

MAXIM VIOLATION IN EFL CLASSROOM



**A Thesis
Submitted as a Partial Fulfillment of The Requirements for S-1
Degree**

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ABSTRACT

Pragmatics is a study of contextual meaning. In linguistics, there are two field of study about meaning, there are semantics and pragmatics. Based on my observation, there was maxim violation identify in EFL Classroom of SMAN 2 Blitar video YouTube Channel entitled "*Video Pembelajaran Bahasa Inggris SMAN 2 Blitar 2017*". The researcher found there were a lot of maxim violation that occur on that video. So, the researcher want to examine this video. The objectives of this research was to find the types, dominant types, and the reason of maxim violation that is violated on SMAN 2 Blitar Video YouTube Channel.

The research methodology used in this research was descriptive qualitative research. This research was conducted on SMAN 2 Blitar video YouTube Channel entitled "*Video Pembelajaran Bahasa Inggris SMAN 2 Blitar 2017*". In this research, to obtain data the researcher was listened, investigated the required data, and write down the data obtained in accordance with the research objectives.

Research finding has shown that there were 22 utterances that contain maxim violation which is uttered on SMAN 2 Blitar Video YouTube Channel. They were 2 violating of maxim quality, 17 violating of maxim quantity, 2 violating of maxim relation and 1 violating of maxim manner. In addition, it is about 77,27% of maxim quantity, 9,09% maxim quality and maxim relation, 4,55% maxim manner. Hereafter, the researcher found four types of reason on SMAN 2 Blitar Video YouTube Channel violated the maxim. Teacher and students violated of maxim quality to building's someone belief and convincing the hearer. Based on the result of the research the teacher should give the advantages for their students and students can improve their vocabulary mastery by watching the video.

Keywords : Maxim Violation, EFL Classroom, Descriptive Qualitative Research.

DECLARATION

I hereby stated that this thesis entitle “Maxim Violation in EFL Classroom” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text

Bandar Lampung, Mei 2021

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MOTTO

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾

We never sent any messenger except in the language of his people, to make things clear for them. God leads astray whom He wills, and guides whom He wills. He is the Mighty, the Wise. (Q.S. Ibrahim: 4)¹



¹ Talal Itani, *The Qur'an – Translate to English* (Dallas: Clear Qur'an, 2009), p.126

DEDICATION

This thesis is dedicated to:

1. My beloved parents, my father Mr. Basrul Hapi and my mother Ms. Maryana who always pray for my success also who always there for me whenever and wherever.
2. My beloved bothers and sisters, brother Budi Setiawan, brother Basuki Rahmad, brother Imam Gunaro, sister Gadis Bayati, sister Nadia Ulfa, and sister Novia Iswarianti who never tired give suggestion and advice to be better person in the future.
3. My beloved Almamater UIN Raden Intan.



CURRICULUM VITAE

The name of the writer is Bina Wanti. She was born on October, 31st 1998 in Tanjung Rejo, Bengkuntat Pesisir Barat. The writer came from Bengkuntat, Pesisir Barat, and she lived at Jl. Pulau Sangiang, Sukarame, Bandar Lampung. The writer is the last child of four children of Mr. Basrul Hapi and Ms. Maryana. The writer has two Bothers and one sister.

The writer started studying at elementary school of MI Miftahul Ulum Bengkuntat, Pesisir Barat and graduated in 2010. Then, the writer continued her studying to Junior High School at Mts Roudhlotussholihin and Mts Miftahul Ulum and finished in 2013. After that, the writer continued her studying in Senior High School at MAN 1 Peingsewu and graduated in 2016. In 2016, the writer continued her studying at English Study Program in UIN Raden Intan Lampung.

While studying in UIN Raden Intan, the writer had few organization experience. The writer active as a student who joined ESA (English Student Association) since 2016.

The writer,



Bina Wanti

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Praise to be Allah SWT, the almighty, for the mercy and blessing. Peace and salutation always be upon to our prophet Muhammad SAW, who bring us from the darkness to the lightness, from stupidity to cleverness.

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Finally, none is perfect of this thesis, any corrections, comments, and critics for the betterment of the thesis are always welcomed.

