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**AN ANALYSIS OF QUALITY MAXIM IN THE PROCESS OF THESIS
GUIDANCE FOR ENGLISH EDUCATION DEPARTMENT STUDENTS OF
UNIVET BANTARA SUKOHARJO**

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Abstract

The objectives of this research were 1) to classify types of quality maxim, 2) to describe the types of quality maxim violation in the dialogue between students and lecturers in the process of thesis guidance.

This research belongs to qualitative research. The data were all dialogues between lecturers and students having quality maxim (either violating or obeying), while the data source was the lecturers and students in the process of thesis guidance itself. This research used two kinds of data collection method, they were documentation and content analysis. The instruments were tape recorder and data cards, while the methods of data analysis were reduction, display and verification.

After having analysis, it could be seen that the results of this research were type of quality maxim: obeying maxim and violating maxim. The violations were in the field of content (material), methodology and writing system.

Keyword: quality maxim, obeying, violating

1. INTRODUCTION

Communication happens between men to others. It runs well if the communicator and communicant can do their roles proportionally. If the communicator can convey the ideas well, so the communicant can also receive the ideas well. Yet, the communicator sometimes can send the ideas well but it can't be accepted well for communicant. If the situation is like this, there will be a barrier in communication between communicator and communicant and even it will be possibly to have different meaning.

To avoid such things, there are some communication principles that must be obeyed. Greece called them as cooperative principles and politeness principles. In communicating to others, people must pay attention to cooperative principles because it has a function to create good cooperation between communicator and communicant. Cooperative principles have some maxims, some of them are: quality

maxim, quantity maxim, relevance maxim and manner.

Besides that, communicators and communicants must also pay attention to Politeness Principles to show the respects, create comfortable effect between them. There are 4 Politeness Principles: tact maxim, generosity maxim, agreement maxim and sympathy maxim. When those maxims can be applied well, the communication can run well and comfortable.

The comfort of communication becomes the need in social life. People in every line in society become aware of the comfort need in their communication. This condition also happens in campus. Communication between students and lecturers needs understanding between them. One of the activities is about thesis guidance for students in last semester. In the process of thesis guidance, it can be seen that the pattern of communication can be the obedience or the violation of Cooperative Principles and Politeness Principle.

From that phenomenon, it became very interesting to see further in one of the maxims in cooperative principles, that was quality maxim. The problems that would like to see were 1) How was the type of quality maxim shown in the conversation of students and lecturers in the process of thesis guidance? 2) Was there any violation of quality maxim done by students in the process of thesis guidance? If it was so, in what case (material) it happened?

To solve the problems, it needs some theories to support the analysis. Pragmatics is one of linguistics branches that relates to human as social creature and the context of communication. Context here can mean culture where communication happen, person who says, person who receive the message, place and time. Mey (2001:6) said that pragmatics uses language as the determination of any conditions in society. It means that in interacting to others, language used by the speaker always relates to its situation. On the other hand, according to Yule (1998), pragmatics can mean as follows:

- a. Study of meaning done by communicator and translated by communicant
- b. Study of speaker's meaning
- c. Study of contextual meaning
- d. Study how to get much information than being conveyed

So, it can be said that pragmatics is a branch of linguistics studying about meaning and its context. In other word, pragmatics always sees who says, to whom he says, and the place where the communication happens.

To keep the comfort in communication in order both communicator and communicant can convey the ideas well, they must understand 2 principles:

- a. Co-operative Principle
- b. Politeness Principle

By paying attention to both principles, the communication activity can be hoped to run smooth and well.

This research majority is only talking about Cooperative principle, that is a principle for textual rhetoric. The principle is applied in communication so it can be understood by communicator and communicant. To implement Cooperative Principles, people should know 4 maxims in the principles. Yule (1988:56) explained all the maxims as below:

- a. Quality maxim, is a maxim that communicator conveys something true and does not lie to others. The thing said by communicator is a fact or something that is really true.

Examples:

When someone meets to her close friend, the communication will be: A : Where do you live now?

B : I live in Jakarta with my family (this is true, based on the fact)

- b. Quantity maxim has a meaning that communicator conveys the information naturally to communicant. This information is neither exceeded or being less, so it can become misunderstanding.

Example:

After having the trip, someone said to her friend about accident in the road she saw.

X : I saw accident in the road, between car and motor cycle.

Y : Ho w's the victim?

X : Woowww... It's terrible! The head is bleeding. (this sentence is exceeded from the reality. The victim's house actually hurts but not bleeding).

