

THE VIOLATION OF COOPERATIVE PRINCIPLES ON STUDENTS' RESPONSES TOWARD TEACHER QUESTIONS IN TEFL CLASS

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ABSTRACT

Questioning is mostly conducted in learning process. As the reasons, by giving questions, teacher engages communicative interaction with students in classroom. But sometimes the communication can run effectively. The participants ordinary, broke the communication roles. This research investigates violation of maxims on students' responses toward teacher question and determines the dominant type of maxim which is violated on students' responses. This research was conducted qualitative research. And the research found that there were three types of maxim that were violated on students maxim of quantity, maxim of quality and maxim of manner. Then, maxim of quantity was mostly violated on students' responses.

Key words: *Violation, Cooperative Principles, Students' response, Teacher Questions, TEFL*

INTRODUCTION

Common problem that is faced up English Foreign Language teacher is passive students in teaching and learning process. That condition can be described in which students' acts are inactive, unresponsive and avoid interaction with their teacher. To keep that situation away and gain the interaction proposes communicatively, teacher should apply a communicative language such teacher talk. Through teacher talk, for particular purpose of teacher questions, EFL teacher tries to explore students understanding.

On the other hand, in point of fact, interaction between teacher and students does not always run effectively because not all students order related answers toward teacher questions and periodically

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that make them misunderstanding. In this sense, there is violation between students and teacher in gaining interaction.

Here, this study is focused on the violation of cooperative principles on students' responses to teacher talk in TEFL Class. To improve the information of the topic, this chapter tells background of the study, research focus, statement of the problems, objectives of the study, significances of the study, and organization of the research.

Classroom is a convenient place where English foreign language learners explore their ability in expressing target language. Actually, learners avoid interaction and unresponsive to learner. In order to hold interaction in classroom between students and teacher, teacher actively uses various teaching techniques or strategies and combines with appropriate level of languages for EFL learners to offer coming inactive learners.

By elaborating such communicative language, teacher gains interaction effectively and students develop their language competence. In this sense, that condition shows learning process runs effectively. In hence, the interaction proposes communicatively and students have higher willing to practice their English skill each other as well as improve their learning achievement.

That interaction is well known as teacher talk. Teacher talk as well as communication-based on interaction-based talk indicates a crucial activity in classroom because teacher does not only manage the class but also measure the students acquisition.¹ In sum, teacher talk is regarded as factors which determine teaching and learning process become successful or failure.

Teacher talk serves the major target language, in this case is English. As the reason, teacher talk allows the students using target language more often. Shortly, teacher has to explore his/her talk in order to maximize the students' performances in interaction. To optimize its talk, teacher sometime uses various languages in teaching process; teacher often simplify speech, giving it many of the characteristics of foreigner talk and other simplified styles speech addressed to language learners.² In line, teacher can use its talk in

¹David Nunan, *Language Teaching Methodology: A Text Book for Teacher* (Cambridge: CUP, 1991), 28.

²J. C. Richard, *Longman Dictionary of Language Teaching & Applied Linguistics* (Beijing: Foreign Language Teaching and Reseach Press, 1992), 471.

various ways namely questions, feedback, speech modification and negotiation meaning.³

In this research, the several communicative language of teacher talk that mention above, all is not as subject. It refers to the communicative language that teacher used in classroom is question. Question is commonly used in teaching process to measure students' comprehension. Mostly teacher spend over half of class time by delivering questions – and - answer exchange.⁴ Furthermore, teacher question is considered to investigate students' intention and gain interaction effectively in classroom.

On the other hand, in conducting one of teacher talk strategy above, in this case, questioning, there involves students and teacher as the participants. Both play a crucial role to enrich interaction. However, in fact, there is no absolute communicatively if one of the participants breaks the rule. For instance, the following conversation defines in teaching and learning process in TEFL class

Teacher : What language skills or components were your English teachers used to teach?

Student : What teacher I meant in junior high school or senior?

In the exchange above, the student's answer is by no means relevant to the teacher's question. The teacher asks the students to explore the components that English teachers used. However, what teacher receives from student's answer is an asserted question for ensuring her succeeding answer. It means that the student violates maxim of reference.

