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The Violating Grice's Maxim in the Dialogue Text of Student's English Book (Under the Merdeka Curriculum)

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Abstrak

Penelitian ini menganalisis pelanggaran maksim prinsip kooperatif Grice. Penelitian ini menganalisis teks dialog buku bahasa Inggris siswa dan berada di bawah Kurikulum Merdeka. Peneliti berharap dapat memberikan penjelasan mengenai makna tersirat dari teks dialog dalam buku tersebut. Pertanyaan mengenai macam-macam maksim dalam Prinsip Kerja Sama yang perlu dipatuhi, dan bagaimana implikatur tersebut muncul dalam teks dialog. Dengan melakukan hal ini peneliti mampu memberikan penjelasan tentang makna tersirat dari teks dialog dalam buku tersebut. Tujuan dari penelitian ini adalah memberikan pemahaman bahwa guru perlu menjelaskan sesuatu di luar bahasa. Buku siswa memandu mereka dalam menggunakan bahasa target. Analisis ini termasuk metode deskriptif-kualitatif. Hasil analisis menunjukkan beberapa maksim mengambang dalam dialog; ada maksim kuantitas & relevansi yang mengambang. Pelanggaran maksim kuantitas berjumlah dua dan maksim relevansi berjumlah satu. Teks dialog dalam buku harus memberikan siswa pemahaman yang baik tentang bagaimana menggunakan bahasa tersebut. Inklusi, penting bagi semua pemangku kepentingan yang peduli terhadap hal ini. Pendidik hendaknya memberikan isi dalam buku siswa sebagaimana adanya dalam pemahaman holistik.

Kata Kunci: Pelanggaran, Maksim Grice, *Implicature*.

Abstract

This study analyses the violation of Grice's maxims of the cooperative principle. The study analyses the dialogue text of the students' English books and it is under the Merdeka Curriculum. The researcher hopes to be able to provide explanations about the implicit meaning of the dialogue text in the book. The questions about the kinds of maxims in the Cooperative Principle need to be obeyed, and how the implicature appears in the dialogue text. By doing this researcher able to provide explanations about the implicit meaning of the dialogue text in the book. The aim of the study is giving an understanding that teacher needs to explain something beyond the language. The student's book guides them in how to use the target language. This analysis includes the descriptive-qualitative method. The result of the analyses shows some floating maxims in the dialogue; there are floating maxims of quantity & relevance. The violation of maxim quantity is two and the maxim of relevance is one. The dialogue text in the book should give the student a good understanding of how to use the language. Inclusion, it is essential for all the stakeholders concerned about this. Educators should provide content in student's books as it is in the holistic understanding.

Keywords: Violation, Grice's maxim, *Implicature*.

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INTRODUCTION

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The speaker and listener must contribute to making the communication successful. A speaker must communicate directly in their speech. The speaker needs to communicate clearly. In fact, the speaker sometimes needs to realize that he is not giving relevant information to the listener when the conversation happens. Therefore, it will arrive at the issue more than about the language's structure—the result needs to be stated directly in the information. People frequently need help understanding the literal meaning of words in everyday conversations during this time. It might not be easy to communicate the goal of a meaningful discussion from the perspectives of the speaker and the listener. Thus, in order to establish effective communication, people adopt spoken language when interacting with others directly (Marlisa & Hidayat, 2020).

The speaker and listener should establish good cooperation in communicating. Moreover, if they do not have comparable comprehension, they have a failure in communication. Moreover, to address this issue, the Cooperative Principle (H. P. Grice, 1975) can be utilized by them. Additionally, some well-known linguists like (Yule, 1996), (Vergis, 2017), (Thomas, 1995), (Levinson, 1983), (Leech, 1983), and others have already developed the cooperative principle. The study of cooperative principles

Successful communication depends on the listener's capacity to understand what the speaker is trying to say. As (H. P. Grice, 1975) statement (1975) says, "Make your conversational contribution such as is required by the accepted purpose or direction of the talk exchange in which you are engaged." Furthermore, it is about contributing to the conversation in the manner that is necessary, given the specified goal or direction of the discussion the speaker is participating in.

