



## Deviations of Pragmatic Cooperation Principles in Online Learning Interactions in Senior High School

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### **Abstract**

Communication is a cooperative activity that is very important to achieve the goals expected by teachers and students. In the new normal era, education must continue in various ways, one of which is online learning. This study aims to describe the deviation from the principle of cooperation in the interaction of Indonesian language learning conducted online at SMAN 1 Parakan. This study took class XI data in the teaching material "Preparing Proposals." This research is a descriptive qualitative research with a case study approach. The data and data sources of this research are speech deviation from the principle of cooperation in online learning interactions. The application used in online learning uses google classroom where most of the conversations occur. This research is based on the occurrence of deviations from the maxims that exist in the principle of cooperation and the factors that cause it. The results of this study indicate that at least the interaction of learning has deviated from the maxims that exist in the principle of cooperation, namely: 1) maxim of quantity, 2) maxim of quality, 3) maxim of relevance, and 4) maxim of manner.

**Keywords:** *Learning Interaction; Online Learning; Cooperation Principles*

### **Introduction**

The use of language in teaching and learning interactions is one form of communication. Wardhaugh (1972: 3) explained that language is a system of sound symbols used for communication. Sabzalipour, Koosha, & Afghari (2017: 103) state that language is an invention and a process in which humans are involved in communicative interactions. Through the communication process will bring up speech events and speech acts. Furthermore, Koutchade (2016: 226) explains that language as a means of communication is generally a medium used to carry out a number of actions.

The speech act makes it possible to improve skills in social communication, even though it is related to various cultures (Almegren, 2017: 243). In this case, students must also learn about different cultural values, in other words, they must be given the opportunity to pay attention to pragmalinguistic and sociopragmatic elements (Razmjoo, Barabadi, & Arfa, 2012: 45). This means that in the communication process students will get to know various cultures and bring their respective cultures to

create cultural acculturation between students and even with the teacher. Alemi and Irandoost (2012: 200) state that the strategy used to perform speech acts is highly dependent on the culture of the country concerned or region. Simply put, speech acts can be performed in different ways for each culture. Speech events are the process of the occurrence or taking place of linguistic interactions in a form of speech or more involving two parties, namely the speaker and the interlocutor, with one main utterance, in a certain time, place and situation. Good interactions will be created if there is a synchronization of the speech.

Pudyastuti and Zamzani (2019: 22) said that in the teaching and learning process there can be conversational implications through conversations between teachers and students. Speech acts in teaching and learning interactions in class can be used as pragmatic teaching. Pragmatics examines the meaning of speech desired by speakers and according to the context. Context in this case serves as a basis for consideration in describing the meaning of speech in the context of using language in communication. The context that is both understood will create a good communication as a whole and achieve the goals of the conversation. In relation to language skills, pragmatic principles are conventionally motivated by conversational or communication goals and are oriented towards the motivation of speakers (Leech, 1993: 70; Mudiono, 2013: 107).

The principle of cooperation requires that verbal communication be carried out in a form that is straightforward, clear, the content is correct, and is relevant to the context. The principle of cooperation is used in communicating so that messages can arrive properly to the speech partners. Grice (1975: 45-47) argues that in order to implement the principle of cooperation, every speaker must comply with the four conversational maxims, namely the maxim of quantity, the maxim of quality, the maxim of relevance/relationship, and maxim of manner. Meanwhile, if the speaker does not comply with the four maxims, there will be a deviation from the principle of cooperation. Especially in the new normal era when the Covid-19 pandemic occurred, it really requires teacher and student interactions to be well established even though only through distance learning support media.

In the field of education in the past, students using multimedia outside the network can generate a deep and independent mindset (Liu Shuai, et al 2018: 8). Of course this is different from the current conditions when the pandemic outbreak requires students to learn from their respective homes. Roffe (2004: 73) revealed that computers can enhance learning in inferred cognition by providing devices and software that can be accessed quickly according to the individual wants with countless capacities. To show the success of education carried out online, of course there needs to be adequate multimedia support for teachers and students to use when carrying out the learning process.