Violation means speakers intentionally refrain to apply certain maxims in their conversation to cause misunderstanding on their participants' part or to achieve some other purposes.⁵ To avoid misunderstanding and misinterpreting among the participants, consequently, neither speakers nor listeners ought to obey the cooperative principles which maintained four maxims as maxim of quality, quantity, manner, and reference.⁶

³Thornbury, S. (1996), "Teachers Research Teacher Talk." *ELT Journal Volume 50/4*: 279-289. Retrieved from eltj.oxfordjournals.org/content/50/4/279.abstract

⁴J. C. Richard & Lockhart C., *Reflective Teaching in Second Language Class Room* (Cambridge: Cambridge University Press, 1994).

⁵Peter Cole and J. Morgan, *Syntax and Semantics: Speech Acts* (New York: Academic Press, 1975). 55.

⁶George Yule, *Pragmatics*, (Oxford: Oxford University Press, 1996), 35-37.

Such the following example also shows the violation that made by the student:

Teacher : By the way do you read my hand out tonight?

Students : We don't understand yet sir

The conversation shows that maxim of quantity is violated by the students. The teacher gives a simple question before continuing his subject lesson. He convinces himself that his students had read the lesson at home. Unfortunately, the students pose their answer as informative as required. While the teacher only needs **yes/no** answer.

According to the exchanges above, it can be underlined that in applying teacher talk is not only delivering related questions, feedback, speech modification, and negotiation meaning but teacher also uses those kinds of language effectively. In delivering questioning and creating class effectively, cooperative principles should be regarded by teacher. However, sometime, teacher and students violate one and or more maxims in cooperative principles when interact each others. As the result, the communicative purpose during teaching and learning process cannot reach successfully.

According to the explanation above, it is necessary to conduct the research on violation in order to find out four maxims which violated by teacher and students. This research investigates TEFL (Teaching English as Foreign Language) class. As the reason, its class elaborates teaching approach, method, technique, and strategy especially for foreign language learners.

Moreover, teacher talk is one of strategy that is taught in TEFL class. It means that in this class, foreign language students learn how to elaborate teacher talk, occasionally, teacher question, effectively then apply its talk to teach English foreign learners in senior or junior high school students. In one line, the students learn to deliver effective language so the interaction between students and teacher get communicatively while the learning aims totally reach.

Based on background of the study above, the problems are formulated as the following statements: 1) What types of maxims are violated in TEFL Class? 2) What is the dominant type of maxims that is violated in TEFL Class? In accordance with the statements of the problems, the purposes of the study are as follows: 1) To identify

the types of maxims which are violated on students' responses in TEFL Class 2) To determine the dominant type of maxim which is violated on students' responses in TEFL Class. This study can be used to enrich the studies of pragmatics and sociolinguistics especially for:

- 1) The goal of this research is to explore and describe the violating of cooperative principles in TEFL Class.
- 2) This study hopefully can give more contribution to English lecturers, students, and the other researchers. For the lecturers, this research can be enrich their understanding and their knowledge especially pragmatics in the case of cooperative principles in communication.

A) This research can give contribution to the students hence they have critical thinking in answering questions. B) Furthermore, this research can give more contribution for the other researchers to analyze cooperative principles deeply for the crucial variables.

RESEARCH FINDINGS

Based on the problems of the research, this chapter explains the underlying theory of the research. This chapter also clarifies some theories dealing with the violation of cooperative principles that occur on students' responses toward teacher questions in TEFL Class. It is important to discuss teacher questions, cooperative principles, maxim of cooperative principles, violation of maxim, and previous study. They explain as follow detail

In this occasion, some related theories are presented to promote this research dealing with the violation of cooperative principles that occur on students' responses toward teacher questions in TEFL Class as follow in –depth explanation

1. The Function of Teacher Questions

Questioning is mostly conducted in learning process. As the reasons, by giving questions, teacher engages communicative interaction with students in classroom. Teacher questions in the classroom can be explained by specific functions they perform. Those functions can be grouped into three areas as follow⁷

⁷Donald K & Paul D. Eggen, *Learning and Teaching: Research based Methods* (Allyn and Bacon, 1989).

a) *Diagnostic*

As diagnostic tool, classroom questions allow the teacher to glimpse into the minds of students to find out not only what they know or do not know but also they think about a topic. Through strategic questioning, teacher can assess the current state of student thinking, identifying not only what students know but also gaps and misconceptions.

