



Pragmatics Analysis on Students' Conversation at Grade Eleven of State of Vocational High School 1 Pematang Siantar

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Abstract

This research was intended to find out the kinds of maxim on students' conversation at grade eleven of State of Vocational High School (SMK Negeri) 1 Pematang Siantar. This research used descriptive qualitative which the data were obtained through students' conversations about expressing opinions. The subject of this research was the students of SMK Negeri 1 Pematang Siantar at grade eleven in the academic year 2023/2024. The instrument of this research was mobile phone, because the classroom interaction flows quickly, mobile phone was needed to help capturing students' conversation. The data were collected by using the voice recordings and the transcripts. The data were analyzed based on students' conversations, then classified based on the maxims used in the conversation into each type of maxim, the maxims are then calculated to find the dominant maxim. The result of this research showed that the students used maxim of quantity (18,8%), maxim of quality (21,9%), maxim of relation (6,3%) and maxim of manner (18,8%). It showed that the students' conversation dominant used maxim of quality in their conversation to express opinions.

Keywords: Pragmatic Analysis, Maxim on Conversation, Expressing Opinions

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INTRODUCTION

Language is the most effective tool for humans to communicate. Humans as social beings need to communicate especially in daily affairs. Humans can order things, ask for news, and also express their emotions by using language (Gafaranga, 2021; Heiss et al., 2023; Siahaan et al., 2023). There are many languages in the world that people used. One of the most important languages to learn is English (Chan, 2021; Murshidi et al., 2023; Yeung et al., 2023). English is a global language that is used as a communication device between nations of different language.

English is a tool for people from other countries to communicate about various aspects of human life such as education, science, business, technology, culture, and also other aspects used in Indonesia. In Indonesia, English is very important in education. It can be seen from schools in Indonesia that use English as a subject starting from elementary school to high school. We have been introduced to the four basic skills in English since we were in school, they are listening, speaking, reading and writing. Listening and speaking work together in real life situations to stimulate effective oral

communication (Mao & Yang, 2019; Yang et al., 2013), while reading and writing are tools to achieve effective written communication (Güvendir & Uzun, 2023; Yuan & Zhang, 2022). The researcher can conclude that the four basics of English cannot be separated because they are related to another, especially in communication.

Communication is a process of conveying information from one person to another. It can be described as the process of transmitting information and popular understanding from one person to another (Xiang & Demir, 2022)(Burkhardt-Reed et al., 2021). In communication needs two important such as speaker and hearer, because they can greet, ask, and give information or exchange of facts, ideas, opinions and emotion. When we receive the message or information, we pay attention to many other factors apart from the language itself. If we are face to face with the person who wants to give message or information to us, while that, we can pay attention what they are doing and feeling by visible image of their face, eyes, body while their speaking in a communication.

The participants in communication are required good speech to speak. Good communication contains with participants, place, topic and also time. For instance, participants as like speaker and hearer. Place as like school, hospital, government office, church, and house. Topic means what the participants want to talk about as like Covid-19 or Indonesia's 2024 presidential election. Time means when the participants communicate as like morning, day, night. From the explanation above, it can make communication participants to speak well in communicating or exchanging ideas in a conversation. Conversations used by humans are always related to what is in the speaker's mind and what he or she conveys to the listener (hearers). When we build a conversation with others, we intend to convey our thoughts, feelings, and desires through language. But sometimes, we speak more than we actually want to say. There is a theory that can be used in showing the implied meaning or additional meaning that appears in our speech namely Pragmatics.

Pragmatics is a branch of linguistics studying the aspects of speaker's meaning and other features related to the context of utterance (Kecskes et al., 2018; Shan, 2023; van Dijk, 2011). It is a study of how utterances have meaning in situations (Deumert, 2015; Kravtchenko & Demberg, 2022; Unuabonah & Kupolati, 2023). It means, when the people communicate to another, she or he utters fill to another and use language or utterance suitable with context and situation, social and participants. In communication process, speaker and listener will show they communicate from their utterance. According to (Grice, 1975, 1978; *The Semantics-Pragmatics Boundary in Philosophy - Google Books*, n.d.) what a speaker means often differs from what the sentence used by the speaker. In order to build a smooth conversation, he also introduces some principles called cooperative principle. He also presents four kinds of maxim (Quantity, Quality, Relation and Manner) to be observed by people in having their conversation. According to Birner (2013) as cited in (Herman et al., 2022) asserts that the maxim principle is not a language regulation such as grammar, but more like a guide on how to interact properly (Ephratt, 2012; Waloyo et al., 2023; Zor, 2006). Because it is not an absolute rule, speakers do not always abide by these principles due to several conditions.