New learning models have been made possible through the use of online technology (Chou and Lie in Inoue, 2007: 64-136). Online learning must support the interaction process in learning carried out by teachers and students. However, it still needs to be evaluated in stages to find out the effectiveness of learning that is carried out online. Because a student is required to deepen the competence of using interactive video media, collective message conversations, and the use of other applications to support the learning process. From the description above, the researcher will examine the problem of deviation from the cooperation principle and the factors that cause it. The approach used in this research is the pragmatic approach.

## **Methods**

The research background in this study consists of three things. These three things are the place of research, the subject of the study, and the time of the study. This research was conducted at SMA Negeri 1 Parakan, Temanggung Regency, Central Java Province, Republic of Indonesia. The research subjects in

this study were teachers and students at SMA Negeri 1 Parakan during online Indonesian language learning activities. The time for data collection was carried out during January 2021.

This research is a descriptive qualitative research, qualitative descriptive, namely the procedure of researching descriptive data in the form of written or spoken words from people and observable behavior (Moleong, 2007: 4). Descriptive qualitative research is in the form of research with a case study method or approach. This research focuses intensively on one particular object which studies it as a case. Case study data can be obtained from all parties concerned, in other words, this study was collected from various sources (Nawawi, 2003: 1). A good case study should be done directly in the real life of the case being investigated. Case study data can also be obtained not only from the cases studied, but from all parties who understand the case well.

The data in this study are the compliance with the principles of cooperation and the forms of irregularities in the interaction between teachers and students in the online Indonesian language learning process at SMA Negeri 1 Parakan. Sources of data in this study come from speech events between teachers and students in the Indonesian online learning process. This research is in the form of documentation in the form of learning recordings in the form of google class screenshots and other distance learning support applications.

To test the validity of the data in this study, researchers used triangulation techniques (sources / data and methods). Data triangulation, where the researcher uses several sources to obtain and collect the same data. To maintain the validity of data in the form of cooperation principles, researchers used several sources, namely documents (recordings and important notes of utterances conveyed in interactions between teachers and students in online learning), events (online learning process), and informants (teachers and students at SMA Negeri 1 Parakan).

Triangulation methods / techniques, where researchers use different methods to obtain the same data. To maintain the validity of the data in the form of cooperation principles, researchers used different methods. In order for the obtained speech acts to be valid, the researchers used the method of recording notes and observations so that the data was stronger and complementary.

The data analysis technique used in this study is an interactive model of analysis. According to Miles & Huberman (1994: 17) in qualitative data analysis there are three main components that must be considered by researchers. This interactive model analysis is an interaction of the three components, namely: data reduction, data presentation (data display), and drawing conclusions.

## ***Results and Discussion***

This study examines the principle of pragmatic cooperation in speech between teachers and students in learning Indonesian for Class XI with online Proposal Text material. The cooperation principle analyzed is based on Grice's theory.

### **Deviations of the Principle of Cooperation**

Based on data acquisition during learning, a number of data were found as a form of deviation that occurred in the cooperative principle. The form of deviation that occurs is contained in the four maxims in the principle of cooperation. The maxim includes the maxim of quantity, maxim of quality, maxim of relevance, and maxim of manner. The following is the amount of data that has been found.

Table 1. Forms of Deviations in Cooperation Principles

No.	Principles of Cooperation	Deviation
1	Maxim of Quantity	3
2	Maxim of Quality	1
3	Maxim of Relevance	1
4	Maxim of Manner	1

Based on the data obtained in the process of learning Indonesian online, the data can be analyzed according to the maxims contained in the principle of pragmatic cooperation. Class data taken is class XI SMA Negeri 1 Parakan in Indonesian language learning. The data analysis discussed in this study describes the four maxims in the form of deviations that occur.

### 1. Maxim of Quantity

The maxim of quantity requires speakers to provide sufficient, relatively adequate, and informative information that is only needed by the speech partner or requires speakers to contribute sufficiently, not excessive, only to say as much as what the interlocutor needs.

