



An Analysis of Maxims in the Communication Between Teacher and Students During Online Learning by Zoom

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Abstract

This study is purposed to describe maxims found in the communication between teacher and students during online learning by Zoom. In addition, this study is also aimed to describe the non-observance maxims made by the teacher and students. This study applied the descriptive qualitative approach of which the data were obtained from the recordings of learning process through Zoom meeting. The data were collected by using the video recordings and the transcripts. The data then were analyzed to identify the types of the maxims and the non-observance maxims first, then classifying the maxims, and the last explaining the maxims and the non-observance maxims. The maxims that occurred in teacher and students' conversation are maxims of quality, quantity, relevance, and manner. The result of the study shows that there are 59 maxims. There are 43,75% utterances that obey the maxim of quality, 28,12% maxim of quantity, 18,75% maxim of relevance, and 9,37% maxim of manner. The non-observance maxim occurrences are 40,74% on flouting maxim, 40,74% on opting out maxim, and 18,51% on violating maxim. This result indicates that teacher and students mostly obeyed maxim of quality in their conversation. In addition, flouting maxim and opting out maxim were frequently done by the teacher and students. Further research on maxims should be conducted in more kinds of data that involve a wider circle of participants

Kata Kunci:

Maksim;
Komunikasi;
Pembelajaran
Daring

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan maksim yang ditemukan dalam komunikasi antara guru dan siswa selama pembelajaran online dengan Zoom. Selain itu, penelitian ini juga bertujuan untuk mendeskripsikan ketidaktaatan maksim yang dilakukan oleh guru dan siswa. Penelitian ini menggunakan pendekatan deskriptif kualitatif yang datanya diperoleh dari rekaman proses pembelajaran melalui Zoom meeting. Data dikumpulkan dengan menggunakan rekaman

video dan transkrip. Data kemudian dianalisis untuk mengidentifikasi jenis maksim dan maksim yang tidak ditaati terlebih dahulu, kemudian mengklasifikasikan maksim, dan terakhir menjelaskan maksim dan non-pelanggaran maksim. Maksim yang terjadi dalam percakapan guru dan siswa adalah maksim kualitas, kuantitas, relevansi, dan cara. Hasil penelitian menunjukkan bahwa terdapat 59 maksim. Ada 43,75% tuturan yang memenuhi maksim kualitas, 28,12% maksim kuantitas, 18,75% maksim relevansi, dan 9,37% maksim cara. Pelanggaran maksim yang terjadi adalah 40,74% pada pelanggaran maksim, 40,74% pada pelanggaran maksim, dan 18,51% pada pelanggaran maksim. Hasil ini menunjukkan bahwa guru dan siswa sebagian besar mematuhi maksim kualitas dalam percakapan mereka. Selain itu, pelanggaran maksim dan maksim penyisihan sering dilakukan oleh guru dan siswa. Penelitian lebih lanjut tentang maksim harus dilakukan pada lebih banyak jenis data yang melibatkan lingkaran partisipan yang lebih luas.

Introduction

Communication is needed in every aspect of human life, including in the world of education, especially in schools. As a place to gain knowledge, school is a space where communication always takes place. Everything that happens in the classroom is the result of communication between teacher and students. However, in recent times, teacher and students can not carry out face-to-face communication due to Covid-19 pandemic which requires everyone to remain at home. Fortunately, in the midst of increasingly advanced globalization, communication does not only occur directly. People can now interact with other people remotely with the help of technology, whether through telephone, text message, chat and video call.

In consequence of current situation, as mentioned above, the presence of technology has taken big part in education field as well. The continuous development of technology really helps teachers and students to do the learning process from home. Most schools has now chosen online-based learning to carry out the teaching and learning process. Online-based learning enables teacher to talk with students through internet network, even without meeting them (van Thao et. al., 2021). Online-based learning makes teacher and students communicate in different way, where their interaction is bounded by a medium. Teachers are now challenged to held an online-based learning process which is as effective as when they teach directly in front of the students (Silalahi et. al., 2021).

The effectiveness of a teacher in teaching is influenced by the relationship that the teacher has with his students as expressed by Powell and Powell (2010). Therefore, it is very important for a teacher to build positive relationships with students through good interactions as well. However, when interacting, the information conveyed is not always conveyed openly. Under certain conditions, the recipient of the information is actually required to guess the implicit intentions of the information giver. Cases like this are the subject of a pragmatic science called implicature, where the thing that the speaker actually wants to convey is not in his speech, so the listener needs to guess (Horn and Ward, 2006).

Grice (1995) specifically examines how implicatures occur in a conversation through cooperative principles that focus on creating effective communication between information givers and the recipients (Pardede et. al., 2019). In this principle, the speaker is asked to make his contribution in a conversation according to what is needed and also related to what is being said. In addition, speakers must always be honest in speaking. The cooperative principle also asks the speaker to always deliver his saying in a good and proper way. This principle then gave birth to maxims which were divided by Grice into four categories, namely quantity maxim, quality maxims, relevance maxims, and manner maxims (Pasaribu et. al., 2019).