Bandar Lampung, Mei 2021

The Writer,



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TABLE OF CONTENT

COVER	i
ABSTRACT	ii
DECLARATION	iii
APPROVAL	iv
ADMISSION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGE	ix
TABLE OF CONTENT	x
LIST OF TABLES	xii

CHAPTER I INTRODUCTION

A. Background of the problem	1
B. Formulation of the Problem	5
C. Limitation of the Problem	6
D. Objective of the Research	6
E. Use of the Research	6
F. Scope of the research	7

CHAPTER II LITERATURE REVIEW

A. Pragmatic	9
B. Cooperative Principle	9
1. Maxim of Quantity	11
2. Maxim of Quality	11
3. Maxim of Relation	12
4. Maxim of Manner	12
C. Maxim Violation	13
1. Violation of Maxim Quantity	13
2. Violation of Maxim Quality	14
3. Violation of Maxim Relation	15
4. Violation of Maxim Manner	16
D. Criteria Violation of Maxim	17
E. Christofferson's Classification	19

1. Hiding the Truth	20
2. Saving Face	20
3. Feeling Jealous about Something	20
4. Satisfying the Hearer	20
5. Cheering the Hearer.....	21
6. Avoiding to Hurt the Hearer.....	21
7. Building's someone Belief	21
8. Convincing the Hearer.....	21
F. English as a Foreign Language	22
G. SMAN 2 Blitar.....	23
H. Conceptual Framework.....	23

CHAPTER III LITERATURE REVIEW

A. Research design.....	25
B. Research Data.....	26
C. Data Collecting Technique.....	26
D. Research Instrument.....	27
E. Data Analysis	29
F. Trustworthiness	30

CHAPTER IV FINDING AND DISCUSSION

A. Finding	33
B. Discussion	44

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	63
B. Suggestion	64

REFERENCE

APPENDIX

LIST OF TABLES

Table	
Page	
1. Criteria Violation of Maxim.....	17
2. Types of Maxim Violation	28
3. Types of Maxim Violation	30
4. Finding the Data Maxim Violation	33
5. The percentages of Maxim Violation on the video	38



CHAPTER I

INTRODUCTION

A. Background of the Problem

People use language to communicate, interact and share their thoughts, ideas and feeling. By using language to communicate, people can get what speaker purpose in conversation. Generally, communication purpose is to deliver the message by the speaker to the hearer. To make the hearer understands what is said, the speaker must fulfill cooperative principles: being relevant, clear and not ambiguous, enough information given, and being truthful.¹

In communicating with others in a particular context, the most important thing we make the foundation is cooperation to realize meaningful communication.² In other words, in doing a conversation, people have to contribute a meaningful and productive utterance. The same thing that we hope to communicate that our talking partner will do the same thing that cooperate in establishing meaningful communication. In society, if we want to build a good conversation, the relation between the speaker and listener should be created cooperatively. The cooperation of making a good conversation between the speaker and listener is well known as Cooperative Principle.³ This rule should be done in order to make a conversation among them run well. It describes how people interact with each other.

Cooperative principle theory is a set of principles that means to make a good communication between the speaker and the hearer, they have to cooperate in order to understand

¹ Muhartoyo and Sistofa, “*Conversational Implicature of Peanuts Comic Strip Based on Grice’s Maxim Theory*”, English department and HUMANIORA, Vol. 4 No. 1, April 2013, p. 103

² Grice, H. P, “*Syntax and Semantics, Vol 3: Speech Acts*”, (New York: Academic Press, 1975) p. 41-58.

³ Yule George, *Pragmatics*, (London: Oxford University Press, 1996), p. 36

what the speaker really means in conversation. Grice define the cooperative principle as *'making your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged'*.⁴

In the pragmatic study, both the listener and the speaker who do interaction will cooperate in order to achieve the target of the communication.⁵ A pragmatic approach is the study of the relationship between linguistic forms and the users of those forms.⁶

To help the speaker to make conversation clearer, Grice divides cooperative principles into four maxims: maxim of quantity, maxim of quality, maxim of relation and maxim of manner.⁷ Once the speaker violates one of those maxim, it is called maxim violation. Under normal circumstances people always want to remain cooperative during conversation. Speakers can actually signals when they want to violate a maxims. They do so by using certain phrases which show noncommittal or that makes things "fuzzy".

In the context of communication, a speaker detected as violating the maxim when she/he understand that he hearer does not know the truth and only know the surface meaning, but the speaker tend to do the misleading one.⁸ Such that violation, furthermore, it classified into types of maxims. First, quantity maxim, it defines as in which the speaker provide insufficient information, the speaker may be give more or less. Second, the violation of quality maxim when the speaker told to hearer and she/he give the different content in

⁴ Grice, H. P. "Logic and Conversation". In P. Cole and J. Morgan (eds) *Studies in Syntax and Semantics III: Speech Acts*, (New York: Academic Press, 1975), p. 173

⁵ F.X. Nadar, *Pragmatik dan Penelitian Pragmatik* (Yogyakarta: Graha Ilmu, 2009), h. 28

⁶ Yule George, *Op.cit.* 34

⁷ *Ibid.* p. 37

⁸ Thomas, J, *"Meaning in interaction. In an introduction to Pragmatic"*, (London: Longman Group Limited.1995), p. 73

term of truth, sometimes they tell the lie. Third, violation of maxim of relevance occurs when the speaker tell something to hearer that irrelevant with the topic told. Fourth, the violation of maxim of manner related to information given by the speaker that is far from clearness, and information is not in sequences, telling ambiguous ones.

