



The Realization of Grice's Maxims in English Teacher's Interaction with Male and Female Students

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Abstract

Grice's maxims refer to the use of the four conversational implicature and cooperative principle proposed by Paul Herbert Grice (1975). In order to make communication successful, participants have to follow such a principle. This study is aimed at investigating the realization of Grice's maxims in English teacher's interaction with male and female students at Bilingual Boarding School and the gender difference that influenced the interaction. The researcher uses descriptive qualitative in analyzing the data. The main instrument used was the researcher herself with the help of the data sheet as the secondary instrument. The object of the study was the teacher's interaction with male and female students in a different classroom. Then, the data were analyzed in four steps of interactive analysis: data collection, data reduction, data presentation, and data conclusion. To avoid bias or subjectivity, the researcher applied the triangulation of expert judgment. The results show that all the four Grice's maxims, quality, quantity, relevant, and manner are realized in the teacher's interaction with male and female students. It was realized by observing and flouting the maxims. In the interaction with male students, there are 4 observances of Grice's maxims realized they are observed quality maxim, quantity maxim, relevant maxim, and manner maxim. In non-observance of maxims, there are flouted quality, quantity, relevant and manner maxims. On the other hand, the realization of Grice's maxims in the interaction with female students was observed the quality, quantity, relevant, manner and flouted 2 maxims were quantity and relevant maxim. The results of this study can pedagogically contribute to English language studies. In the classroom interaction in discourse and pragmatic development in general, the realization of maxims (observed and flouted) can be directly included as a good example of the natural authentic of English.

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INTRODUCTION

Communication is how people use the message to generate meaning to other people. It consists of speakers and listeners; they must be able to deliver their intended message cooperatively. Within communication in the classroom, there is an effective teaching and learning process. There are two types of communication in the classroom. First, it is between the students and teacher and second, between student and student. When they share information to others, they deliver it as utterance. Utterance means a sentence or some information when it uses in communication by speaker and listeners. The utterance meaning is called pragmatic meaning.

Based on Yule (1996, p.3) Pragmatic is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It is the study of relationships between linguistic forms and the users of those forms. Levinson (1983, p.5), in the early study of pragmatics, stated that pragmatics is the study of the relation between language and context that are grammatical or encoded in the structure of language. Meanwhile, in the early 1980s, the year when pragmatics started to be discussed, Thomas (2013, p.1) stated that pragmatics is meaning in use or meaning in context. By looking at these statements, it is known that language has something to do with the context where it takes place and is set to have a particular function to make meaning.

In pragmatics, there are many topics of discussion such as deixis, implicature, presupposition, speech acts, and aspects of discourse structure. The researcher focused on the case of "Conversational Implicature". According to Levinson (1983), the notion of conversational implicature is one of the single most importance ideas in pragmatics. The important of its concepts in pragmatic is due to the number of sources. First, Implicature stands as a paradigmatic example of the nature and power of pragmatic explanations of linguistic phenomena. Second, the importance of the

contribution made by the notion of implicature is that it provides some explicit account of how it is possible to mean more than what is actually said. Third, the notion of implicature seems likely to affect substantial simplifications in both the structure and the content of semantic descriptions. Fourth, implicature, or at least some closely related concept, seems to be simply essential if various basic facts about language are to be accounted for properly. Finally, the principles that generate implicatures have a very general explanatory power: a few basic principles provide explanations for a large array of apparently related.

Paul Grice (1975) proposes that in ordinary conversation, speakers and hearers share a cooperative principle. Speakers shape their utterances to be understood by hearers. When the teacher gives an explanation in the teaching-learning process sometime he/she uses Grice's maxim from the cooperative principles. Grice's maxim of the cooperative principle consists of the maxim of quality, the maxim of quantity, the maxim of manner and maxim of relevant. The maxim quality the teachers should be truthful, they should not say what they think is false or make statements for which they have no evidence. The maxim quantity the teachers should be as informative as is required for the conversation to proceed; it should be neither too little, nor too much. In the maxim of manner, the teachers should be perspicuous: clear, orderly, brief, avoiding obscurity and ambiguity. In the maxim of relevant, the teachers should relate clearly to the purpose of the exchange.

Studies focusing on Grice's maxim of cooperative principle have been conducted by Pan (2012); Hassan (2013); Rifa'I (2014); Sulistiyono (2015); Tiani (2014) analyze the differences in the objects of the study such as newspaper, magazine, advertisement, film, television, or online media, the results are relatively similar. The Grice's maxims were deliberately flouted by the characters or creators in order to produce humorous or comic effect which is in line with the incongruity theory. The similar studies by Zebua et al (2017); Safitri and Faridi (2017) conducted studies on Grice's

maxim but both are comparative studies. The former compared female and male participants; the latter native and non-native English speakers. The researchers found all the four maxims are flouted. The male participants tended to perform more flouts with the exaggerated statement to convey their too strong opinion. However, dissimilar results were found, that there were no significant differences between native and non-native speakers when flouting Grice's maxims. This may confirm the previous similar study by Retnowaty (2013) that the non-native speakers had been aware of practicing a successful, effective, and efficient communication.