b) *Instructional*

The instructional function focuses on the role that the questions play in helping students learn new material and integrate it with the old one. Questions provide the practice and feedback essential for the development. Questions alert students to the information in a lesson. Questions are also valuable in the learning of integrated bodies of knowledge. Toward this goal, questions can be used to review previously learned material to establish a knowledge base for the new material to be learned. In addition, as the new material is being developed, questions can be used to clarify relationship within the content being discussed.

c) *Motivational*

Through questions, teacher can engage students actively in the lessons at hand, challenging their thinking and posing problems for them to consider. From a lesson perspective, a question at the beginning can be used to capture students' attention and provide a focus for the lesson. In addition, frequent and periodic questions can encourage active participation and provide opportunities in the lessons for continued student involvement. Questions also can be used to draw wandering student back into the lesson or to provide an opportunity for one student to shine.

Moreover, Questioning also provides students response through elicitation. In line, Tsui in Jafari classified elicitation into 6 subcategories such as follow⁸

1) *Elicited Informing*

The first subcategory refers to elicitations which function to elicit a piece of missing information. This subcategory may be realized in the form of yes/no questions, wh-questions, alternative

⁸Janin Jafari, *The Role of Elicitation Questions in Language Learning: A Function-Based Framework*, (Hamburg: Anchor Academic Publishing, 2014), 28-29.

questions, declarative questions or indirect questions. For examples

Do you prefer drinking coffee or tea?

Where is your hometown?

2) Elicited Confirming

The second subcategory is elicitation which invites the addressee to confirm what the speaker assumes to be true. This subcategory may be realized in the form of tag questions, and negative and positive polarity interrogatives. For example such

Don't you write the instruction, do you?

3) Elicited Agreeing

The third subcategory consists of elicitation which invites the addressee to agree with the speaker's assumption that the expressed proposition is self-evidently true. This kind of elicitation is often used to start a conversation, especially between strangers, to make conditions ready for further interaction. This subcategory may be realized by tag interrogatives and negative polar interrogatives. For example

Let's join her party

4) Elicited Committing

The fourth subcategory is elicited committing. It means elicits a verbal response and some sort of commitment on the part of the addressee. This subcategory may be realized by yes/no questions or wh-interrogatives. The interrogatives in this subcategory are similar to requests in the sense that if responded to positively, they will involve some sort of commitment to further action. However, they differ from requests because they obligatorily elicit a verbal response while it is optional in request such

May I borrow your rubber?

5) Elicited Repeating

The fifth subcategory may be realized by wh-interrogatives such as "Who/When!Where/What did you say?", "Say that again." Or words such as "Sorry?", "Pardon?" or "Huh.?"

6) Elicited Clarifying

The sixth subcategory is elicited clarifying. It can be realized by wh-interrogatives such as "What do you mean?", "Which room?" or "What?"

2. Types of Teacher Questions

According to Jack C Richard and Charles Lockhart classify the questions into three categories as follow⁹

a) *Procedural*

Procedural questions have to do with classroom procedures and routines and classroom management. They are used to ensure the smooth flow of the teaching process.

b) *Convergent*

Convergent questions encourage similar student responses, or responses which focus on central theme. These responses are often short answers, such as “yes” or “no” or short statements. They do not usually require students to engage in high level thinking in order to come up with a response but often focus on the recall of previously presented information.

c) *Divergent*

Divergent questions are quite different from convergent questions. These questions encourage diverse student responses which are not short answers and which require students to engage in higher-level thinking. They encourage students to provide their own information rather than recall previously presented information.

Furthermore, Long and Sato distinct questions into two categories such in greater discussion bellow¹⁰

1) *Display*

Display questions refer to ones that teachers know the answer and in which are designed to elicit or display particular structures for instance such the following teacher’s question *do you come late?* In point the fact that the teacher knows student joint the class too late

2) *Referential*

On the contrary, referential questions mean the questions that teachers do not know the answers to, and can gain vary subjective information such the following example *where do you spend your holiday?*

⁹Richards, J., & Lockhart, C, *Reflective Teaching in Second Language Classrooms*.

¹⁰Long, M. & C. Sato, “*Classroom Foreigner Talk Discourse: Forms and Functions of Teachers’ Questions.*” (In Seliger & Long: 1983), 268-85.