In fact, the Gricean maxim's violation occur in all levels of society and in certain circumstances, for example in the teaching and learning process at school, exactly at senior high school of Blitar. Teaching and learning is a process takes place between a teacher and students, where these activities have educational value which aims to build and develop the potential of students. In classroom activity when teacher and students are talking the particular topic, students gave misleading or confusing answer. As result, the other students did not understand on it, even the lecturer were requesting the students to explain that utterance specifically. For achieving the effective communication, the speaker and the hearer need to cooperate, it is because the cooperation is the key to get the productive interaction. But, because now there is a pandemic that makes it impossible to go directly to the field. So, the researcher would conduct the research to investigation from video YouTube Channel. Based on my observation, there was maxim violation identify in EFL Classroom of SMAN 2 Blitar video YouTube Channel entitled "*Video Pembelajaran Bahasa Inggris SMAN 2 Blitar 2017*".

Teacher: "Ok, what is the meaning of sentenced?"

Student 5 : "Me, mom. Sentenced means "*kalimat*""

The dialog above shows that the teacher is asking the students "what is sentenced", and one of student gives the wrong answer that is "kalimat". The statement violates the maxim quantity because the student give wrong or uninformative answers.

SMAN 2 Blitar YouTube Channel has joined YouTube since February 1, 2013. It has 600 subscribers and has uploaded 29 videos about school activities. Where there are 4 content about teaching and learning process, that is one Chemistry learning video, one PPKN learning video, one learning video with SMAN 2 Blitar students, and one English learning video. In this research, the researcher was used an English learning video that has been uploaded on October 23, 2017. Entitled “Video Pembelajaran Bahasa Inggris SMAN 2 Blitar 2017”, with description “Video Pembelajaran Bahasa Inggris SMAN 2 Blitar 2017, Pembelajaran Model Discovery Learning”, and has been watched by 36,151 viewers with as many as 405 likes and 11 dislike. The phenomenon in this video is not as natural as it should be, this has been set up before taking the video. But, this video was mad solely to find viewers or just immortalize teaching activities at this school. So, the maxim violation that occur in the video is natural. Therefore, the researcher want to examine this video.

In relation of this research, there are several researchers who had conducted the study under the topic of violation of maxim. Below, the researcher had chosen two of them, they are: first Raharja, he focused to find out maxim violation and how maxim violation can raise humor on *Stand Up Comedy Indonesia season 4* which is produced by Dodit Mulyanto. His study uses a qualitative research method and takes 17 videos of Dodit’s performance since each video has short duration. His study shows that Dodit violated four maxims, but highest violation has produced by Dodit was maxim relation, which is occurred for 22 times. Dodit lies something that is believed to be false by audience to raise the humor.⁹ Another one is Muhassin, his thesis aims to find out and describe the maxim of conversation most violated by students and types of maxim violation in thesis exam. The

⁹ Ahmad Ulliyadhi Satria Raharja, *Analisis on Maxim of Cooperative Principle Violation by Dodit Mulyanto in Stand Up Comedy Indonesia Season 4*, (Salatiga: State Institute for Islamic Studies, 2015)

result of his research is shows that among the 13 utterances, quantity maxim was violated most with 5 utterances (38.46%), subsequently followed by relation maxim with 4 utterances (30.76%). Meanwhile both quality and manner maxim placed the third maxim most violated by the students, each which two utterances (15.38%) respectively. In addition, maxim of quantity, quality, relation, and manner are violated by the students in thesis exams.¹⁰

This research was identified the types of maxim which are violated on SMAN 2 Blitar Video YouTube Channel and what reasons to te speaker violate the maxim. Which mean, the researcher aims to find out the violations on Grice's maxim and to analyze the reasons underlying the maxim violations. The researcher also uses Christofferson's classification that cited from Tupan and Natalia to investigate the reason and the purpose of the main character violates the maxim. There are some reasons people tend to lie which are; hiding the truth, saving face, feeling jealous about something, satisfying the hearer, cheering the hearer, avoiding hurt the hearer, building someone's belief and convincing the hearer.¹¹

Based on the background above, the researcher was interested to analyze the maxim violation in EFL Classroom of SMAN 2 Blitar video YouTube Channel.