This research is different from the previous studies because most of them only investigate Grice's maxim in newspaper, magazine, advertisement, film, television, or online media, talk shows, and interview. Moreover, this research will investigate Grice's maxims in English teacher's interaction with male and female students and the gender influenced the interaction using four maxims.

METHOD

This study assumes that Grice's maxims realize in the teacher's interaction with male and female students realized during the teaching-learning process. This study is designed as qualitative. It belongs to the case study. It analyses the data based on the existing theory. The subject of this study is a female English teacher. The object of the study is the teacher's interaction with male and female students in the different classroom by realizing 4 Grice's maxim. There are 4 Grice's maxims realized by observed and flouted in the interaction. The steps of collecting the data, the researcher do the observation and record the phenomenon during the teaching-learning process. The recording of phenomenon divided into 2 classes. They are the teachers' interaction with male and female students in a different class. Moreover, the researcher does the transcript into the written form or sentences and selects the interaction which considered having sufficient utterances

containing the realization those are observance and flouts of the maxim. In analyzing the data, the first step is identifying maxim utterances. The second step is classifying the type of maxim realized by observed and flouted based on Grice's theory of cooperative principle. The third step is reducing the data related to the observance and flouted maxims. Then, the data are interpreted. Then, the next step is reporting the data qualitatively in the form of how the maxims were realized in the teacher's interaction with male and female students. Finally, the data were presented in order to give an effort to draw a conclusion.

RESULTS AND DISCUSSIONS

The results show that all the four Grice's maxims are realized by observed and Non-observed maxim in female teacher's interaction with male and female students. The observed of maxims consist of all the four Grice's maxim; they are the maxim of quality, quantity, relevance, and manner. On the other hand, The Non-Observance of the four Grice's maxim covers the flouting of maxim and its implicature by female teacher's interaction with male and female students. Moreover, it also discussed the description of the implicature as well as the reason for the speaker to employ the flouting maxims. Each maxim has its own way of realizing the observed and non-observed and is presented below.

The realization of quality maxim in teacher's interaction with male and female students

The Quality maxim consists of two sub-maxims: 'Do not say what you believe to be false' and 'Do not say that for which you lack adequate evidence'. In female teacher interaction with male students, the quality maxims are observed by the male student in two ways. They are information with adequate evidence and information which truthfully and sincerely. Otherwise, the quality maxims are flouted in two ways false information and information with less evidence.

The quality maxim realized by observed and flouted in the interaction with male students.

The quality maxims are observed when the speaker obeyed or followed the maxims. In other words, the speakers are expected to be sincere, tell the truth information and give information with adequate evidence when observing quality maxim. The example of the observed quality maxim is shown in the following interaction between teachers with male students.

(1)Teacher : Who is absent today?
Male students : Furqon is sick Mom

From the sample (1), the context of the situation is that the teacher gets one of the students not in the class and the teacher asks the other students where he is and who is absent today, then the student replies that today Furqon is sick. The highlighted utterance in the data above shows the conversation between teacher and male student that Furqon is absent today because he is sick. Pragmatically, the student obeys the truth that indicates observance quality maxim. Thus, male student's utterance is classified as truthful information which observes quality maxim.

The truthful information presented in that datum gives expected information by the teacher. Accordingly, the male student has generated no implicature. In this case, the student was observing the quality maxim by telling the truth.

On the contrary, the quality maxim was unobserved or flouted when a speaker disobeyed the quality maxims. It was done by male students can be seen as the following example:

(2)Teacher : How did you know that he is sick? Have you visited him?

Male student : He has visited by his parents

From the sample (2) showed that the teacher asked the student how did he know that Furqon was sick, whether he has visited his friend or no. The student has answered and gives the information to the teacher with no enough or less evidence to prove that he has visited his friend. He only answered that his friend has visited by his parents. It means that the student has flouted the quality maxim.

In the next interaction, the student in this flout quality maxim gives information which is untrue or unreal. The example of false information found in female teacher interaction with a male student is shown in the following dialogue:

(3)Teacher : Okay, please sing a national song Halo-Halo Bandung and stand up, please!