3. Cooperative Principles

In communication, the way people interact each others can be defined as cooperative principle. In line, Grice state in Yule to make your contribution such as it is required, at the stage at which it occurs, by the accepted purposed or direction of the talk exchange in which you are engaged.¹¹

According to that statement, it can be concluded that a communication runs effectively if both speaker(s) and listener(s) achieve the same massage of the utterances and reduce ambiguous meaning.

Without cooperative principle, the communicative purpose cannot be reach. Both listener(s) and speaker(s) loose the concept of communication since meaningless utterances. In short, cooperative principle is a crucial role in determining communication effectively and informative as is required.

4. Maxims of Cooperative Principles

Maxim is an important part in determining communication run effectively. It is elaborated into four maxims. Then they will be explained as follow

a. *Maxim of Quantity*

Maxim of quantity is concerned with the amount of information from the utterance conveys. The purposes of its maxim are to make your contribution as informative as required (for the current purposes of the exchange) and do not make your contribution more informative than is required.¹² Maxim of quantity leads the speaker to make the contribution as informative as is required that there will be cooperative principle in the conversation. It should be neither too much nor too little, just say as much as is necessary. As the following example

Mother : What do you have for breakfast?

Izza : Eggs and toast

Mother : Do you want milk?

Izza : No, thank.

¹¹George Yule. *Pragmatics*

¹²*Ibid.*, 35-37.

From the example above, it is clear that Izza is able to give the information as informative as required about her breakfast menu.

b. *Maxim of Quality*

The maxim of quality is a conversation in which speaker should truthful and give a true and provable information or that is supported by evidence. The following are the definitions of maxim of quality do not say what you believe to false and do not say for which you lack adequate evidence.¹³ For example:

Teacher : Why do you come late?

Student : I got traffic jam

The example above shows that the student gives an informative answer related to his coming late. Even though, the teacher does not know well about the accident.

c. *Maxim of Manner*

The maxim of manner is concerned with how the speaker deliver his/her intention to the hearer or listener. Yule concluded the explanation of maxim of manner as following:

1) Avoid obscurity

You should not use words you know, but is unfamiliar with listeners. They would not understand.

2) Avoid ambiguity

Try to make your words have just one meaning, depends on the context.

3) Be brief (avoid unnecessary prolixity)

You should not state something in a long, drawn-out way if you could say it in a much simpler manner.

4) Be orderly (following the natural order or events)¹⁴

The following exchange between daughter and mother who have conversation in bed room indicates maxim of manner

Daughter : May I get my doll now

Mother : Absolutely dear, but it's not time for playing, gonna your bed darling

¹³*Ibid.*

¹⁴*Ibid.*

By using conjunction **but** and negative mark **not**, mother tries to make her statement clearly and straightforward.

d. *Maxim of Reference*

In every conversation, speaker needs to give contribution relevant with the topic and stick to the point of conversation and says thing related clearly to the purpose of the exchange an appropriate in a certain context. That is the definition of maxim of reference. The point is. Be relevant.¹⁵

Jack : with whom do you go to Ana's birthday?

Sansan : my nephew with me

The example above is relevant between speaker and listener since Sansan's answer is person who will accompany her. The point of the relation maxim is the contribution must be informative which is indicated by the relevance of information. For example, when the question is about hobby, so the answer must be about hobby, when the question is about vacation, the answer cannot be about cooking class, and so forth.

5. Violation of Maxims

Violation takes place when speakers intentionally refrain to apply certain maxims in their conversation to cause misunderstanding on their participants' part or to achieve some other purposes.¹⁶ The following are examples of violation in the four maxims:

a. *Maxim of Quality*

Teacher : Have you read at home?

Students : We did

In this exchange, the students are not truthful, absolutely, not all students subject lesson before entering in classroom. In this case, the students violate maxim of quality. They are lay to avoid unpleasant consequences.

¹⁵*Ibid.*

¹⁶Peter Cole and J. Morgan, *Syntax and Semantics: Speech Acts*, 55.

b. *Maxim of Quantity*

The following is related example of violation that occur in class during teaching and learning process

Teacher : Not long to see you, are you so busy?

Student : Not really. Would you mind if I join your class mom?