However, Birner (2013) asserts that the maxim principle is not a language regulation such as grammar, but more like a guide on how to interact properly. Because it is not an absolute rule, speakers do not always abide by these principles due to several conditions. This maxim principle applies to all speakers wherever the conversation takes place (Tampubolon et. al, 2020). Some research shows that the use of maxims can be done anywhere even by speakers who use local languages. The principle of maxim is done by speakers of regional languages in their daily conversation. Just like other language speakers, local language speakers are also familiar with the use of implicature in communication. Often, the use of this implicature has the potential to violate the maxim principle.

In the educational environment, the principle of maxim should be applied well considering the educational environment is different from the social environment of other communities. However, even so, some research also shows that even in the educational environment, the application of the maxim principle does not always work. Even when communicating in the classroom, teachers and students do not always succeed in fulfilling

cooperative principles. Teachers and students also often use implicature which actually leads to non-observance with cooperative principles.

The above results were obtained based on previous studies of maxims that analyzed the conversations of speakers directly. The maxim principle also turns out to apply to indirect communication. This makes the researcher also wants to conduct research on the application of maxims in online-based communication. The researchers want to conduct this research because the previous research that was used as references for this research only examined conversations in informal situations through social media. Therefore, the researcher intends to examine distance communication in formal situations, namely online-based learning.

In online learning, the teaching and learning process allows both teacher and students to build two-way communication from different places (Sherly et. al, 2021). In addition to this, forms of assignment in online learning system are also made with various projects that require students to work independently. According to Carliner and Shank (2008), assignments in online learning provide the potential to equip students with higher-level feedback concepts, which can also help them to assess their own learning progress and abilities (Ningsih et. al., 2022).

Online learning is currently supported by many applications that can be selected by the school as a medium of online learning, such as Google Classroom, *Google Duo*, *WhatsApp Group*, *Zoom*, and many more (Triana et. al., 2021). The researcher chooses the *Zoom* application to examine communication between teacher and students while studying. This application is chosen because this application uses a video conferencing system, where teachers and students can face each other through video calls. This application allows up to one hundred participants to be able to do video conferencing. Because face-to-face, communication is expected to run smoothly. However, whether teacher and student communication can really run smoothly with this application is the basis for the researcher to conduct research on the application of cooperative principles in online learning through *Zoom*.

This study will analyze the types of maxims conducted by teachers and students in online-based teaching and learning. The researcher wants to find out what kind of use of maxims will often arise when teachers and students are limited by the internet in carrying out the teaching and learning process. The researcher also wants to find out whether there will be a possibility of teachers and students failing to adhere to the maxims principle

during the process. As a basis for research, the researcher uses Grice's theory of the principle of maxims which consists of four categories, namely quantity maxim, quality maxim, relevance maxim, and manner maxim. Grice also presents a theory about how speakers fail to fulfill the maxims principle, namely through 'violation' of the maxims, 'opting out' the maxims, 'clash' between the maxims, and 'flouting' of the maxims. This research was conducted to review whether communication between teachers and students can be effective through online learning.

Method

1. Research Design

This research was conducted by using qualitative descriptive methods. According to Ary et.al. (2010), qualitative descriptive research methods were used to test the nature or quality of an object of research (Herman et. al., 2022). This research method provides results in the form of descriptions or explanations. Therefore, data in the form of sentences or images are more widely used than numbers. Data in the form of sentences or pictures can be obtained from interviews, questionnaires, documentation, or from written sources such as books or media. In this study, the data that were collected and analyzed are conversations between teachers and students during online based learning using the Zoom application.

2. Data of The Study

Research data are all participants studied in a class. Subjects of this study were teacher and students who used the Zoom application in the teaching and learning process. The students will be students in grades 1 and 2 in the bilingual program which consist of 15 students each level. It means that the subject of this research will be 30 students and 1 teacher that teaches thematic and arts subject. This study is a case study because the researcher will use whole-class subject.

3. Instrument of Research

This research used a video recording of the teaching and learning process by using the Zoom application as a research instrument. This instrument provides data in the form of conversations between teachers and students during online learning.

4. Technique for Data Collection

To collect research data, researchers applied the following steps.

- a. Researchers chose several video recordings of the learning process with the Zoom application in thematic and artistic subjects.
- b. The researcher watched the videos and observed the conversation between the teacher and students.
- c. The researcher wrote down the conversation in the recording to facilitate the data analysis process.

5. Technique for Data Analysis

To analyze the data that had been collected, researchers applied the following steps.

- a. The researcher identified all teacher and student utterances that used maxim principles.
- b. The researcher classified the utterances according to the types of maxims in Grice's theory, so that the researcher got the most frequent use of the types of maxims.
- c. Then, the researcher also identified utterances that did not adhere to the maxim principle.
- d. The researcher analyzed the forms of the subject's disobedience to the maxim principle and classified them according to Grice's theory.