B. Formulation of the Problem

The formulation of the problem of this research as follows:

1. What are the types of maxim violation found on SMAN 2 Blitar video YouTube Channel?

¹⁰ Mohammad Muhassin, "Students Violation of Cooperative Principle in Thesis Exam", Leksikal, Vol 13, No. 2, 2019, p.65

¹¹ Tupan, A. H., & Helen, N. (2008). *The Multiple Violations of Conversational Maxim in Lying Done by the Characters in Some Episode of Desperate Houswives*. English Department, Faculty of Letters, Surabaya: Petra Christian University. "Kata" journal, June 2008, volume 10, No. 1, p. 66

2. What is the dominant type of maxim violation used on SMAN 2 Blitar video YouTube Channel?
3. Why are maxim violated on SMAN 2 Blitar Video YouTube Channel?

C. Limitation of the problem

In order to keep this study concerned with the topic, the researcher limited this research. This research focused to found out maxim violation, dominant maxim violation and to investigate the reason of maxim violation in EFL classroom. The researcher would analyze one video from SMAN 2 Blitar video Youtube Channel with the title "*Video Pembelajaran Bahasa Inggris SMAN 2 Blitar 2017*".

D. Objective of the Research

Objectives of the research, as follows:

1. To find the types of maxim violation used on SMAN 2 Blitar video YouTube Channel.
2. To find the dominant type of maxim violation used on SMAN 2 Blitar video YouTube Channel.
3. To investigate the reasons of maxim violation that is violated on SMAN 2 Blitar Video YouTube Channel.

E. Use of the Research

The researcher hopes the result of this research can be used for:

1. Theoretically

Provide information to the readers about maxim violation in EFL classroom.

2. Practically

a. For the English Teacher

The researcher hope the teacher can use this research as their guidance for enrich and comprehend the students about maxim violation.

b. For the readers

The researcher hopes this research can be reference if the readers want to conduct the researcher about maxim violation.

F. Scope of the Research

1. Subject of the Research

The subject of the research was on Video Pembelajaran Bahasa Inggris SMAN 2 Blitar 2017 on SMAN 2 Blitar video YouTube Channel.

2. Object of the Research

The object of the research was identified how the violation of maxim is done by Video Pembelajaran Bahasa Inggris SMAN 2 Blitar 2017 on SMAN 2 Blitar video YouTube Channel.

3. Place of the Research

The research place was conducted on SMAN 2 Blitar video YouTube Channel.

4. Time of the Research

This research was conducted in April-June 2021.

CHAPTER II

LITERATURE REVIEW

A. Pragmatics

Pragmatics is a study of contextual meaning. In linguistics, there are two field of study about meaning, there are semantics and pragmatics. Semantics and pragmatics are two main areas of linguistics that concerned at the meaning of the utterance, spoken and written. In this paper is concerned in pragmatics side, where pragmatics concentrates on those aspects of meaning that cannot predicted only based on linguistics rules, but also takes into account knowledge about physical, social and everything in human's life.¹²

Pragmatics is a branch of linguistics that studies a language from the external factor as a unit of languages used as means of communication.¹³ There are many linguistics especially that concerned in pragmatics defined the pragmatics differently. Yule classifies the meaning of pragmatics into kind as follows: (1) pragmatics is the study of speaker meaning, (2) pragmatics is the study of contextual meaning, (3) pragmatics is the study of how to get more communicated way than what is said, (4) pragmatics is the study of the expression of relative distance.¹⁴

B. Cooperative Principle

To reach an ideal communication, it must be consist of cooperative in both the speaker and the listener. In this matter, pragmatics classifies the concept of Cooperative Principle according philosopher, Paul Grice. He proposed that all speaker,

¹² Jean Stilwell Peccei, "Pragmatics", (London and NewYork: Routledge, 1999), p. 2

¹³ Prof. I Dewa Putu Wijana, *Dasar-dasar Pragmatik*, (Yogyakarta: ANDI Yogyakarta, 1996), p. 1

¹⁴ George Yule, "Pragmatics", (New York: Oxford University Press, 1996), p.

regardless of their cultural background, adhere to a basic principle governing conversation which he termed as the ‘The Cooperative Principle’.¹⁵

Generally, in a communication progress is possibly assumed the speaker’s articulates his utterances by intend to inform something to the opponent (listener), he expects the opponent is understand what he expected. Therefore the speaker always tries to make his utterance relevant to the context, clear and understood, concise and straightforward, so the communication running well.¹⁶ As the result, Grice defined the cooperative principle as *making your conversational contribution as required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange.*¹⁷

Paul Grice proposed the principle in the conversation called as “Cooperative Principle”. The conversation needs the cooperation between the speaker and the partner, because the cooperation make the conversation become successful and meaningful. Grice said that making the contribution such it is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.¹⁸ By applying Cooperative Principle, the speaker allows the hearer to draw the assumptions about the speaker’s intentions and the meaning of each utterance.

In the conversation, the participants are going smoothly and successfully in their communication, it called as in line. In line maxims is the condition where the participants obey the maxims that appropriate the Gricean maxim. The cooperative principles consist of four maxims, there are: maxim of quantity, maxim of quality, maxim of relation, and maxim of manner.