Male student : I could not sing that song mom, I am not from Indonesia, I am from Korea

From the sample (3), the context situation is that the teacher commands the students to sing a national song Halo-Halo Bandung. The teacher thinks that the student could sing that national song, but in reality that he could not sing because he doesn't memorize the lyric song. The students give false information about him that he couldn't sing the song because he comes from Korea. In reality and originally that the students come from Indonesia.

The quality maxim realized by observed and flouted in her interaction with female students

The case of the observed quality maxim by giving truthful information in the interaction between teacher and female students is shown in the following datum.

(4) Teacher : Did you have homework?

Female student :Yes mom, we have homework last week

The context of dialogue (4) teacher asks the student about the homework that is done by the student. The female student replies that she has done the homework last week. The Highlighted utterance in the data above shows the conversation between teacher and female students that student answers the question from the teacher truthfully information and has generated no implicature. Pragmatically, the students obey the truth that indicates observance quality maxim. Thus, female student's utterance is classified as truthful information which observes quality maxim.

The realization of quantity maxim in teacher's interaction with male and female students

There are two sub-maxims of quantity: 'Make your contribution as informative as is required (for the current purpose of the exchange)' and 'Do not make your contribution more informative than is required'. In female teacher's interaction with male students, maxims quantity was observed by being informative in giving the information. Otherwise, the maxim quantity was flouted by too little information.

The Quantity maxim realized by observed and flouted in the interaction with male students

The quantity maxims are observed when the speaker obeyed or followed the maxims. In other words, the speakers are expected to be informative in giving information, not a little and not much when observing quantity maxim. The example of observed quantity maxim is shown in the following interaction datum between teachers with male students.

(5)Teacher : Who absent today?
Male students : Furqon is sick Mom

The context of dialogue (5) is that teacher gets one of the students not in the class and the teacher asks the other students where he is and who is absent today, then the student replies that today Furqon is sick. As shown in the thickened utterance, the utterance of male students obeys the maxim quantity it means that the student observed quantity maxim by giving an informative contribution as required by the teacher.

On the other hand, in this flouted quantity maxim, the student provides too little information than is required to the teacher. An example of this flouted quantity maxim is presented in the following dialogue.

(6)Teacher : What place did you visit in Bandung?
Female teacher : Cibaduyut Mom
Female teacher : I forgot Mom

The situational context of the dialog (6) is the teacher were ask to the student what place or village that she has visited in Bandung. The whole of the student has answered the place but there one of the students answers by forgetting

the place that she has visited in Bandung. The student has told too little information to the teacher. It means that she disobeyed the quantity maxim because she has given too little information, in reality, that the student has visited Bandung city but because it has been a long time, therefore, she has forgotten the place that she has visited.

The quantity maxims realized by observed and flouted in her interaction with female students

The case of the observed quantity maxim by giving informative contribution in the interaction between teacher and female students is shown in the following datum.

(7) Teacher : Did you have homework?
Female student : Yes mom, we have homework last week

From the sample (7), female student has obeyed quantity maxim because she has given the right amount of information from the teacher question about the homework. The student has answered that they have homework last week. She has generated no implicature. In this case the student was observing the quantity maxim by giving information that is required by the teacher.

The realization of relevant maxim in teacher's interaction with male and female students

Maxim of relevant consists of only one sub-maxim: 'Be relevant'. In female teacher interaction with male students, the relevant maxims are observed when the speaker gives relevant information. Otherwise, the relevant maxim was unobserved or flouted when the speaker gives irrelevant information or non-relevant information which suddenly can change the topic of discussion. It realized in the teacher's interaction with male and female students and presented below.

The relevant maxims realized by observed and flouted in the interaction with male students

Relevant maxim was observed by relevant information, It was done by male students can be seen in the following dialogue.

(8)Teacher : Who absent today?

Male students : Furqon is sick Mom

From the dialogue (8) male student has directly addressed the teacher question's goal in asking the question. He has said precisely what he meant and it was relevant with the teacher's question about whom absent today in the classroom and the student answer Furqon is sick today. It means that the student has generated no implicature. Thus, he observes relevant maxim by giving relevant information to the teacher question.

The next dialogue, the example of flouted relevant maxim can be shown in the following dialogue.

(9)Teacher : Now we will continue our lesson and please prepare your English book!

Male Student : Mom, let's we go to English Laboratory?

From the dialogue (9) the context is that the male teacher asked students to continue the lesson and prepare the English book. Male student answer the question from the teacher by giving not relevant information. It implies that the student doesn't want to continue the lesson but they want to go to the English Laboratory. This is a characteristic of flout of relevant 'Be relevant'.

Another example from flouted relevant maxim can be shown in the following dialogue datum

(10)Teacher : Who comes from Bandung city?