Teacher poses a question, which he needs to be answer by his student. What the student answer in return does not lack the truth however is still insufficient. This can be due to the fact that the student prefers to refrain from providing his teacher with the answer. In point of fact, maxim of quantity is violated on that exchange.

c. *Maxim of Reference*

Moreover, the next exchange between student and teacher also indicates violation

Teacher : Why don't you join your group discussion?

Student : May I wash my hand? I am sleepy

In the exchange above, the student's answer is by no means relevant to the teacher's question. One reason for this answer can be the fact that the student is trying to evade the interrogation posed by the teacher.

d. *Maxim of Manner*

Teacher : Do you submit your assignment due to the submitting date?

Student : at that time, I attend to my sister's party and none stayed around the house

The teacher asked very simple question, however what she receives from his student is a protracted description of his reasons not submitting assignments. In addition, the student violates maxim of manner.

The previous study taken from Open Journal of Modern Linguistics written by Arezou Sobhani and Ali Saghebi entitled The Violating of Cooperative Principles and Four Maxims in Iranian Psychological Consultation.¹⁷ They underlined that in gaining accurate

¹⁷Arezou Sobhani and Ali Saghebi. The Violation Of Cooperative Principles and Four Maxims in Iranian Phychological Consultation. *Open Jurnal of Modern Linguistics* (2014), 4, 91-99 retrieved from <http://www.script.org/journal/ojml>.

comprehension of the non-cooperative attitudes of interlocutors in psychological consulting context, it is necessary to have prior knowledge of interwoven relationship between conversational implicature and the violation of cooperative principles. This is because understanding the nature of conversational implicature and its potential hidden meanings sheds a new light on the violation of one or more cooperative principles maxims.

Furthermore, the reasons and the types of violation of the interlocutors make them depend on the sophisticated nature of each psychological consulting case. Moreover, by pondering over psychiatrist-patient conversations, it was revealed that there was a rationale behind human conversations and spoken exchange within the psychological context since even when interlocutors purposefully adopt a non-cooperative attitude and violate one or more maxims, they still imply pivotal points, vital reasons and important information, all of which are tremendously helpful for accurate diagnosis.

Moreover, the researcher also takes Alham Fadhl Muslah's paper entitled *Violating and Flouting the Cooperative Principle in Some Selected Short Stories*.¹⁸ In his paper, he concluded that the reasons of CP used in short story are to make easy in understanding the dialogue or conversation in literary texts in addition that this aim at minimizing mis-understanding among the readers and characters. Then the violation of maxims in stories causes the conversation not to go smoothly.

A descriptive qualitative method is applied to answer the research problems. This chapter consists of research design, researcher role, research location, data and data sources, techniques of data collection, technique of data analysis and research procedure. Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.¹⁹ The researcher made planning and procedures to conduct the research to get data from some sources. This research is case study that focused on *Violation of Cooperative Principles on Students*

¹⁸Alham Fadhl Muslah, *Violating and Flouting the Cooperative Principle in Some Selected Stories*. 2015. College of Physical Education. Diyala University. retrieved from www.uobjournal.com/papers/ouobj_paper_2015_72335510.pdf

¹⁹John W Creswell *Research Design: Qualitative Quantitative and Mixed Methods Approches* (California: SAGE Publications Inc 2009) 3.

Responses toward Teacher Talk in TEFL Class. Because of that reason, this research tried to observe some variables such violating maxims, students' responses, and teacher questions. Hence, this research is categorized into descriptive qualitative research.

Descriptive-qualitative method is applied to conduct the study. Based on Creswell qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.²⁰ In this case, qualitative is used to investigate the phenomena that occur on social relationship either in term of one and one communication or group of communication. Qualitative research is an umbrella term for a wide variety of approaches to and methods for the study of natural social life.²¹ This means that qualitative is an appropriate approach toward social research.

Indeed, qualitative research is research that used collecting data from sources such as people's experiences and individual's life. As Latief stated, that qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs. It does so by analyzing words rather than numbers, and by reporting the detailed view of the people who have been studied.²²

Moreover, qualitative used interview, observational, and deep interaction between the researcher and informant to get the data. On the other hand, qualitative research is a kind of research which is conducted to describe something detail than quantify the data and it emphasized on the direct communication between the researcher and research object in the process of collecting data.

According to the explanations, the data in this research are described in the form of conversations between students and teacher in delivering questions – and – answers at TEFL Class

From the definition of qualitative research in the previous session, it can be underline that the characteristic of qualitative research is intent and prolonged research content with a field or situation. As the reason, researcher role is a crucial factor. Its role or purpose to

²⁰*Ibid.* 4.

