject.

36. Lecturer : I don't want to see any media on a table other than a dictionary! Understand?

Student : Sir, I want ask you,, tugas kemarin dikumpulkan sekarang ya?

Lecturer : nanti saja..sebelum pulang baru dikumpulkan

In the conversation includes into Violation of Maxim Relation, because the student's response is totally unrelated to the topic of conversation being conveyed by the lecturer. It is proven when his lecturer asks about whether he already understands his command, instead of providing the appropriate response, there is even one student who asks about the homework. The student should first respond to question from the lecturer by providing an answer **"Yes Sir, Understand"**, just he asked about another topic.



39. Lecturer : Why you just came?

Student : kenapa Pak?

Lecturer : saya nanya, kenapa baru datang jam segini?

Student : oh Sorry Sir, tadi padahal udah datang Cuma tadi balik lagi ngambil buku ketinggalan di kos.

The above conversation also includes Violation of Maxim Relation. violations that occurs because of response given by the student are also not in accordance with the questions raised by the lecturer. The student should have answered the reason why she was come late, instead of asking the lecturer back.

The reason for the maxim violation in this conversation is because at that time she just entered the class and look tired, so it doesn't focus to respond to questions from lecturers. Therefore the response that she gave so unrelated to the lecturer asked, after the lecturer repeats the question, she just realizes and corrects the answer or gives the appropriate response.

#### **d) Violating Maxim of Manner**

Maxim of manner requires each speaker to avoid vagueness and ambiguity, speak briefly, directly and coherently. Speakers must express utterance in such a way to be easily understood by the interlocutor. However, in reality there is often a violating maxim of manner as how to speak ambiguous and unclear. Each speaker is involved in a conversation should obey the principle of cooperation. In the principle of cooperation, the speakers can use various options how to demonstrate compliance with the principle of

cooperation. However, using the method sometimes makes utterances seem biased or violating cooperative principle seems not appropriate or referred to violations of the maxim of Manner.

**The following are examples of conversations that Violate Maxim of manner found in interaction between lecturer and students :**

**43.** Lecturer : Apalagi sebutkan kata kerja selain open, read, and cook?

Student : example ya Pak?

Lecturer : maksudnya? Oh itu bukan termasuk kata kerja, example itu artinya contoh.

In example of the above conversation, exactly in underlined sentence is show that there is a maxim violation of manner, it occurs because the response is conveyed by student indicates of ambiguity. it can be interpreted that '*example*' meant is an affirmation sentence from the sentence that the lecturer delivered. Another interpretation is that '*example*' meant is one example of verb.

**51.** Lecturer : Bagaimana kalau yang seperti ini “Lebih baik terlambat daripada tidak sama sekali”?

Student : yang penting usahanya Pak

Lecturer : maksudnya?

In the example above also includes violation of maxim manner, because the response given by the student expressing obscurity. We cannot conclude quickly the

meaning of the response given, because it could be the response is a defense statement from the proverbs delivered lecturer, while the other interpretation is that student could try to interpret the meaning of the proverb in the spoken lecturer.

### **3) The Reasons of Speakers in the violating maxim**

In every conversation we not always conform to what we expected, the violating of maxim which involves exploitation, is a procedure by which maxim is violated for the reason of getting a conversational implicature. It is usually carried out by means of indirect, contradictory utterances or figure of speech such as irony, metaphor, overstatement, understatement and hyperbole. The researcher found some speaker's reasons in violating maxim, the violating maxim occurs because the speaker wants to give more the information to interlocutor in order to make the interlocutor understand with the speaker's explanation, it could also because the interlocutor does not focus in a particular situation, it could be because the speaker experienced doubt or anxiety in conveying information, and there are many other reasons that can make a maxim violation happen anytime, anywhere, and under any circumstances.

## **B. Discussions**

This study examines the Cooperative Principle of Gricean Maxim that occurs in the interaction between lecturer and students on lectures PPB in UIN Antasari Banjarmasin, consisting of; Kinds of maxim found in the interaction; The type of maxims that is often

violated in the interaction; How they violate the maxims or the example of the violation they committed; And the reasons they violate maxims in the interaction. Based on the Theory of Paul Gricean, the Cooperative Principle as a 'Super Principle' or a 'Supreme Principle' (1989: 368f) that the generalized from four conversational maxims he claimed discourse participants ordinarily follow. Based on the results of research, kinds of maxim found in the interaction are; Maxim of Quantity, Maxim of Quality, Maxim of Relation and Maxim of Manner (this is also in accordance with Grice's Theory).

In this research results, kind of maxims that is often violated or not obeyed by the speakers in the interaction is Maxim of Quantity. This can be seen from the results of research data that proves that the maximum number of violation maxims in the interaction is the Maxim of Quantity as much 69,8% or with a total 37 of 53 dialogues. While the way the speakers violate the maxim can be seen from several examples of dialogue contained in the results of research as follows;

- **Lecturer** : I asked why you did not attend yesterday?

**Student** : I'm sorry mam, Im very busy. Saya beberapa hari kemarin pulang ke kampung halaman karena ada urusan keluarga mendadak. Jadi saya tidak bisa masuk selama beberapa hari. (**violation of maxim quantity**)

- **Lecturer** : kira-kira ada berapa paragraph?

**Students** : Maybe 2 paragraph, Sir

**Lecturer** : No, yang benar adalah 3 paragrap..di halaman selanjutnya masih ada.

(**violation of maxim quality**)

- **Lecturer** : Arif, What movie you have ever seen?

**Student** : Sir, pemiisi izin keluar sebentar (**violation of maxim relevance**)

- **Lecturer** : Apalagi sebutkan kata kerja selain open, read, and cook?

**Student** : example ya Pak?

**Lecturer** : maksudnya? Oh itu bukan termasuk kata kerja, example itu artinya contoh.

(**violation of maxim manner**)

The way the speakers violate the maxims can be seen from the way they respond or the answer it provides, whether it is in accordance with the rules of the theory of the four maxim or not and can also be caused for certain deliberate and unintentional reasons.

The researcher also found some speaker's reasons in violating maxim, the violating maxim occurs because the speaker wants to give more the information to interlocutor in order to make the interlocutor understand with the speaker's explanation, it could also because the interlocutor does not focus in a particular situation, it could be because the speaker experienced doubt or anxiety in conveying information, and there are many other reasons that can make a maxim violation happen anytime, anywhere, and under any circumstances.