

## An investigation of Non-Observance of Maxim in Teacher's Instruction of Cadet Afternoon Speaking Class at Merchant Marine Polytechnic

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**Abstract:** *Teacher instruction is an important factor that affected teaching effectiveness and the way students carry out learning activity. Therefore, teacher must give instruction clearly, simply and easy to understand. Students, on the other hand, as the one who is given instruction needed to respond to teachers' question to make sure that they understand the instruction. Moreover, during this communication of teachers and students, they need to obey the theory of maxim to avoid ambiguity, misunderstanding and complicated instruction. This study is aimed to analyze non-observance of maxim that experienced by students' response to teachers' instruction. This data were used observation from Cadet Afternoon Speaking Class to find out what kind of non-observance of the maxim happened in the class during the learning process. The result showed that there are some non-observance of maxim which experienced by cadets and teacher in the classroom. Those are infringing of the maxim, violating the maxim of relevance and violating the maxim of quantity. Those happened because some cadets want to attracted teachers attention by saying a funny thing which is not related to the question. Since this study is taken only once, it is not trying to generalize the finding, and of course, it needed further research regarding the theory of maxim which applied in the learning process especially in English language learning class.*

**Keywords:** *Theory of maxim, non-observance of the maxim, teacher instruction, students' response.*

**Abstrak:** Pengajaran guru merupakan faktor penting yang mempengaruhi efektivitas mengajar dan cara siswa melakukan kegiatan belajar. Oleh karena itu, guru harus memberikan instruksi dengan jelas, sederhana dan mudah dimengerti. Siswa, di sisi lain, sebagai orang yang diberi instruksi ditugaskan untuk menjawab pertanyaan dari guru untuk memastikan bahwa mereka memahami instruksi tersebut. Selain itu, selama komunikasi guru dan siswa ini, mereka perlu mematuhi teori maksim untuk menghindari ambiguitas, kesalahpahaman dan instruksi yang rumit. Penelitian ini bertujuan untuk menganalisis maksim non-ketaatan yang dialami oleh siswa terhadap instruksi guru. Data ini menggunakan observasi dari Cadet Afternoon Speaking Class untuk mengetahui seperti apa ketaatan terhadap maksim yang terjadi di kelas selama proses pembelajaran. Hasil penelitian menunjukkan bahwa ada beberapa maksim ketaatan yang dialami oleh taruna dan guru di kelas. Hal tersebut melanggar maksim, melanggar maksim relevansi dan melanggar maksim kuantitas. Hal itu terjadi karena beberapa taruna ingin menarik perhatian guru dengan mengatakan hal lucu yang tidak terkait dengan pertanyaan. Karena studi ini hanya diambil satu kali, maka penelitian ini tidak mencoba untuk menggeneralisasi temuan, dan tentu saja, perlu penelitian lebih lanjut mengenai teori maksim yang diterapkan dalam proses pembelajaran terutama di kelas pembelajaran bahasa Inggris.

**Kata kunci:** Teori maksim, maksim pepatah, instruksi guru, respon siswa.

### 1. INTRODUCTION

Being a teacher is not a simple job since there are many factors in conducting teaching and learning process. Teachers are expected to promote effective teaching strategies to help students engage in learning and follow all the activity in the learning process. Effective teaching will also lead to improve student achievements that matter to the way they achieved knowledge. As a result, it also affected students' competence of learning process. Coe stated that there are six components of effective teaching. Those are included pedagogical content

knowledge, quality of instruction, classroom climate, classroom management, teacher beliefs, and professional behaviors (Coe et al., 2014). Further, quality of instruction is one of those components that teachers need to be acquired for teaching and learning process. The quality of instruction can be seen from the ways teachers giving instruction what students need to do in their activity. Scrivener stated that instructions tell the students what to do during the lesson (Scrivener, (2012). Providing clear instruction for students' activity is related to the way teachers guide students to follow classroom activity.

Moreover, there are various principle of instruction which can be applied in learning and teaching process such as reviews previous learning, presents new learning with simple step and asks students to practice, asks question and checks students response, provides model guide students' practice, checks students' understanding and many more (Rosenshine, 2012). However, from those principles of instruction, giving instruction orally and asking students understanding of the instructions is commonly used in the learning process. The way teachers give instruction should be clear, concise, and easy to understand in order learners gets the meaning of what they need to do. Teachers should use a simple language when giving instruction and students must give a response to teachers' instruction. Harmer stated that it is wasting time even for the best activity that provided by teachers if students do not know what they are going to do (Harmer, 2007). Therefore, teachers should check students understanding of the instruction they give to know whether students understand or not with the instruction. This activity process actually created teacher and students' interaction and communication.