Results and Discussion

1. Results

The analysis revealed that maxims existed in the conversation between teacher and students during online learning by Zoom meeting. There are 59 maxims found in the data. The following are the findings that had been drawn after analyzing the Zoom meeting recordings.

- a. The maxims are classified into four types, the most frequent to occur is the maxim of quality which occurs 14 times (43,75%). Then, the maxim of quality occurs 9 times (28,12%). There are also maxim of relevance that occurs 6 times (18,75%). The research subjects also produced maxim of manner for 3 times (9,37%). This result indicates that teacher and students obeys maxim of quality the most as it has higher percentage of occurrence. Moreover, the gap between its percentage and the other types is quite wide. The teacher contributes the most in using maxim of quality. The teacher tend to use implicature while talking but she frequently managed to make the students

understand her implied meaning. In contrast to maxim of quality, the maxim of manner becomes the least to occur in the data.

- b. The non-observance maxim is also classified into categories, flouting maxim has the same occurrences with the opting out maxims. The flouting maxims occurs 11 times (40,74%). Then followed by opting out maxim which also occurs 11 times (40,74%). The least to occur is the violating maxim that occurs 5 times (18,51%). The occurrences of flouting maxim and opting out maxim are in the same percentage. It means that both of these types of non-observance maxim were mostly done by the participants of the conversation. Most of the flouting maxim found was done by the students. They disobeyed the principle maxim openly that it can be seen clearly. This may be caused by their innocence that they do not really aware about the use of maxim principles in a conversation. In contrast to flouting maxim, most of opting out maxim was done by the teacher. The teacher often tried to avoid replying to students' utterances, mostly because they had to chase the lesson time.

2. Discussion

The findings of this study have shown that teacher and students produced maxims in their conversation during online learning by Zoom meeting. The total amount of the maxims is 61 cases that are classified into observance errors (maxim of quality, maxim of quantity, maxim of relevance, and maxim of manner) and non-observance maxims (flouting maxim, opting out maxim, and violating maxim).

It is found that teacher and students observe all the types of maxim. This is similar with the results of the previous study made by Ngenget (2017) found that Manado Malay language users also use the principle of maxims in their conversation. Likewise, Pebriantika (2017) also found the same thing with Samawa language users in Sumbawa, that they also use the maxim principle in their daily conversation. The same result was found in Safitri et al (2015) who conducted research on the principle of maxims in communication between teachers and junior high school students during the teaching and learning process. They found that teachers and students alike obeyed the principle of maxim.

In this research, the maxim of quality is the most frequently said by the teacher and students. This result is in contrast to previous studies that were written by Hidayati et al. (2018) who found that quantity maxim is the type of maxim that appears the most when

students of English education programs communicate with one another, and are followed by maxim of relevance, quality and manner.

In this research, it is also found that teacher and students also disobeyed the principle of maxims in their conversation. This result is similar to Hutahaeen et al (2020) research which found junior high school students at the school they examined violated the maxims while talking to their teacher. Another similar result made by Khayati et al (2019) in her research on teacher and student communication in the teaching and learning process in the classroom, students also ignored maxims. Likewise, Hanifah (2013) who examined communication between students who use the Facebook application. As a result, he found that Facebook users often ignored maxims, especially quantity maxims. Adebola (2018) also has similar result who examined the application of the maxim principle in student communication in WhatsApp chats found that the WhatsApp users he studied often also did not follow the maxim principle by ignoring it.

Conclusion

This study aims to find out the types of maxims that are used by teachers and students during online learning. In addition, this study also aims to see how the non-observance of maxims principle occur in online communication between teacher and students. To fulfill the aim of the study, the researcher applied qualitative method in which the data were taken from the recordings of the online learning process by Zoom meeting.

After finishing the analysis, there are some conclusions that can be presented.

1. The teacher and students observed all four types of maxims in their conversation during online learning process. This study shows that maxim of quality, quantity, relevance, and manner existed in the teacher and students communication. Maxim of quality is frequently used by the participants, followed by the maxim of quantity that comes second. The third frequently used maxim is the maxim of relevance. Lastly, maxim of manner is the least to occur in the data.
2. There are also several times the teacher and students failed to observe the maxim principles. The non-observance maxim was done by flouting maxim, opting out maxim and violating maxim. Flouting maxim frequently occurred in the students utterances. Whereas, the teacher mostly failed to observe the maxim principle because they avoid to give the proper contribution in the conversation, which then called opting out

maxim. Violating maxim has the least number of occurrence and all of them was made by the students.

This research has proved that the types of maxim and the non-observance maxim occurs in an online communication by Zoom meeting. The result of this research shows different sight about the occurrences of types of maxim, that they do not only occur in direct communication. This research was done because the researcher wants to present novelty. There may be many research that study about the use of maxim in conversation. However, this research gave something new by analyzing the communication in online learning.

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