In elaborating on his principle, (H. P. Grice, 1975) introduces the four maxims that should not be violated in order to have good communication. The first maxim is the maxim of Quantity. According to this, participants should give just enough information to suit the needs of the discussion (Arlivia, 2023). The second is a maxim of quality. This maxim explains that "do not say what you [we] believe to be false and do not say that for which you [we] lack adequate evidence" (Thomas, 1995). The third maxim is the maxim of relevance. It deals with the content that should be relevant (Yule, 1996). The last maxim is the maxim of manners. It is about how the information is delivered. In addition, these maxim guidelines are those that presenters must follow to guarantee that their words do not have conflicting meanings and that listeners can readily grasp them (She, 2022). Certain factors may cause this maxim to fail.

There are four methods to defy this maxim. Grice mentioned the factors in his work in 1975. The first is that the speaker unostentatiously violates the maxim (H. P. Grice, 1975). The second is that the speaker opts out of the operation of the maxim. Third, the speaker faced a clash with another maxim. The last is to flout the maxim. Individuals who disobey conversational rules or fail to present information in an instructive manner are hiding something important that they wish to say. This hidden meaning is often called implicature (H. Grice, 1989)

The speaker implicates, and the listener tries to arrive at the meaning. The hidden meaning that is not spoken is called implicature. Implicature is a component of definition that constitutes an aspect of what is meant in a speaker's utterance without being part of what is said (Horn & Ward, 2006). As the implicature appears, there is a violation of the maxim.

Many previous studies have been carried out to identify the rules that apply during a speaking engagement. This can be found in written form in addition to spoken form ((Anjarani, 2023); (Khosravi & Kowsari, 2023); (Ghazal, 2017)). Following their comprehension of Grice's maxim theory, the researchers want to examine instances in which the cooperative principle's Grice's maxims are broken.

Under the Merdeka Curriculum, the student's English Book conversation text presents an unusual lens through which to do discourse analysis: the breach of Grice's maxims. However, in order to be effective, discourse analysis must critically evaluate its theoretical distinctions, require more rigorous text linguistics, and be willing to take on hegemonizing discourses. By examining pragmatic rules in social communication,

Grice's principles can be utilized to reveal ideological presuppositions in educational texts, such as textbook approval regulations and history textbooks (Klemencic & Vogrinčič, 2014).

Grice's maxims are guidelines for good communication, and breaking them might highlight underlying power struggles, deception, or the text's support of particular ideas. On the other study, the investigation of the Facebook chat postings (Ayunon, 2018) demonstrates unequivocally that the meaning people are trying to express is not always expressed in the words they use, it can rely on how the hearer interprets what they are saying while taking the context and implied meaning into account. And in the facilitating the generation of implicature occurs when both parties have a same background assumption. (Amirsheibani et al., 2020) finds that the most important element in creating implications is context. Humanist conversations are inherently achieved with expressive and refined language (Sofyan et al., 2022). Some of the words or sentences communicated have several meanings since keeping language in communication serves to uphold image, feeling, and other standards. To do that, we actually need to grasp the language in light of the situation. This introduction lays the groundwork for a thorough analysis of how the dialogue text's violation of Grice's maxims reflects and upholds specific power dynamics and ideologies within the framework of the Merdeka Curriculum.

The researcher wants to focus on the dialogue text in the Nusantara English student's book. The novelty of this research, which is the object of the study, is a book under the Merdeka Curriculum. Hence, the researcher wants to analyze the violation of the maxim in the dialogue text, how the implicature appears in the dialogue text of Nusantara's book, and how the maxim's violation happens. By doing this research, the teachers are expected to be able to provide explanations about the implicit meaning of the dialogue text in the book. Moreover, by explaining the implied meaning, students can learn and understand the context of the dialogue. Then, the teachers should be able to modify questions related to the implicit meaning of the dialogues in the English student's textbook. It is based on the questions provided in the textbook that generally discuss the explicit meaning.

METHOD

This study was presented in words, phrases, and paragraphs using descriptive language. As a result, the descriptive-qualitative method was used in this investigation. The term "descriptive qualitative method" refers to gathering data through the inspection and observation of the data items (Creswell, 2013). Researchers take data from the dialogue text in the book.