Furthermore, this interaction and communication often and mostly involved speaking or conversation between teacher and students. As teachers giving instruction, teachers intended to communicate with students and students' response to teachers' instruction. It seemed, communication among people mostly happened in a conversation and included as teacher-student interaction. The conversation itself, sometimes it has some rules which need to be achieved by both speaker and hearer in order to get the information clearly, efficiently and effectively. The rules that speaker and hearer needed to achieve in the conversation is called as cooperative principal which introduced by Paul Grice and known as the theory of maxim (Grice, 1975).

This theory is required for both speaker and hearer to use effective conversation which is not complicated, convoluted and created ambiguity. So, when this happened in the learning and teaching process, teacher and students need to apply this theory of maxim to avoid wasting time and unnecessary things. Additionally, many kinds of research regarding this theory of maxim have been conducted in analyzing dialogue of short story, movie and so forth. A study was conducted by Yuvike & Winiharti who analyzed the dialogues in Arthur Miller's *The Crucible* using mix method both qualitative and quantitative. The result showed that there are several non-observances of the maxims that applied are flouting the maxims, violating the maxims, and opting out a maxim. Another study related to the theory of maxim is conducted by Haverkate which analyzed a dialogue in a novel of *Don Quixote de la Mancha* to analyze and explain types of observance and non-observance of Gricean Maxims. The result revealed that the character of Don mostly used exploitation of maxim of quality, fulfilment maxim of quality, violations maxim of quality.

However, research related to the theory of maxim which used in teaching and learning for EFL is under explored. Therefore, this study is intended to examine teachers and students conversation in teaching instruction which happened in English language teaching and learning.

## 2. REVIEW RELATED TO LITERATURE

### 2.1. *Theory of Maxim*

The main use of language is to communicate among people. Communication happened when both speaker and hearer understand each other words. Language is used to make statements, convey facts and mostly used to exchange information. As communication consisted of utterance from both speaker and hearer, it consists of different meaning. Utterance has many meanings included literal meaning or non-literal one. There is an analysis of utterance based assumption on the context and beyond the context or literal meaning or non-literal meaning (Safitri et al. 2014). Literal meaning closely related to semantic, while non-literal meaning is related to pragmatic studies.

Both semantics and pragmatics are the two main branches of the linguistic study of meaning (Griffiths, 2006). According to Patrick Griffiths semantic is a study about literal meaning, sentence meaning or word meaning. This study will further discuss about pragmatic meaning in communication which happened in the conversation. Further, a conversation has some rules which both speaker and hearer needed to be acquired in order to exchange information clearly, efficiently and effectively. The rules that needed to acquire in the conversation is well known as a theory of maxim. This theory of maxim is important to apply in any communication among speaker and hearer.

In addition, the theory of maxim is a set of rule that is used by language users in order to make the communication more effective and efficient (Grice, 1975). There are four kinds of maxim: Maxim of Quantity, Maxim of Quality, Maxim of Relevance and Maxim of Manner. Those four kinds can be considered into two kinds major: first is Observance of maxim and second is non-observance of the maxim. Observance of maxim is a conversation in which the language users obey all the principal of maxim. This included maxim of quantity, maxim of quality, maxim of relevance and maxim of manner. Maxim of quality is defined when speakers give the information as informative as needed, no more and no less than is required. Meanwhile, the maxim of quality is defined when speakers conveyed something true and sincere. Speakers are not expected to convey something that is believed to be false or something which lack of evidence. Furthermore, maxim of relevance happens when speakers' conversation appropriate with what has been said before and has relation to it. While for the maxim of manner means that speakers speak clearly, briefly, and orderly. Do not share information which remained ambiguity and obscurely for the hearer (Grice, 1975).

Moreover, people are demanded to fulfil those four kinds observance of the maxim. So, the conversation will easy to understand by both speaker and hearer. On the other hand, in some cases, people do not obey the rules of the maxim. They are failed to fulfil the observance of maxim because of some reasons for example intended to not tell the truth because the speaker might do not want to hurt the hearer's feeling or they might want to convey something humorous, or the speaker may do not have the ability to speak clearly. In other word, there is a difference between what speakers said and what speakers intended to convey (hidden meaning). This condition is called as non-observance of the maxim which divided into violate of the maxim, flouting of the maxim, infringing of the maxim, and opting out the maxim (Grice, 1975).