Data 1

Conversation context:

Students ask the teacher about the minimum page limit in making a proposal. Then the teacher answers according to the context of the question.

Siswa: Bu, dalam pembuatan proposal itu, apakah ada batas minimal halaman/kata secara umum tidak ya bu? Apa batas minimalnya ditentukan dari institusi terkait atau tidak ada batas minimal (terserah yang membuat proposal)?

Guru: Pengalaman bu (nama guru) saat membuat proposal penelitian, dibatasi maksimal 20 halaman. Kalau proposal bisnis lebih sedikit lebih baik, dan dibuat semenarik mungkin. Sebenarnya menurut ibu, proposal yang baik adalah proposal yang tidak berlebihan (sesuai dengan maksud dan tujuan, singkat padat dan jelas).

Student: Ma'am, in making the proposal, is there a minimum limit of pages / words in general, no, ma'am? Is the minimum limit determined by the related institution or is there no minimum limit (it is up to the person making the proposal)?

Teacher: Ms. (teacher's name) experience when making a research proposal, limited to a maximum of 20 pages. Fewer business proposals are better, and are made as attractive as possible. In fact, according to my mother, a good proposal is one that is not exaggerated (according to the aims and objectives, briefly concise and clear).

The form of deviation that occurs, the teacher provides excessive information. Students who do not necessarily need information from answers to questions. Students ask about the basics of the proposal page but the teacher in addition to answering the questions also adds information related to a good proposal. This is not necessarily what students need.

**Data 2****Conversation context:**

Students ask about the differences between written reports and proposals and the teacher answers them according to the context of the question.

Siswa: Bu laporan tertulis sama proposal beda gak?

Guru: (nama siswa) Laporan tertulis, seperti LPJ berbeda dengan proposal, karena proposal sifatnya berisi perencanaan.

Student: Ma'am, the written report and the proposal are different or not?

Teacher: (student's name) A written report, such as LPJ is different from a proposal, because the proposal contains a plan.

The teacher does not adequately provide explanations related to student questions. The teacher only stated that the written report and the proposal were different. While the explanation is only on the nature of the proposal, not the nature of the written report. Therefore, students have not fulfilled the need for answers to their questions. This can be said to be a form of deviation.

**Data 3****Conversation context:**

Student questions to the teacher related to the appendix in the proposal. The teacher answers well in context but is exaggerated about the type of proposal.

Siswa: lampiran-lampiran dalam proposal seperti apa bu contohnya?

Guru: (nama siswa) Lampiran dalam proposal disesuaikan dengan jenis proposalnya, misal proposal pengajuan dana pembangunan TPQ, lampiran berupa foto, SK Pengurus/Panitia.

Proposal bisnis: lampiran bisa berupa foto produk, foto lokasi usaha, denah lokasi, analisis SWOT dll.

Proposal penelitian: lampiran berupa Surat Izin penelitian

Proposal kegiatan: lampiran berupa surat izin pelaksanaan kegiatan

Student: What are the attachments in the proposal, for example?

Teacher: (student's name) Attachments in the proposal are adjusted to the type of proposal, for example proposals for TPQ development funds, attachments in the form of photos, SK Management / Committee.

Business proposal: attachments can be product photos, business location photos, site plans, SWOT analysis etc.

Research proposal: attachment in the form of research permit

Activity proposal: an attachment in the form of a license to carry out activities

The form of deviation is that the teacher is too much to answer student questions. The teacher answers related proposal attachments along with various types that are not necessarily needed by students. It may be that students' needs only include the context of the material being taught.

**2. Maxim of Quality**

The speech participants are expected to be able to convey something real and in accordance with the actual facts in the speech or want the speaker to say the truth with sufficient evidence arguments.

Data 4

Conversation context:

Students ask the teacher regarding the language rules of the proposal regarding writing a bibliography.

Siswa: Saya mau bertanya bu, mengapa dalam penulisan daftar pustaka nama penulisnya ditulis nama belakangnya dulu?