The researchers use the steps as follows:

(1) read the text dialogue in the book

The researcher reads the dialogue text in the book. The researcher finds the sentence that beyond the text,

(2) Collecting and classifying the sentence in the dialogue text

The researcher collects the sentences that has the meaning beyond the text using Grice's maxim cooperative principle (H. P. Grice, 1975). The researcher classifies the sentences.

(3) Categorize the data of the maxim violation

The researcher categorizes the sentences into some section of maxim's violation.

(4) Analyse the types of violation of the Grice's maxim.

The researcher analyses the violation.

(5) Conclude from the data.

The researcher concludes the data.

The researcher conducts data analysis using a discourse analysis matching method. The researcher will categorize any maxim breaches discovered during the analysis of the gathered data into four categories: violations of the maxims of number, quality, relevance, and manner. These maxims align with those that Grice listed in the previous chapter's explanation of the cooperative principle. Subsequently, scholars will search for

trends or instances of maxim violations in the speech of the three primary characters in the dialogue text. Subsequently, the author will attempt to explicate the implicature or the intent of the broken maxims.

RESULT AND DISCUSSION

RESULT

In this research, (H. P. Grice, 1975) theory was used to analyze the type of maxim's violation. The descriptive method helps the researcher gathers the data easily. Furthermore, the data was found in the Nusantara book. And the result of the research can be seen in the following data:

Datum 1:

A: Monita likes playing mobile games, too.

B (Monita): And I also like to draw manga.

C: That's cool; I like manga. However, I can't draw.

Process of Violation

The speaker B and C break the maxim of quantity. That is, provide more information that is not appropriate. Both the speaker B and C give the information more than as it is required. While the (H. P. Grice, 1975) states that the speaker should gives information as it is required.

Implicature:

It means that B has more interest in drawing manga rather than in mobile games. Moreover, C implies that he does not have any interest in drawing by saying *I can't draw*.

Datum 2:

A: Monita likes playing mobile games, too.

B (Monita): And I also like to draw manga.

C: That's cool, I like manga. But I can't draw.

B: You know, we can play mobile games together.

C: The more, the merrier

B (Monita): Right. By the way, I've got to find my seat. See you later.

Process of Violation

The speaker, Monita, needs to pay attention to what the speaker said. In the conversation, B (Monita) breaks the rule of the maxim 'be relevant'. The word 'by the way, I have got to find my seat', speaker B (Monita) allows herself to be the subject of conversation that is legitimately changed. In the maxim's violation (H. P. Grice, 1975) the speaker who refuse to comply with the maxim's demand.

Implicature.

Speaker B (Monita) implies that she had no interest in playing mobile games at that time. She tries to avoid the activity by leaving them. The speaker B opt out to comply the maxim.

Datum 3.

A (the girl): What are you having?

B (the boy): It has fried rice for my breakfast.

A (the girl): It's late for my breakfast now.

B (the boy): I woke up late. I hurried to school, so I didn't have time to eat breakfast at home.

Process of Violation

Speakers A and B say more than what is required by the listener. The speaker violates the maxim of Quantity. The speaker B gives more information after the speaker A state the statement of *"It's late for my breakfast now."*

Implicature

Speaker A implied that there is a better times for B to have breakfast. Speaker B implies that it is okay to eat breakfast fast. Speaker continued by explaining the reason why he just ate the breakfast. Furthermore, the speaker B give more information as it is required in order to stop the speaker A at the time speaker B want to consume the food. And it rises an implicature that the speaker B implies that he wants to eat the fried rice directly and enjoy the food.

The study findings and discussions are presented in this section. The data analysis is consistent with the study topic that was chosen. The four maxims of Grice's theory of cooperative principles—the maxim of Quantity, the maxim of quality, the maxim of relevance, and the maxim of manner—are used to analyze the data. The data are categorized into hedging and flouting maxims in order to address the issues. The data shows that it is a violation of maxim quantity and maxim relevance.

Table 1. Data Summary of the Types of Maxim

No	Types of Maxims	Frequency
1.	Maxim of Quantity	2
2.	Maxim of Relevance	1

Discussion

In the dialogue text, the speakers are from different background. And the dialogue's setting that one of them is a new student. Through the analyzing the data in the dialogue's text, there are several motives that the flouting the maxim happen.