Additionally, violating of maxim happened when speakers tend to disobey the maxim and purposely make the conversation mislead. This often happened in conversation when humour sense is applied. While, flouting of maxim happened when the speaker is quit to give a hint for the hearer to understand the hidden meaning. For example, speakers do not tell the truth or share information which is lack of evidence. Another non-observance of the maxim is

infringing of the maxim which defined as the speaker is lack knowledge or incapable to speak clearly. Further, opting out the maxim happened when speakers unwilling to obey the maxim in conveying utterance that is he/she did not give the information as it is required because of something important (Grice, 1975).

Furthermore, to make it understand regarding the definition of maxim and the differences among sub-branches of the maxim, here the author would like to give a brief overview from the book of Grice (1975).

## 2.2. *Observance of Maxim*

Observance of the maxim is a conversation in which the language users obey all the principal of maxim.

### 2.2.1. *Maxim of Quantity*

Maxim of quantity is when speakers give the information as informative as needed, no more and no less than is required.

Example:

*Ika : "Where are you going Zubay?"*

*Zubay: "I'm going to the Library."*

This example is an example which obeys the maxim of quantity because Zubay gives adequate information as Ika needed without adding something more and less than it needed.

### 2.2.2. *Maxim of Quality*

Maxim of quality is when speakers conveyed something true and sincere. Speakers are not expected to convey something that is believed to be false or something which lack of evidence.

Example:

*Hamidah: "Why did you come late this morning?"*

*Rahayu: "My motorcycle was broken down"*

In the example, Rahayu tells the truth that her car was broken down so that she came late and there is evidence that Rahayu's motorcycle is broken.

### 2.2.3. *Maxim of relevance*

Maxim of relevance is when speakers' conversation is appropriate with what has been said before and has relation to it.

Example:

*Ajeng: "Where is my English book?"*

*Zubay: "It is on the table."*

In the example, Zubay's reply related to the Ajeng's question, not talking about something else.

### 2.2.4. *Maxim of Manner*

Maxim of Manner is when speakers speak clearly, briefly, and orderly. Do not share information which remained ambiguity and obscurely for the hearer.

Example

*Rahayu: Where was Zubay yesterday? What did she do?*

*Hamidah: Zubay went to Ajeng's house and did their group homework.*

In the example, Hamidah's answer obeyed the manner of maxim: be orderly, because she gives a clear explanation about Zubay and it arrange in order as Rahayu being asked.

### 2.3. *Non-Observance of Maxim*

Non-observance of the maxim is the one in which speakers fail to obey the rules of maxim. Non-observance of the maxim fail to understand what speakers intended to convey. In other word, there is difference between what speakers said and what speakers intended to convey (hidden meaning). There are several kinds of Non-observance of the maxim.

#### 2.3.1. *Violating of Maxim*

Violating of maxim happened when speakers tend to disobey the maxim. Speakers purposely make the conversation mislead.

#### 2.3.2. *Violating the maxim of quantity*

*John: Where have you been? I had searched everywhere for you during the past two weeks!*

*Mike: I wasn't around. So, what's the big deal?*

Based on the example above Mike tries to violate the maxim of quantity because his answer to John is insufficient.

#### 2.3.3. *Violating the maxim of quality*

*Mother: Did you study all day long?*

*Daughter (who has been reading a novel all day long): I've been studying till now!*

In this example the daughter tried to violate the maxim of quality because he told a lie to his mother. He did not tell the truth because he was afraid of the consequence if he tells truth.

#### 2.3.4. *Violating the maxim of relevance*

*Teacher: Why didn't you do your homework?*

*Student: May I go and get some water? I'm so thirsty.*

In this example, the student is violating the maxim of relevance because what his answer has no relation with what teacher ask to him. He did it on purpose because he avoided teacher's interrogation which may the teacher will interrogate him deeply.

#### 2.3.5. *Violating the maxim of manner*

*Sara: Did you enjoy the party last night?*

*Anna: There was plenty of oriental food on the table, lots of flowers all over the place, people hanging around chatting with each other.*

In the example, Anna is violating the maxim of manner because what Anna has said is ambiguous. There are two possible meaning based on Anna' description answer, first, is Anna enjoy the party and second is Anna did not enjoy the party.

#### 2.3.6. *Flouting the Maxim*

Flouting of maxim happened when speaker is quit to give a hint for the hearer to understand the hidden meaning.

- Flouting the maxim of quantity

Flouting the maxim of quantity is happened when the speaker give information more or less than it is required

*Ali: Where are you, Majid?*

*Majid: I'm in my clothes.*

The example is flouting the maxim quantity because Majid reaction is insufficient and that is not what Ali expected to be the answer. In this situation, Majid may convey a sense of humour.