²¹John Saldana, *Fundamentals of Qualitative Research: Understanding Qualitative Research*, (ew York:Oxford University Press, 2011), 3.

²²Mohammad Adnan Latief, *Research Method on Language learning 2nd Ed* (Malang: UM Press, 2013), 75-76.

obtain a systematic and integrated overview of data under study, its research function as the key research instrument and its analyses those are in the form of words.²³

In this research, the researcher placed herself as nonparticipant observation but the researcher focused on merely being data collector. To get information from the lecturer and students, the researcher collected the data about students' responses toward teacher questions of fourth semester students in TEFL Class at STAIN Ponorogo in academic year 2015/2016 and organized it specifically. The data which had been collected and organized would be analyzed, interpreted, and reported by the researcher as a result.

In this part, the researcher clarify the location in which the research took place and timeline in gaining the data. The research was conducted in TEFL Class of fourth semester students (C Class) at State Collage of Ponorogo (STAIN Ponorogo). It is located on Pramuka Street no.156 Ponorogo. The reasons of conducting this research were:

- a. The researcher teaches in this college, so that it enables for the researcher to conduct the research.
- b. Teacher talk is taught in TEFL Class as the result, the students and lecturer, there, evolve its talk in class.
- c. Lecturer spent over a half of time to take up questions and answers section in exploring students' comprehension.
- d. The object of this research is C class. Since, mostly the students show great intention in class and face two face interactions between lecturer and students run effectively.

This research was conducted on May 9th-27th, 2016 in TEFL Class. The data sources are the subject from the data are obtained. Data refer to the rough materials researchers collect from the world they are studying.²⁴ Data sources include primary and secondary data sources. The primary data of this research is transcript of students and lecturer during speaking class. According to Sutopo data could be in form of text, interview, field note, photo, videotape, personal

²³Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: A Source book of New Method* (Thoasand Oak: Sage Publication, 1994), 6-7.

²⁴Bogdan and Biklen, *Qualitative Research for Education: An Introduction to Theories and Methods* (USA: Pearson International,2007),117.

documentation, note, and other official documents.²⁵ The data of this research were words, sentences, and phrases, which are obtained from the conversation. The data were the result or recording of students and lecturer conversation related to students' responses toward teacher questions. These subjects were chosen to obtain the information about violation of cooperative principles. Those terms are those which have already been collected by the researcher and which have already been passed through the statistical process.²⁶ Secondary data may be published or unpublished data. In secondary data source may included books, magazines, newspaper, historical documents. Indeed, the sources of unpublished data are diaries, letters, unpublished biographies and autobiographies.²⁷ The researcher got other sources relating to the violation of cooperative principles theories such books, articles, and also journals. After arranging the research design, the researcher must collect data which found in students' responses toward teacher questions in TEFL Class. Data collection is used to collect the information needed then to get the valid data. Stake divided the technique into four categories; they are observation, interview, quizzes, and directly measurement.²⁸

Data analysis is an integral part of qualitative research and constitutes an essential stepping-stone toward both gathering data and linking one's findings with higher order concepts.²⁹ Data analysis can be defined as consisting of three concurrent flows of actions data reduction, data display, and drawing conclusion. Validity described the extent to which the researcher measures what she purport to measure. An instrument is or is not intrinsically valid, as validity is a characteristic of the responses. Consequently, it is important to pre-test the instrument to obtain preliminary data that can be used to assess validity.³⁰ Shortly, the data were valid if suitable with the related theories that applied in this research. The researcher checked

²⁵H. B. Sutopo, *Metode Penelitian Kualitatif* (Surakarta: UNS Press, 2006), 25.

²⁶C. R. Khotari, *Research Methodology: Methods and Techniques*, 95.

²⁷*Ibid.*

²⁸Robert E Stake, *Qualitative Research: Studying How Things Work*. (New York: The Guilford Press, 2010), 85.

²⁹*Ibid.*, 186.

³⁰David Colton and Robert W. Covert, *Designing and Constructing Instruments for Social Research and Evaluation* (San Francisco: Jossey-Bass, 2007), 65.

the data with the types of maxim that violated by students on their responses toward teacher questions and the dominant maxim that was violated by using Peter Cole and Morgan's theory.