Based on the researcher's experience in her teaching practice of eleven grade at SMK Negeri 1 Pematang Siantar. The researcher found that some students who gave statement or question but the other participants did not give a good response, for example:

A: *Ada tugas kita?* (Do we have homework?)

B: *Rapat guru nya nanti.* (The teacher's meeting later.)

Then they get some ambiguities in their conversation or the speaker 1 (A) does not get the respond but the speaker 2 (B) starts another topic. According to (Grice, 1978) "Don't make your contribution more informative than is required". Students exaggerate in answering questions posed by the speaker, for example:

A: *Udah siap kau tugas yang dikasih sama mam Dewi?* (Are you ready for the assignment given by mam Dewi?)

B: *Ahh, entah kek mana cara ngerjakannya, sakit kepala ku jadinya.*

(Ahh, I don't know how to do it, I have a headache.)

From the example above, the speaker 1 (A) give a question but the speaker 2 (B) did not give good answer, the other words the speaker 2 (B) exaggerate in answer questions posed by the speaker 1 (A).

According to Grice (1975): "Make 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". Students sometimes give overlap in the conversation because the speaker is dominant to speak and do not let other to speak, for example:

A: *Jam berapa ini? Ngantuk aku, karena makan banyak.* (What time is it now? I'm sleepy, because I ate a lot.)

B: *Eh, kau baca nya link Wattpad yang ku kasih itu?* (Eh, did you read the Wattpad link I gave you?)

From the examples above, researcher realizes that there are so many problems that the students faced when doing the conversation.

In this case, there are some previous researches to analysis conversation based on the Grice theory, one of them is (Triana et al., 2021) In her study is purposed to describe maxims found in the communication between teacher and students during online learning by Zoom and also to describe the non-observance maxims made by the teacher and students. The second researcher was conducted by (Gultom, 2022) In her study is aimed to find out the differences between the application of Cooperative principles maxim in the spoken and written mode of communication between teacher and students during online learning, it is because most of the research about Cooperative principles maxim only analyzed the utterances in one mode of communication. The differences between first researcher and second researcher are the first researcher is focused on the communication between teacher and students during online learning by Zoom and also to describe the non-observance maxims made by the teacher and students, while the second researcher is focused to find out the differences between the application of cooperative principle maxim in the written and spoken mode of communication between teacher and students during online learning.

METHOD

Design of the Research

This research used descriptive qualitative method. This research used descriptive qualitative because the data collected in the form of words through voice recordings. According to Bogdan and Biklen (1982) as cited in (Rizqy & Ardi, 2020), qualitative research is descriptive which data is collected in the form of words or pictures rather than numbers, but the data could be also in the form of quotes from the documents, field notes, interviews or excerpts from videotapes, and audiotapes, or electronic communications. Furthermore, Ratna (2006) as cited in Hamani & Pulu Hulawa (2019), "qualitative descriptive method is done by describing facts which followed by analysis." So this research described the facts in the data and analyzed these aspects to achieve the research objectives.

Subject of the Research

The subject of this research was the students of SMK Negeri 1 Pematang Siantar at grade eleven in the academic year 2023/2024. The vocational high school students from SMK Negeri 1 Pematang Siantar has five majors, there are: *Otomatisasi dan Tata Kelola Perkantoran* (OTKP), *Bisnis Daring dan Pemasaran* (BDP), *Akuntansi dan Keuangan Lembaga* (AKL), *Rekayasa Perangkat Lunak* (RPL) dan *Teknik Komputer Jaringan* (TKJ). This research focused on grade eleven on *Akuntansi dan Keuangan Lembaga* (AKL) in the

academic year 2023/2024 especially on XI AKL 2 that consists of 32 students. The researcher chose this participant because based on the experience when the researcher did teaching practice, they gave statement or question but their friends did not give a good response and also students start another topic when the first topic has not been completed. Actually, they used the wrong communication in the conversation around of the school especially in the classroom.