¹⁵ Jean Stilwell Peccei, 1999, *Op. cit.* p. 27

¹⁶ Laurence R. Horn and Gregory Ward, “The Handbook of Pragmatics”, (Australia: Blackwell Publishing, 2006), p. 7

¹⁷ Grice, H. P. “Study in the Way of Words”, (Massachusetts: Harvard University Press, 1989), p. 26

¹⁸ Grice, H. P. “Logic and Conversation”. In P. Cole and J. Morgan (eds) *Studies in Syntax and Semantics III: Speech Acts*, (New York: Academic Press, 1975), p. 45

The Cooperative Principle is proposed by H. P. Grice. Grice expressed that cooperative principle is not a rule for how people should behave as what some people might think, but rather a suggestion that in conversational interaction people work on the assumption that a certain set of rules is applied.¹⁹ These principles are called maxims. There are four maxims, the maxims are as follows.

1) Maxim of Quantity

quantity maxim, it defines as in which the speaker provide insufficient information, the speaker may be give more or less.

Example:

Church : What are you doing for work?

Chris : I started my own business, setting up alarm systems.

In this conversation, its deals with in line maxim of quantity, because Chris gave complete information about his work that he worked in a security alarm system.

2) Maxim of Quality

The second Grice's maxim is maxim of quality. Grice postulates two sub-maxim based on the category of quality: "do not say what you believe to be false," and "do not say that for which you lack adequate evidence".²⁰ This maxim tries to make your contribution one that is true or it requires that the statement are used in conversations have some factual.

Example:

Sebastian : I remember throwing up on Kate's shoes.

Kate : Yeah, I remember, too.

¹⁹ Thomas, J. *Meaning In Interaction: an Introduction to Pragmatics*. (Harlow:

Pearson Education Limited, 1995), p. 62

²⁰ Grice, H. P. "Logic and Conversation". In P. Cole and J. Morgan (eds) *Studies in Syntax and Semantics III: Speech Acts*, (New York: Academic Press, 1975), p. 46

The conversation between Sebastian and Kate include maxim of quality, because Kate recognized that Sebastian remembered throw up on Kate's shoes therefore Sebastian is saying true about the information.

3) Maxim of relation

The third Grice's maxim is maxim of relation or maxim of relevance. In this category Grice only places a single sub-maxim, namely "be relevant".²¹ In conversation, the speaker and the listener should make their exchange clearly dovetailed mutually.

Example:

Chris : It's good?

Briggs : Yeah, yeah.

This conversation is in line maxim of manner, because when Chris ask to Briggs about the coke, Briggs answers the coke is good. Therefore there is relation in their conversation.

4) Maxim of Manner

Maxim of manner means that the participants have to be perspicuous and they also have to avoid obscurity of expression and the ambiguity when they react to the other participant.²² In this sense, the speakers must not use utterances that they know their listener do not understand.

Example:

*Briggs : I'm going to be perfectly f***ing clear. You call your husband and you tell him not to dump it in the water! You tell him that you, Michael and Eddie are all depending on him. Do you understand me?*

Kate : Stay away from my kids!

²¹ *Ibid.*, 46

²² Levinson, S. C, "Pragmatics", (Cambridge: Cambridge University Press, 1983), p. 108

Briggs attacks Kate when Chris did not at home. This conversation is in line maxim of manner, because Briggs wants to Kate talks to his husband to be not dumping the coke into the sea in a clear and brief way.

C. Maxim Violation

In the context of communication, a speaker detected as violating the maxim when she/he understand that he hearer does not know the truth and only know the surface meaning, but the speaker tend to do the misleading one.²³ Grice underlines that the speakers who violate a maxim will be liable to mislead.²⁴ This means that the participants do not observe the maxim intentionally or they tend to tell a lie for some reasons. Christoffersen states that one of the aims of the speaker tend to tell a lie is they believe that a lie is the natural tool to survive and to avoid them from that may put them in an inappropriate condition.²⁵ Consequently, the speaker who violate a maxim cause the listeners not to know the truth because they only know the surface meaning of the speaker glosses. The violations of maxim are clearly shown in the examples as follows:

a. Violation of Maxim Quantity

Maxim quantity requires the speakers to provide sufficient and supporting information. Furthermore, the speakers should not make a contribution more informative than what is required. If the speaker violate the maxim of quantity, they do not give enough information to the listener to know what is being talked about, because they do not want the listener to know the full picture. The speakers are not

²³ Thomas, J, "Meaning in interaction. In an introduction to Pragmatic", (London: Longman Group Limited.1995), p. 73

²⁴ Grice, H. P. "Logic and Conversation" In Cole, P. & Morgan, J. (ed.) *Syntax and Semantics*, (New York: Academic Press, 1975), p. 49

²⁵ Tupan, H. A. & Natalia, H. *The Multiple Violation of Conversational Maxim In Lying Done By the characters in Some Episodes of Desperate Houswives.*(English Departmen, Faculty of Letters, Petra Christian University, 2008), p. 64

implying anything, they are “being economical with the truth”.