DISCUSSIONS

The following presents research finding which have been collected during this research. This study analyses the data, which have been collected in the documentation. Furthermore, the data are classified into two sections. The first, data must define maxims that violated on students responses toward teacher questions. Afterward, the data are analyzed according to Peter Cole and J. Morgan. Second, decide the data that is dominantly violated on students' responses toward teacher questions. Later on, the further analyzing are explained as follow:

1. Type of Maxims That Are Violated on Students Responses Toward Teacher Question

According to the data that taken on May 9th-27th, 2016 in TEFL Class, by means C class, the researcher defines some exchanges between students and lecturer. The exchanges describe how the students' responses are violated on teacher questions. They are 13 exchanges that indicate students' responses are violated toward teacher questions. In addition, those exchanges are classified into four maxims. They are maxim of quantity, maxim of quality, maxim of manner, and maxim of relevance. The classifications are analyzed greater in depth in the following discussions

a. Maxim of Quantity

The goal of Maxim of quantity is to make your contribution as informative as required (for the current purposes of the exchange) and do not make your contribution more informative than is required.³¹ It means that speaker(s) should deliver the information as listener(s) needed without addition or omission. Eventhough, sometime, that conditions are needed to explain the information clearly and avoid ambiguity. The following conversation between student and lecturer shows maxim of quantity that is violated

³¹George Yule, *Pragmatics*, 35-37.

Teacher : By the way, do you read my hand out tonight?

Students : We don't understand yet, sir

The conversation shows that maxim of quantity is violated by the students. In the beginning of the lesson, lecturer gives a simple question, which is convergent question to the students. Convergent question does not usually require students to engage in high level thinking in order to come up with a response but often focus on the recall of previously presented information.³² Those responses are often in term of polar answers, such as yes/no answer or short statements.

Through that question, the lecturer convinces that the students had already read the lesson before entering TEFL Class. Unfortunately, the students pose their answer as informative as required by stating **we don't understand yet, sir**. That expression shows that elicited confirming occurs on students' response. The goal of that elicitation is to confirm what the speaker assumes to be true.³³ In short, the students inform that they had already read the material and the fact is none understand what they read. While the teacher only needs **yes / no** answer towards his question without adding related answer. On the other hand, according to the explanation above, the students' response on that exchange is violated maxim of quantity because they utter elicited confirming answer to confirm their statement to be true.

b. Maxim of Quality

The goals of maxim of quantity are a conversation in which speaker should be truthful and give a true and provable information or that is supported by evidence. The characteristics of maxim of quality are first, do not say what you believe to false and second, do not say for which you lack adequate evidence.³⁴ The followings explain how maxim of quality is violated on students and lecturer exchanges in classroom, such one of the conversation between student and teacher below

³²Richards, J., & Lockhart, C. *Reflective Teaching in Second Language Classrooms*.

³³Janin Jafari, *The Role of Elicitation Questions in Language Learning: A Function-Based Framework* (Hamburg: Anchor Academic Publishing, 2014), 28-29.

³⁴George Yule. *Pragmatics*. 35-37.

Teacher : How does he or she teach grammar?

Student : Firstly usually write a...rumus... emmm... formula and then example...pokoknya ngasi rumus kemudian ngasi contoh-contoh lalu latian. Truz biasanya habis grammar baru belajar lainnya.

In this case, the TEFL class discusses about technique, method and approach in teaching foreign language (EFL). Then to measure students understanding, the lecturer delivers divergent questions. It means that the student has to engage the answer in higher-level thinking. It encourages student to provide own information rather than recall previously presented information.³⁵

In digging the students' understating about the topic being discussed; the lecture gives a question by asking the student to clarify technique in teaching grammar to second language learners in Indonesia generally. In the point of fact, the student's answer is lack of evidences. Though, she mentions the procedure in teaching grammar step by step. However, what teacher receives from student's answer is the real condition of grammar class mostly in Indonesia but she describes the evidence in teaching grammar yet. Based on the explanation above, thus shows that the student violates maxim of quality.

c. Maxim of Relevance

Maxim of reference means speaker needs to give contribution relevant with the topic and stick to the point of conversation and says thing related clearly to the purpose of the exchange an appropriate in a certain context.³⁶ It means that the addressee should give appropriate information as clearly as possible with the context of communication. They are some exchanges between students and lecturer that occur on TEFL class. But in fact, those exchanges are violated when the students answer some questions, such the following example

Teacher : What language skills or components were your English teachers used to teach?