Object of the Research

Object of this research was students' conversation about expressing opinions. The researcher recorded and took the students' conversation as the object to do this research and analyzed them based on kinds of maxims.

Instrument of the Research

The research instrument is chosen as assisting tool to collect the data. In this research, the researcher was a primary instrument to collect the data and the data collected using document analysis. The instrument of this research was mobile phone, because the classroom interaction flows quickly, mobile phone was needed to help capturing students' conversation. (*Reflective Language Teaching: From Research to Practice* - Thomas S. C. Farrell - Google Books, n.d.; Richards & Lockhart, 1994) stated that the advantages of audio or video recording are that the data recorded can be repeated, analyzed several times and can portray many lesson details that cannot be captured by another instruments.

Technique of Data Collection

To collect research data, there were some steps the researcher did, they were:

1. The researcher observed the school to find out the situation of the school.
2. The researcher observed students' class
3. The researcher asked the students to do the conversation about expressing opinions.
4. The researcher recorded the students' conversation by using mobile phone.
5. The researcher transcribed the data of recording the students' conversation.

Technique of Data Analysis

After getting the data, the researcher analyzed the data for answering the problem of the research. Technique that the researcher used, they were:

1. The researcher analyzed the students' conversation.
2. The researcher underlined the using of maxims.
3. The researcher classified maxims in the conversation into each type of maxims.
4. The researcher counted the dominant maxims. The researcher used formula by Supranto (1994:43) below:

$$P = \frac{F}{N} \times 100\%$$

5. The researcher made the findings to know the maxim in students' conversation at grade eleven of SMK Negeri 1 Pematang Siantar.

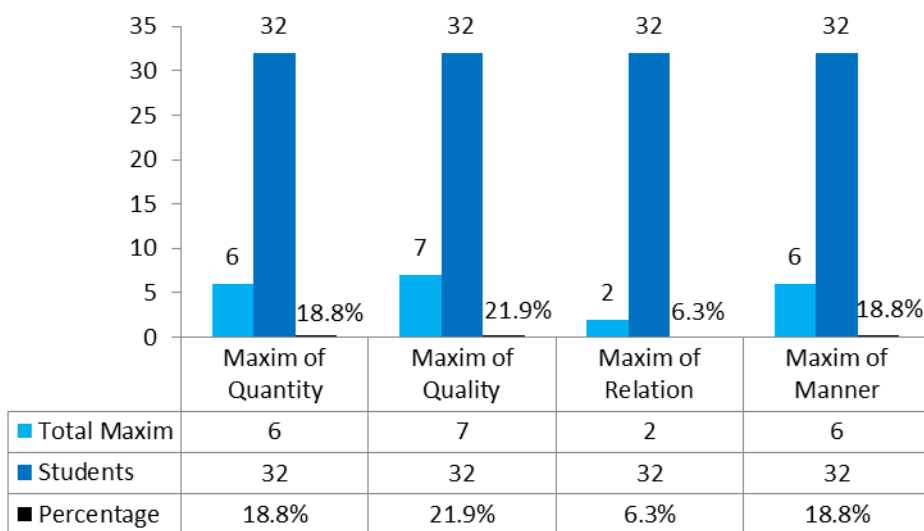
RESULT AND DISCUSSION

After analyzing the data, the researcher found what kinds of maxims are found on the students' conversation at grade eleven of SMK Negeri 1 Pematang Siantar as following: The kinds of maxims on students' conversation are maxim of quantity, maxim of quality, maxim of relation and maxim of manner.

Table 1. Kinds of Maxims on Students' Conversation

Data	Types of maxim			
	Maxim of Quantity	Maxim of Quality	Maxim of Relation	Maxim of Manner
1	1	1	-	-
2	1	1	1	-
3	1	-	-	1
4	1	1	-	-
5	1	1	-	-
6	1	1	-	1
7	-	-	-	1
8	-	1	-	1
9	-	-	-	1
10	-	1	1	1
TOTAL	6	7	2	6

Figure 1. Percentage of Maxims



From the figure above, each of conversation used the fourth types of maxims. The researcher found the percentage of the fourth maxims. Maxim of quantity (18,8%), maxim of quality (21,9%), maxim of relation (6,3%) and maxim of manner (18,8%). The students dominant used maxim of quality in their conversation to express opinions, because from data analysis, the researcher found that most utterance that used by students is suitable

with the question and based on the fact and truth. That is why maxim quality the most dominantly used when they express opinions. Maxim of quantity and maxim of manner have the same position in students' conversations in expressing opinions. The researcher found maxim of quantity and maxim of manner from data analysis and it showed that they have the same position which is 18.8%. The students also used maxim of relation in their conversation. However, the researcher found that maxim of relation was used very little in the students' conversations compared to the other maxims. It shows that students are not very relevant in answering or giving statements that the speaker wants. So that maxim of relation has a low position of 6.3%.