Guru: karena mengikuti pedoman yang sudah dibuat

Student: I want to ask ma'am, why is it written in the bibliography that the author's name is written first?

Teacher: because it follows the guidelines that have been made

The form of deviation that occurs is that the teacher answers the teacher's questions without providing clear information even though it is in the context of the reading. This means that the teacher does not provide a solid basis for the answer.

### 3. Maxim of Relevance

In the maxim of relevance, teachers and students or the so-called speakers and speech partners must be relevant in the context of their conversation. This means that what is said by speakers and speech partners must be in accordance with the context or theme that is happening at that time.

Data 5

Conversation context:

The teacher asks students when starting lessons so that students first understand the material given before starting the question and answer session. There are students who answer outside the context of the conversation.

Guru: Apakah linknya bisa diakses dan sudah didengarkan?

Siswa: Plot twist: guruku kdrama lovers

Teacher: Is the link accessible and have you listened to?

Student: Plot twist: my teacher kdrama lovers

The form of deviation that occurs is when the teacher asks about a link that is already accessible or not yet there are students who answer irrelevantly such as "Plot twist: *guruku kdrama lovers*." This is done by students for a familiarity with the teacher.

### 4. Maxim of Manner

Maxim of manner requires that the participants speak directly, clearly, not blurred, not ambiguous so as not to mislead and not cause misunderstanding for the interlocutor.

Data 6

Conversation context:

The teacher asks when starting learning related links for students to learn to understand the material by accessing it.

Guru: Apakah linknya bisa diakses dan sudah didengarkan?

Teacher: Is link can it be accessed and already listened to?

A form of deviation that occurs when the teacher asks "can the link be accessed and has it been listened to?". This raises ambiguity regarding the link with listening skills.

### **Factors Causing Deviations in Cooperation Principles**

The results showed that there were deviations from the principle of cooperation. This form of deviation represents each maxim on the principle of cooperation. In the maxim of quantity there are three forms of deviation. In Data 1 and Data 3 there is a deviation that the teacher is too excessive in answering student questions, which is not necessarily all that is conveyed is needed by students. This shows that the teacher does not focus on the context of the question and the competence of a good teacher makes his emotions excessive in answering questions. Whereas in Data 2 there is a lack of information on answers to students' questions. This shows that the teacher lacks focus or mastery of the topic.

In the maxim of quality, a form of deviation that occurs is that the teacher answers without any clear basis to convey to students. This shows a lack of mastery of the topic by the teacher so that the teacher is unable to deliver answers based on the correct rules.

The deviation that occurs in the maxim of relevance has been explained that students do not answer the teacher's questions according to the context. Students actually seem to be trying to joke with the teacher. This happens because there is a familiarity that occurs between the teacher and students. This is a distraction for the conversation to be relaxed but still serious so that there is no tension during learning interactions.

The form of deviance the maxim of manner occurs because the teacher asks ambiguous questions. For the teacher, the context conveyed is expected to be easily understood by students, but it does not rule out if there are students who have difficulty understanding this. The teacher conveys a link that can be accessed or not, of course, the meaning will be easy for students to understand. However, if the link mentioned by the teacher is related to listening skills, there will be other interpretations by students. Therefore, the factor causing this deviation occurs because the teacher does not focus on explaining the contents of the link.

### **Conclusion**

In implementing the principle of cooperation, each speaker must comply with 4 (four) conversational maxims, namely the maxim of quantity, maxim of quality, maxim of relevance, and maxim of manner. However, behind this obedience, it turns out that there is a deviation in the principle of cooperative interaction between teachers and students. The results of this study indicate that there are deviations in the principle of cooperation in the learning process. The details of the form of the deviation are the maxim of quantity of 3 (three) data and the maxim of quality, relevance, and manner of 1 (one) data each. This deviation occurs due to causal factors, namely, among others, that the teacher does not focus on answering questions according to student needs, the teacher's emotions are excessive because they adequately understand the topic at hand.

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