- Flouting the maxim of quality

Flouting the maxim of quality happened when the speakers do not tell the truth or share information which lack of evidence.

*Example: Someone says to Chloe's husband, he is deceiving her this evening.*

*Based on this example, it is clearly stated that there is no evidence that he deceiving her. In other word, it cannot be a case since there is no sufficient evidence there. This actually included the figure of speech like irony, metaphor, meiosis, hyperbole and so on.*

- Flouting the maxim of relevance

*A: Mrs. Maria is an old bag.*

*B: The movie is beautiful, isn't it?*

Based on the example above what B has said to A is not relevant because it is not an appropriate reaction for A statement. B is refused to produce a relevant reaction of A statement because he thinks that its topic should not be discussed as A is talking about someone.

- Flouting the maxim of manner

*I sought to tell my love, love that never told can be*

This example can remain of ambiguity, love that never told can have two meaning, first is love that cannot be told and second is love that if it is told cannot continue to exist.

### 2.3.7. *Infringing of the maxims*

Infringing of maxim happened when speaker lack knowledge or incapable to speak clearly.

### 2.3.8. *Opting out of the maxims*

Opting out the maxim happened when speakers unwilling to obey the maxim in conveying utterance that is he/she did not give the information as it is required because of something important.

## 3. TEACHING INSTRUCTION

The word instruction actually has a wide definition in language teaching and learning. Instructional strategy is defined as teachers provided various techniques to help students learn the material independently (Learning, 2002). It gives an opportunity to choose an appropriate technique which leads to their accomplishment. Similar to its definition, but in the narrower area which is called as teaching instruction, it refers to the way teachers tell students what to do during the lesson (Scrivener, 2012). Teaching instruction has a contribution as one of the factors that affected students' knowledge and competence. Marzano et al explained that if teachers are aware the role instruction can affect teachers, then it also can affect students achievement of learning (Marzano et al. 2001). The way the teacher giving an instruction is important as it is closely related to activities and practice that student needed to follow.

Giving clear instruction is a skill that teachers need to master and need to give serious attention as it gives impact how students carried out classroom activity and as a result how will they learn the material. According to Sowell, there are some ways of giving clear instruction to make students understand such as using mother tongue, using Total Physical Response (TPR) or gesture, write the instruction in sticky-note and develop it into one sentence that easy to remember (Sowell, 2017). He added that good instruction must be clear

and simple for all learners. Further, he also explained stages of giving instruction included get students' attention, speak simply but clear, model your instruction, use extra-linguistic devices to aid meaning (gestures, facial expressions, voice, and visuals), break down instructions when there are several steps, check for understanding and Avoid giving vague instructions (Sowell, 2017).

### 3.1. *Cadet Afternoon Speaking (CAS)*

Cadet Afternoon Speaking is a program which provided by language division of Merchant Marine Polytechnic Surabaya. This program is aimed to train cadets' English ability especially in speaking skill following the purpose to prepare cadets in the real world activities in their future job. Moreover, this program is held twice a week on Monday and Wednesday for some classes and for the others are on Tuesday and Thursday. This program used both classroom and outdoor activity for their learning process in order to get real experience when learning outdoor.

They have 90 minutes every meeting to learn English from the tutor and the material is come from teachers as developing of the syllabus. The language division provides the syllabus what theme and skill that needed to achieve. Then, teachers/ tutors are given an opportunity to develop the syllabus based on students' competence. It is not their compulsory subject but as an additional skill that all cadets needed to accomplish.

## 4. RESEARCH METHOD

This research used a qualitative descriptive method as the sources were taken from classroom learning process which happened naturally. This study was aimed to identify the theory of maxim which possessed by students and teachers in the classroom learning process. The subjects of this study are teacher and cadets who joined CAS class in Merchant Marine Polytechnic Surabaya especially ETO class.

The data used in this study were collected through observation of teacher instruction and students response during the learning process. The data were obtained from an observation in Cadet Afternoon Speaking Class which consisted of 24 cadets in the late of December 2018. Further, the data was analyzed using the theory of maxim which introduced by Grice to find out non-observance of maxim theory on teachers instruction and students' response.

### 4.1. *Finding and Analysis*

In this research, the data was analyzed using the theory of maxim of teacher instruction and students' response to teacher instruction especially non-observance of the maxim. The data showed that some students are possessed non-observance of the maxim. Here are explanations about the finding.