DISUCSSION

The results of this research are described in more detail in the research finding. The researcher found what kinds of maxims are found on the students' conversation at grade eleven of SMK Negeri 1 Pematang Siantar, they are maxim of quantity, maxim of quality, maxim of relation and maxim of manner. Maxim of quality is the dominant maxim used by students in expressing their opinions in conversation, we can see in Figure 1 Percentage of Maxims. The researcher found that most utterance that used by students is suitable with the question and based on the fact and truth, that is why maxim quality the most dominantly used when they express opinions.

The researcher found there are four kinds of maxims that students used in their conversation about expressing opinions and that is suitable for what the researcher has written in chapter 2 about the theory of Grice, which states that there are four kinds of maxims, they are; maxim of quantity, maxim of quality, maxim of relation and maxim of manner. The maxims are rules to make conversation better.

There is the new information related to the problem of the students' conversation about expressing opinions in using the maxims. The problem of the students is they like to give the information with much explanation and not too briefly. It can be seen from research finding because the most dominant maxim is maxim of quality. Maxim of quantity is 18.8%, maxim of quality is 21.9%, maxim of relation is 6.3% and maxim of manner is 18.8%.

Previous related research done by (Amaliyasari & Widiyanah, 2019) has reported that the result of her research discovered that during the conversation, all speakers happen to be successful in observing maxims. The proportion of non-observance maxim is only 2%. Sorts of maxim that is flouted by speaker are maxim of quantity, quality and manner. The flout of maxim is done by students because of their lack of linguistic (Dwi, 2015; Manurung, 2019; Rafika et al., 2020) and actional competence (Dwi, 2015). The similarities between previous researchers are analysis conversation regarding Grice's theory of maxims. However, this research has differences from previous researchers, this research focuses on observance of Grice maxims namely maxim of quantity, maxim of quality, maxim of relation and maxim of manner, then the topic of the conversation is expressing opinions. It shows that this research has something different from other researches.

We believe there is a need to reevaluate the prevalent practice of relying on the Gricean Maxim to elucidate language processing phenomena. This inclination often influences decisions concerning experimental designs. For instance, in the case of (Snedeker & Trueswell, 2003) they omitted conditions that could be considered as providing excessive detail due to concerns that their participants might find them to be overly pragmatic. However, this inclination can also take the form of an underlying assumption driving the entire processing framework, as seen in models such as the Construal Model of comprehension (Frazier & Rayner, 1982), also mentioned in ("Parsing Modifiers: Special Purpose Routines In The Human Sentence Processing Mechanism?," 2012) or, more directly, in the Referential Model (Altmann & Steedman, 1988; Hald et al.,

2007). Indeed, it would be nearly impossible to compile all the psycholinguistic explanations that resonate with the idea that listeners struggle with construction X because they believe the speaker should have produced Y in accordance with the Gricean Maxim of Quantity. These explanations are not necessarily erroneous, but we find our data to be a compelling reason for a thorough examination, as both speakers and listeners only moderately adhere to the Maxim of Quantity.

CONCLUSION

Based on the result of this research, we know that there are four kinds of maxims that found on students' conversation at grade eleven of SMK Negeri 1 Pematang Siantar. They are of maxim of quantity (18.8%), maxim of quality (21,9%), the maxim of relation (6,3%) and the last maxim of manner (18,8%). The students dominant used maxim of quality in their conversation to express opinions, because from data analysis, the researcher found that most utterance that used by students is suitable with the question and based on the fact and truth. That is why maxim quality the most dominantly used when they express opinions. Maxim of quantity and maxim of manner have the same position in students' conversations in expressing opinions it showed that they have the same position which is 18.8%. The students also used maxim of relation in their conversation. The maxim of relation has a low position of 6.3%, it shows that students are not very relevant in answering or giving statements that the speaker wants.

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