Examples:

The context is A (a guest) wants to be nicer and friendlier; he smiles to B (a receptionist) and says hello politely. A dog comes and stands beside him. Then A asks B.

A: “Does your dog bite?”

B: “*No*”

A: (bends down to stroke it and gets bitten) “ouch! Your said your dog does not bite!”

B: “*That is not my dog.*”²⁶

B’s answer to A’s question in dialogue A depicts violation the maxim quantity. B violates the maxim by saying “*No*”. “*No*” is not the right amount of information. It is too little information in such a situation. The situation demands B to provide a short but really informative explanation. So, the dialogue above is include in the violation of maxim quantity because A gives a short answer and becomes unclear.

b. Violation of Maxim Quality

Maxim quality deals with the genuineness sincerity of the speakers when providing the information. So, it requires the speakers to refrain from saying what they believe to be false. Maxim quality also interdicts the speakers to say things that lack of adequate evidence. Otherwise, if the speakers violate this maxim, they are not being sincere and they give wrong information to the listener. Besides, when providing information, the speakers may tell a lie or fail to back up their statements with enough evidence.

Example:

²⁶ Cutting, J. *Pragmatics and Discourse: A Resource Book for Students*. (Routledge: London, 2000), p. 40

The context is a wife bought a new dress which cost 50 pounds. When her husband asked about the new dress's price, she told the wrong information. She lied to her husband because she did not want her husband to get angry toward the expensive dress since her husband got low salary from his job.

Husband : "How much did that new dress cost, darling?"

Wife : (see the tag-50 pounds, but says..) "*Thirty five pounds*"²⁷

In this exchange, the wife said to her husband something she knew it was false. She knew that the price of new dress was fifty pounds; she knew that her husband had low salary from his job, and she knew that her husband would get angry if he knew the truth about the price of the new dress. Based on he experience, she should say "*The new dress costs fifty pounds*", she was untruthful. Thus, the wife violated the maxim of quality. She purposely lied to her husband in order to avoid an unpleasant condition or a bad consequence, such as anger or a punishment.

c. **Violation of Maxim Relation**

Maxim of Relevance deals with the relevance of information provided. Thus the speakers should make their statements as relevant as possible. The information that they contribute should clearly relate to the purpose of the exchange. However, if the speakers violate the maxim of relevance, it creates a peculiar effect. This means that the listeners do not respond in a relevant way. In addition, the speakers can choose to deliberately make the information irrelevant in order to mislead the listeners or to cause misunderstanding on the listeners' part.

Example:

²⁷ Ibid.,

The context is A and B have been doing the exam paper in their school. A is curious whether B has already finished the exam paper or not, so A asked B about the exam paper.

A : “Have you finished that exam paper yet?”

B : “*It’s been raining a lot lately, has not it?*”²⁸

As shown in Dialogue above, actually A wants to know whether B has already finished the exam paper or not, but B responds in an irrelevant way by asking A about the weather. Thus, it is clear that B’s answer violates the Maxim of Relevance. A’s question has been in regard to B’s exam paper. B’s answer does not contribute to A’s goal, rather B’s purpose, is to distract A’s attention from the topic under a discussion and to cause A to misunderstand the conversation.

d. Violation of Maxim Manner

Maxim of Manner is related to the way speakers provide information. When speaking, the speakers should provide precise information. Nevertheless if the speakers violate the maxim of manner in their utterances, they want to give the listeners the ambiguous and obscurity information.²⁹ This means that the speakers can violate the maxim by providing wordy utterances with multiple ways of interpretation.

Example:

The context is A (husband) is not the only one who earns money, but the economy condition is bad. He sees B (wife) wears an unusual dress. The husband asks the wife.

²⁸ O’Grady, W. D., Dobrovolsky, M., & Katamba, F. *Contemporary Linguistics: An Introduction* (5th ed.). (Boston: Bedford, St. Martin’s, 2005), p. 233

²⁹ *Ibid.*,

A : “How much did that new dress cost darling?”

B : “*A tiny fraction of my salary, though probably a bigger fraction of the salary of the woman that sold it to me.*”³⁰

B’s response is violates the Maxim of Manner: “Be perspicuous”, “Avoid obscure expression”, and “Be brief”. B’s answer “*A tiny fraction of my salary of the woman that sold it to me*” is obscure and prolix to A. It is quite hard for A to understand such an unclear response. Thus B’s answer implies that B wants to hide clear information on the price of the dress. B purposely violates the Maxim of Manner in order to keep it secret from A, who wants B to be economical. Besides, B wants to avoid the discussion about the dress by employing such a long gloss.