*Teacher (T): Good afternoon everyone, how have you been doing?*

*Cadets (C): Good afternoon miss, apa itu miss, ngga tahu miss?*

**Analysis:** In this opening teacher greets cadets in a new way of how are you, however, the cadets cannot answer because they did not know the meaning of *how have you been doing is similar to how are you*. In this case, cadets is infringing of the maxim. Since infringing of maxim happened when speaker lack knowledge or incapable to speak clearly. Cadets, in this case, are lack of knowledge the meaning of how have you been doing.

*Teacher: Did you remember what you have learned from previous meeting?*

*Cadet 1: I did not come miss.*

**Analysis:** In this case, cadet 1 is violating the maxim of relevance. His answer is not relevant and has no relation to teacher's question. He should answer yes if he remembered and no if he did not remember the material.

Next activity:

*T: How many parts of speech do you know?*

*C: Miss, there is Pak Tono miss.*

**Analysis:** the same as before, a cadet violated the maxim of relevance as his answer is not relevance with teacher question. Cadet might want to say something funny as he mentioned his sentence all class is laughing. Because pak Tono is someone whom they afraid of, but they really like to make a joke about him.

*T: So, how many parts of speech do you know? What are they?*

*C: maybe 5 or 6.*

**Analysis:** from the conversation above, the cadet is violating the maxim of quantity because his answer to teachers question is insufficient. Cadet should also mention the part of speech that he knew. But he only answered the first question, not the second one.

In the following conversation, the teacher caught a cadet who did not pay attention and join with the group discussion.

*T: Are you sleepy, Faisal? what are you doing?*

*F: I want to go home miss, I miss my family and delicious food.*

**Analysis:** in this conversation, Faisal is violating the maxim of relevance because what his answer has no relation with what teacher ask to him. The teacher did not ask what he wanted but what he does. He did it on purpose because he avoided teacher's interrogation; he may think that the teacher will interrogate him deeply about the reason why he did not pay attention or he intended to make something funny. So, he just answered as he wanted.

*T: you will divide into 4 groups, do you want me to choose your group or you will choose for yourself?*

*C2: I don't want to have a group with Tia miss.*

**Analysis:** Again, Cadet 2 tried to violate the maxim of relevance. He did not answer teacher's question relevantly. However, he answered with something else which has no relation to the question. He should directly answer: you choose miss or we will choose by ourselves miss.

**Next activity is** students are divided into four groups which each group has one representative to read the clue about various places which used an adverb of frequency. The rest of the member each group must guess what various places as located based on the paper which consisted of number 1 to 8. After all groups are finished labelled the places in the paper, teacher checked their work together with students.

*T: what is the answer of number one? Dendy?*

*C: Dendy (read dendai).....iya,iya will always love you.....*

**Analysis:** Another violating the maxim of relevance happened here. Teacher asked Dendy to answer the question. But the other cadets spontaneously saying and singing Dendy with the tone of Whitney's song. Because every time the teacher called the name of Dendy, all cadets will do the same saying his name as if they are singing Whitney's song. As the case in the theory of maxim, what cadets answer to teacher's question is not relevance. They should mention the answer of number one.

From all those data which analyzed using theory of the maxim, specifically this study only examined non-observance of maxim. Non-observance of maxim appeared in some teacher's question-students response, as most of it is violating the maxim of relevance. Violating the maxim of relevance happened when the response to the speaker is not relevant or has no



relation. This appeared in some activities as cadets cannot control themselves to not say something funny. So, sometimes when teacher asks a question to cadets, they often response it with joke. While infringing of maxim has only happened once when cadets don't understand the meaning of a particular sentence. Another one is violating the maxim of quantity when students did not answer teacher's question fully as what teachers asked.

## 5. CONCLUSION

Teaching instruction is one of many factors that effected students learn the material, since instruction is dealing with how learning and teaching activity carried out. Teaching instruction and students' response to it instruction should clear and avoid misunderstanding. However, some unexpected thing sometimes happened which caused the communication between teacher and students flowed as it should not be based on theory of the maxim. Therefore, this study was analyzed what theory of maxim that possessed by students.

Moreover, in teaching and learning process non-observance of maxim were addressed by some activities which experienced by teachers' instruction and cadets response. There are several non-observances of the maxim that cadets experienced included infringing of the maxim, violating the maxim of relevance and violating the maxim of quantity. However, violating the maxim of relevance is mostly experienced by cadets response to teacher' question. This happened because cadets are mostly wanted to say something funny by making a joke of their friends and get attention from their teachers.

In addition, since this study is only taken and observed once, the finding is not trying to generalize the answer. The same research may have a different result if it applied in another class of cadet and observed more than once. This research is only analyzed non-observance of maxim that cadets experienced during teaching and learning process, further research is needed to conduct to examine both observance of maxim and non-observance of maxim to make a comparison of both.

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