Flouting Maxim in enhance the multicultural literacy

After analysing the data, the violating of the maxim of quantity based on two reasons. At first, when the speakers straight go to the point, each speaker provides additional information. Furthermore, they did not provide as much detail as was required. That might occur because the speaker wishes to provide the more detailed information. People seemed to have their own motivations when they disregarded the maxims (Malau et al., 2023). Based on dialogue text in the book in this research, the speaker comes from different background. And they try to give information as it is required. It happens because they have some motivation, that is in the adaptation of behavior of each speaker.

The dialogue in this textbook that defies the rule of Quantity gives more information than is necessary and does not include the descriptions of each person involved in the conversation, who must only provide what is necessary. The speakers exaggerate other information in the discourse. Interlocutor communication, according to the maxim, is when a speaker exhibits behaviour in a cross-cultural setting that is both suitable and effective (Yustika et al., 2022). In actuality, the listeners will need clarification about what the speaker has already communicated if they hear extraneous details.

Flouting Maxim in a friendly interaction

The most common flouting of quantity maxims may be seen in the interaction with the new students. In Datum I, the speaker is a new student. It's most likely the speaker's intention to gain the hearer's confidence and encouragement. More information, according to (Marlisa & Hidayat, 2020), facilitates more enjoyable conversation between the speaker and the listener.

In the datum three, the speaker violates the maxim of relevance by directing the discussion towards lighter or more thoughtful subjects. The violation reveals a more nuanced viewpoint and emphasises the idea of understanding and empathy. Moreover, the speaker violates the maxim by disregard with the topic (Yuanyuan & Qianping, 2023). The dialogue in datum three also provides a long in relevant information. This is known as protracting the answer (Arbain et al., 2023). At this stage the speaker gives the listener so much information that they get bored is known as prolonging the answer. This can cause another interpretation by the listener. Intentional maxim violations occur when speakers deliberately break these rules in order to create

implicature (Damiri et al., 2023). Furthermore, the relevant maxim aids the speaker in providing clear information. It matters more how the message is communicated than how it is communicated in any particular way (Al Azzam et al., 2023). When the speaker clearly understands what the speaker tries to communicate, then it will create an implicature. The violation in the maxim of relevant in the datum three, the speaker says things that they should not say. And this maxim keeps talks on topic and avoids sporadic, unconnected interactions (ISHAQ, 2023). Most often, according to (Lorenza et al., 2023) the speaker wants to gain the hearer's trust and encourage them. And it ends in the condition of the speaker that is female violate the maxim of quantity.

Flouting Maxim of Character's Female

In the data, it reveals that the female students have more in violate the maxim. It seems that the female student wants to facilitate a comfortable contact with the other students. According research conducted by (Triyaswati & Emaliana, 2021), they find that female representative in text book is more than the male representative. Moreover, in their research the female represents as more active. In the relation of violate the maxim of quantity, the female student dominates the violation in order to give a more positive communication.

Furthermore, the dialogue in this textbook also violates the maxim of relevance. It denotes that the statements made by speakers to listeners are not pertinent to the subject at hand or the dialogue's text. When the girls say 'it's late for my breakfast now'. It identifies that the girl does not provide appropriate information.

CONCLUSION

Furthermore, there are always explanations for breaking the maxims. These explanations serve a variety of purposes based on the circumstances of the discussion. Most academic writing courses are structured around the introduction and practice of discrete linguistic elements, which may work well for students who take a more atomistic approach to language learning. However, students looking for a more holistic understanding may find this approach less suitable (Wyatt & Nunn, 2019). And it is essential for all the stakeholders concerned about this. Educators should provide content in student's books as it is in the holistic understanding. Furthermore, this method recognizes that language is a dynamic, complex system in which meaning is created by fusing different linguistic components. As a result, the holistic approach encourages students to think about how various linguistic components interact to enhance overall efficiency. This method recognizes that language is a dynamic, complex system in which meaning is created by fusing different linguistic components. Inclusion, a recommendation for the teacher who might impart some cultural knowledge to the children by defying the maxim. Positive or negative behavior can serve as a teaching tool as in the dialogue text to help the students become more conscious of what to do and what not to do in cross-cultural situations.

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