D. Criteria Violation of Maxim

Table 1
Criteria Violation of Maxim

No	Violation of Maxim	Criteria
1.	Quantity	<ul style="list-style-type: none"> • the speaker does not to the point • the speaker is uninformative • the speaker talks too short • the speaker talks too much • the speaker repeats certain words

³⁰ Cutting, J. *Loc. Cit.*

2.	Quality	<ul style="list-style-type: none"> • the speaker lies or says something that is believed to be false • the speaker does irony or makes ironic and sarcastic statement • the speaker denies something • the speaker distorts information
3.	Manner	<ul style="list-style-type: none"> • the speaker uses ambiguous language • the speaker exaggerates thing • the speaker uses slang in front of people who do not understand it • the speaker's voice is not loud enough
4.	Relation	<ul style="list-style-type: none"> • the speaker makes the conversation unmatched with the topic • the speaker changes conversation topic abruptly • the speaker avoids talking about something • the speaker hides something or hides a face • the speaker does the

		wrong casualty
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Sources: adapted from Grice.³¹

In this case, the violation is a situation where the speaker does not

purposefully fulfill certain maxims for some other purposes. Grice notices that violation of his maxims takes place when the speaker intentionally refrains from applying maxims in their conversation. Scholars have fully discussed diverse reasons for violation of maxims. Grice underlines that when the speaker refrains from applying his maxims, the speaker is liable to mislead their counterparts in conversation.³² Goffman says that the speaker does not abide by Gricean maxims in order to save face.³³ Khosravizadeh and Sadehvandi say that the speaker violates Grice's maxims in order to cause misunderstandings on their participants part to achieve some other purposes, for example, to please counterpart, evade discussion, avoid the unpleasant condition, and express feelings.³⁴

E. Christofferson's Clasification

Cristofferson states in Tupan and Natalia that people tend to lie for some reasons in real life situation.³⁵ Those some are reasons will be explained below:

³¹ Grice, H. P. "Logic and Conversation". In P. Cole and J. Morgan (eds) *Studies in Syntax and Semantics III: Speech Acts*, (New York: Academic Press, 1975), p. 45

³² *Ibid.*

³³ Goffman, E. *Interaction Ritual: Essays on Face-to-Face Behavior*. (Far Hill: Pantheon Books, 2008), p. 17

³⁴ Khosravizadeh, P & Sadehvandi, N. *Some instances of violations and flouting of the maxim of quantity by the main character (Barry and Tim) in Dinner for schmucks*, IPEDR (Vol. 26) Singapore: IACSIT Press. Retrieved June 2nd 2016, p. 122-123

³⁵ Tupan, A. H., & Helen, N. (2008). *The Multiple Violations of Conversational Maxim in Lying Done by the Characters in Some Episode of Desperate Houswives*. English Department, Faculty of Letters, Surabaya: Petra Christian University. "Kata" journal, June 2008, volume 10, No. 1, p. 66

a) Hiding the Truth

Example:

Mom: Darling, have you finished your homework?

Nada: Umm, Yes mom. I did it last nigt.

Nada truth is Nada hasn't finished her homework last night because she felt asleep. She lies to her mom because she does not want to get mad at her.

b) Saving Face

Example:

Marry : Where did you buy this beautiful dress?

Jane : I bought it at Boutique last week.

Here Jane does not tell the truth because she is too shy to tell her friend that she buys the dress at Tugu Pahlawan.

c) Feeling jealous about something

Example:

Ina : Do you know where Danny is?

Ika : Nah, I don't know.

The fact is Ika knows where Danny is because they met each other two hours ago. But when Ina asks her about Danny, she says that she don't know. Ika knows that Ina likes Danny very much.

d) Satisfying the Hearer

Example:

Joe : Mommy, wh the stars come only at night?

Mom : Umm, because the stars want to light your night.

Mommy's answer is uttered to please her son who asks about stars.

e) Cheering the Hearer

Example:

Putri : I love Korean drama much. Would you like to accompany me to watch it please?

Dina : yes, I would.

This conversation happens when Putri and Dina at class and lecturer can not come to class. So Putri asks Dina to accompany her to watch Korean drama. The fact is Dina does not like Korean drama but he says yes because Putri is her best friend and she wants to cheer her up.

f) Avoiding to hurt the hearer

Example:

Joe : How did mommy passes away?

Grandma : she has cancer and we already did our best for her.

The truth is Joe's mother passed away because has been killed by his father but his grandmother does not the truth because Joe is still eight years old.

g) Building's Someone Belief

Example:

Hana : Do you still love your ex girlfriend?