Student : What teacher I meant in junior high school or senior?

³⁵Richards, J., & Lockhart, C. *Reflective Teaching in Second Language Classrooms*, 187.

³⁶George Yule, *Pragmatics*, 35-37.

In the exchange above, the lecturer delivers divergent questions. It means that the student has to engage the answer in higher-level thinking. It encourages student to provide own information rather than recall previously presented information.³⁷ In this case, the lecture gives an elicited informing question by asking the student with wh question. The aim in delivering this question is to explore the general components of language skills that English teachers used in teaching and learning process.

The student's answer should explain the components of language skills in teaching English in general. In the point of fact, the student's answer is by no means relevant to the teacher's question. However, what teacher receives from student's answer is an asserted question for ensuring her succeeding answer by giving choices **junior school or senior?**. Based on the explanation above, thus shows that the student violates maxim of relevance.

d. Maxim of Manner

According to the findings and discussions above, it can be summed up that there are three types of maxim that are violated on the students' responses toward teacher questions. They are maxim of quality, maxim of quantity and maxim of reference. Moreover, the violation of maxim of manner is not found on students' responses.

Furthermore, the next point discusses the type of maxim that is violated dominantly on students' responses toward teacher questions. Thus clearly explains greater depth as follows

2. Type of Maxim That is Violated Dominantly on Students Responses Toward Teacher Questions

According to the data taken during the research and drawn in the previous session, the researcher analyzed those in-depth. In the ordinary, the researcher found a maxim that was dominantly violated on students' responses toward teacher questions. The following were the calculation of each maxim that occurred on students and lecturer exchanges in TEFL Class

³⁷Richards, J., & Lockhart, C. *Reflective Teaching in Second Language Classrooms*, 187.

Table 1.1 The Calculation of Maxims

No	Types of Maxim	Calculation	Percentages
1.	Quantity	6	46%
2.	Quality	2	15%
3.	Manner	0	0%
4.	Relevance	5	39%
Total		13	100%

The table above shown that there were 13 students' responses that were violated the maxim. Those exchanges divided into three categories; maxim of quantity, maxim of quality, and maxim of reference.

First, there were 6 utterances that violated maxim of quantity. Second, the data that violated maxim of quality were 2 utterances. And the last is the violation of maxim of reference. Those were 5 utterances. In short, maxim of manner was not violated on students' response. As the reason, none data indicated that violation. Three and four students answer the lecturer questions in brief, less of ambiguity, and avoid obscurity.

According to the calculation above, it can be underlined that maxim of quantity is dominantly occurred on students' responses toward teacher questions. The indicator is can be seen through the way in which the students delivered their answers during teaching and learning process in TEFL Class. Mostly, the students exposed embedded answers. As the result, their answers are as more informative than lecturer required.

CLOSING

Congclution and Suggestions

This chapter presents the finding of the study. It concludes the discussion in the previous chapter. The suggestion is also given in this chapter to be used in the next research. After completing the research findings and discussions in the previous chapter, the researcher concludes that

1. There are three types of maxim that are violated on students' responses toward teacher questions. The violations occur on

maxim of quantity, maxim of quality, and maxim of reference. First, there are 6 utterances on students' responses that violated maxim of quantity. Second, students' responses that violated maxim of quality are 2 utterances. And the last is 5 utterances on students' response that indicate violation of maxim of reference.

2. Maxim of quantity is dominantly occurred on students' responses toward teacher questions. They are 6 utterances of students' answers.

Based on the result of this research, the researcher recommends some suggestions as follows

1. For Lecturers

The lecturers, especially English lecturers are suggested to use communicative language in delivering questions. As the result, the students are able to answer clearly and briefly as much informative as required on teacher questions.

2. For Students

The students, especially students of Tadris Inggris Department at IAIN Ponorogo, are suggested to analyze the type of questions that are delivered by the teacher in higher level thinking.

3. For Readers

The readers in general are suggested to learn more about violation and cooperative principles.

4. For Other Researchers

The others researches is suggested to define others researches deeply related to *the violation of cooperative principles*.

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