Male students : I am Mom (raise his hand), I come from Bandungan

From the dialogue (10), it can be seen that the teacher asked the student who is come from Bandung city and one of the students has answered that he comes from Bandungan. The answer to the student didn't relate to the question of the teacher, it means that the male student flouted the relevant maxim. The student implies that Bandung city is one of the cities in west java and Bandungan city is one of the cities in central java, it's the same in sound and stylistic between Bandung and Bandungan, but the different city in Indonesia.

The relevant maxims realized by observed and flouted in the interaction with female students

Relevant maxim was observed and flouted in female teacher interaction with female student. It can be seen in the following dialogue.

(11)Teacher : Did you have homework?

Female student : Yes mom, we have homework last week

From the dialogue (11), it can be seen that the students have obeyed the relevant maxim because the student has answered the question from the teacher about homework so that the student has responded by yes mom, we have homework last week relevantly with the question from the teacher. It means that the female student observed relevant maxim.

On the other hand, the student has flouted the relevant maxim. It can be seen in the following dialogue.

(12) Teacher : Why don't you share the fruits with me or with us?

Female student : hehe (laughing)

The context of (12) is that the student just got and brought the fruit from her home after a long holiday. Then the teacher asked the student to share the fruit with her or with a friend. Student answers directly by hehe or laughing. It means that the female student has flouted the relevant maxim because the student has answered the question from the teacher irrelevantly. The implicature that the student has confused between she wants to share or not because she only brought a little fruit nor much.

The realization of manner maxim in the interaction with male and female students

Maxims of manner consist of four sub-maxims: 'Avoid obscurity of expression', 'Avoid ambiguity', 'Be brief (avoid unnecessary prolixity)', be clear and 'be orderly'. The speaker who obeyed and followed the manner maxim means that they observed the manner maxim by being clearly, briefly, and orderly. Otherwise, the manner maxim was flouted through use of ambiguous, obscure and lengthy information.

The Manner maxims realized by observed and flouted in the interaction with male students

The case when a student observed of manner maxim can be seen in the following dialogue.

- (13)Teacher : Who absent today?
Male students : Furqon is sick Mom

Semantically the sample (13), the student has answered the question from the teacher clearly, briefly, and orderly that who absent today is Furqon because he is sick. It means that he has generated no implicature in manner maxim.

The speaker who flouts manner maxim appears to be obscure or ambiguous. Flouted of maxims manner caused by ambiguity produced by the students can be seen in the example below:

- (14)Teacher : Okay class, we can conclude that today we learn about?
Male student 1 : Recount text mom
Male student 2 : What?? Quick count text..

On the sample (14), student 2 has flouted manner maxim by ambiguity. However, the student 2 has assumed from the student1 that today we learn about recount text. The student 2 has flouted manner maxim by intentionally uttering recount text by quick count. This kind of maxim flouted was frequently applied as a humorous device.

The Manner maxims realized by observed and flouted in the interaction with female students

Manner maxim has observed and flouted by female teacher's interaction with female students. It can be seen in the following dialogue.

- (15)Teacher : Did you have homework?
Female student : Yes mom, we have homework last week

From the dialogue (15), it can be seen that the students have obeyed the manner maxim because the student has answered the question from the teacher about homework clearly so that the student has responded by yes mom, we have homework last week. It means that the female student observed manner maxim.

CONCLUSION AND SUGGESTION

Based on data analysis, there are five conclusions to be presented. First, the realization of quality maxims in the teacher's interaction with male and female students was observed by giving truthful information with adequate evidence. Furthermore, it also realized by flouting the quality maxims through less evidence information. Second, the realization of quantity maxim in the teacher's interaction with male and female students was observed by giving information as required by the speaker. Furthermore, it also realized by flouted the quantity maxims through too much information and little information. Third, the realization of the relevant maxim in the teacher's interaction with male and female students was observed by relevant information delivered by male and female students.

Furthermore, it also realized by flouted relevant maxims through the use of irrelevant information in the interaction. By performing this flout, male students express implied meaning in their utterances. The information which is not relevant to the previous ones has used the distraction. The male students suddenly want to change the subject of the topic discussion and female students realize the maxim to avoid a particular topic. Fourth, the realization of manner maxim in the teacher's interaction with male and female students is performed or observed in three ways. Male and female students give brief, unambiguous, and non-obscure information. On the other hand, a male student was flouted manner maxim by giving obscure and ambiguous information. Fifth, the gender differences the teacher-students interaction using 4 Grice's maxim. In the teacher's interaction with male students, the 4 Grice's maxims are realized by being observed and flouted. On the other hand, in the interaction with female students, the 4 Grice's maxims are realized by being observed and realized by flouted in quantity and relevant manner.

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