Joe : Nah, you are the only girl I love the most. Why do you think that way?

The truth is the girl on Joe's phone is his ex girlfriend. He keeps her photo because he is still has feeling for her.

h) Convincing the Hearer

Example:

Johnny : Dude, can you lend me five dollar?

Joe : I am sorry, I wish I could. But I don't have money.

Johnny wants to lend money from Joe to buy cigarette. But Joe says that he does not have money because johnny never pay back his credit even Joe has fifty dollar in his wallet.

F. English as a Foreign Language

English is one of the subject in school, this subject is important value and be examined in national standard in Indonesia. English is an international language and it is spoken by many people all over the world, so it is an important language. English is used to communicate to the world and is very important to acquire science and technology. English is used as foreign language in Indonesia and it must be learnt by students in Indonesia to get science or the knowledge which comes from others countries easily.

Setiyadi stated that English is really a foreign language in Indonesia.³⁶ It means that in Indonesia, English is just learnt at school as a compulsory subject. Students seldom use English in the society, because they usually use a language based on their mother tongue.

Language is social construct as much as it a mental ability.³⁷ It is important for students to be just aware of this in foreign or second language as they are in their own. Learning English as foreign language is not same as learning a mother tongue were the students have much time to use it in daily life. Learning is acquiring or getting of knowledge of a subject of skill by study, experience, or instruction.³⁸ It means that learning activity that done by students to get experience and instruction to help us understanding everything that we wonder to know.

³⁶ Ag. Bambang Setiyadi, *Teaching English as a foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 32

³⁷ Jeremy Harmer, *The Practice of English Language teaching*, (Cambridge University Press, 2002), p. 25

³⁸ H. Douglas Brown, *Principle of Language Learning and Teaching*, (San Fransisco: Person Longman), p. 7

G. SMAN 2 Blitar

SMAN 2 Blitar or also known as Smada, is a senior high school in Blitar City, East Java. This school is located on Jl. Ciliwung No. 396 Responsibility Village, Kepanjen Kidul District. This school was founded on March 20, 1984. And has been accredited A since 2008.

SMAN 2 Blitar has a YouTube Channel that is used to document school activities. The name of the channel is SMAN 2 Blitar, this YouTube Channel has joined YouTube since February 1, 2013. It has 600 subscribers and has uploaded 29 videos about school activities. Where there are 4 content about teaching and learning process, that is one Chemistry learning video, one PPKN learning video, one learning video with SMAN 2 Blitar students, and one English learning video. In this research, the researcher was used an English learning video that has been uploaded on October 23, 2017. Entitled "Video Pembelajaran Bahasa Inggris SMAN 2 Blitar 2017", with description "Video Pembelajaran Bahasa Inggris SMAN 2 Blitar 2017, Pembelajaran Model Discovery Learning", and has been watched by 36,151 viewers with as many as 405 likes and 11 dislike. The phenomenon in this video is not as natural as it should be, this has been set up before taking the video. But, this video was mad solely to find viewers or just immortalize teaching activities at this school. So, the maxim violation that occur in the video is natural. Therefore, the researcher want to examine this video.

H. Conceptual Framework

A pragmatic approach is the study of the relationship between linguistic forms and the users of those forms. It means that pragmatics study learn about the linguistics. Cooperative principle theory is a set of principles that means to make a good communication between the speaker and the hearer, they have to cooperate in order to understand what the speaker really means in conversation. It can be said that the speakers need to supply meaningful, fruitful utterance to extend and maintain the

conversation. Therefore, the speaker always tries to make his utterance relevant to the context, clear and understandable, concise and straightforward, so that communication will run well. Furthermore, the hearer needs to assume that his or her conversational partner is doing the equivalent principle.

Grice divides cooperative principles into four maxims: maxim of quantity, maxim of quality, maxim of relation and maxim of manner. Once the speaker violates one of those maxim, it is called maxim violation. Under normal circumstances people always want to remain cooperative during conversation. Speakers can actually signals when they want to violate a maxims. They do so by using certain phrases which show noncommittal or that makes things “fuzzy”.

English is one of the subject in school, this subject is important value and be examined in national standard in Indonesia. English is an international language and it is spoken by many people all over the world, so it is an important language.

In classroom activity when lecturer and students are talking the particular topic, students gave misleading or confusing answer. As result, the other students did not understand on it, even the lecturer were requesting the students to explain that utterance specifically. For achieving the effective communication, the speaker and the hearer need to cooperate, it is because the cooperation is the key to get the productive interaction. Therefore, the researcher will focus to analyze maxim violation in EFL Classroom of SMAN 2 Blitar video YouTube Channel entitled “*Video Pembelajaran Bahasa Inggris SMAN 2 Blitar 2017*”

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