**STUDENTS’ VIOLATION OF COOPERATIVE PRINCIPLE**

**IN THESIS EXAMS**

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**Abstract**

This study aims to find out and describe the maxim of conversation most violated by students in thesis exams and the types of maxim violation conducted by the students in thesis exams. This is a kind of descriptive qualitative research. The data of this research are utterances of violated maxims produced by the students in thesis exams at the department of English education, Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University of Lampung in even semester 2017/2018 academic year. The researcher used a documentation method of the recordings of students’ thesis exams, followed by a note-taking technique to collect the data. The researcher took utterances which contain maxim violation produced by the students and classify the data based on four types of maxims. To analyze the data, the researcher used a reflective-introspective method to find out the maxims most violated by the students in thesis exams. Meanwhile in investigating the types of students’ violation of maxim in thesis exams, pragmatic identity method or *Padan* method was also used. The study may conclude 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 maxims placed the third maxims most violated by the students, each with 2 utterances (15.38%) respectively. In additions, there are four types of maxim violated by the students in thesis exam, namely quantity, quality, relation, and manner maxims. The violations are in the form of exaggerated information for quantity maxim, untrue information for quality maxim, irrelevant information for relation maxim, and confusing information for manner maxim.

**Keywords: Conversation, cooperative principle, maxim violation**