- c. Relevance Maxim, it shows to public that everything told by communicator and communicant is always relevant. The thing that communicator asks, it can be answered well by communicant. It can be very different if the communication happens between old people that their listening are not good anymore. Example:

R : How many grandchildren do you have now?

S : Fine, thank you.

The conversation above is not relevant for the answer doesn't relate to question.

- d. Maxim of manner, it shows good manner between communicator and communicant so both can feel comfortable in conducting communication. Example:

M : Sorry for being late....

N : It's ok. Just join us. It has been started just now.

The example above shows that communicator that being late asked apology while the communicant didn't make it as a problem even asked him to join.

In the implementation, the maxims can appear all of them or just happen one of, based on who the speaker is, to whom someone speaks, what topic that someone say, where the communication happens.(communicator, communicant, locution, illocution). By applying good cooperative principles, misunderstanding between communicant and communicator can be minimized.

The pattern of communication that doesn't follow the rule of cooperative principle and politeness principle tends to be misunderstanding for communicator and communicant. This is what we call it by violation of maxim. As the example of violation can be illustrated below:

There was a lady sitting on a chair in a town garden with a little dog. After a while, there was also a man who wanted to sit there. The man asked her permission to sit next to the lady and asked about the condition of the dog.

M : Excuse me, may I sit here?

L : Yes, please.

M : Does your dog bite?

L : No

Then, the man plays with the dog but suddenly the man shouted because the dog bit him. The man turned to the lady and asked her...

M : Heeyy... you told me that your dog didn't bite, but why was I bitten by that dog?!

L : Really, my dog doesn't bite people, but I don't know whose dog it is.

The illustration above is very easy to understand that there will be possibly to have other meaning or even different meaning in communication. In some cases, this situation can bring big risk to communicant. That is why, it is a must for both communicator and communicant to understand the situation and context around them. Cooperative principles and politeness principles are needed to keep the communication becomes comfortable and understandable.

Such situation above can also happen in university. Lecturers and students are very possibly to be misunderstanding. One of possibilities is in the process thesis guidance. Thesis belongs to obligatory subject for the students in last semester. This subject can be done if the students have finished all theories in previous semester, especially for the ones who have passed for the prerequisite of seminar on language.

In the process of thesis guidance, students get 2 consultants (lecturers), first and second consultants. Generally, the process of thesis guidance is started from first consultant then continued to second consultants, but in certain case, it can be started in vice versa.

The guidance material becomes the responsibility of both consultants, but usually the material of analysis and methodology will be handled by the first consultants and about theories and writing of references will be handled by the second consultant. However, both consultants have responsibility to all material of thesis guidance.

There is interaction process between students and consultants. Consultants ask some questions related to the material written by students then the students answer the questions. If the students can't answer or make mistake in answering the questions, the consultants will give suggestions so students can understand about the material. From the interaction between consultants and students, it can be seen the maxims, specially the quality maxim in that process.

2. METHODS

This research belongs to qualitative research for describing form of quality maxim and its violation occurred in the communication between students and lecturers in the process of thesis guidance.

This research takes the process of thesis guidance as the object of the research. The researcher is the key instrument for recording all speech, arranging the instrument then taking sample for informant purposively. Collecting data was done by triangulation and data analysis was done inductively.

Data in this research is dialog having quality maxim in the record of thesis guidance from April to June 2018 that had been conducted by the first consultant. The record was also limited in the first of 15-30 minutes, the data source were lecturers who became the first consultants and students who involved in the process of thesis guidance.

The technique of data collection was documentation and content analysis. The note in data card used coding to make the researcher easier to classify the data. Technique of data analysis used Interactive model by Miles and Huberman. This model has 3 stages to analyze, they are reduction, data display and verification.

3. RESULT AND DISCUSSION

Based on data collecting in the field, the researcher got 13 informants related to the limited time of the research. From the 13 informants, the researcher got 87 dialogue having quality maxim. Data belongs to obeying quality maxim were 54 data (62,1 %) and 33 data (37,9%) violating quality maxim. The data can be seen from the table below:

Table 1
Research Finding

No	Data	Frequency	Percentage
1	Obeying of quality maxim	54	62,1 %
2	Violating of quality maxim	33	37,9 %
	Total	87	100,0 %

Farther explanation for violating of quality maxim can be said that from 33 data, 8 data (24,24%) are violating of content (material), 19 data (57,58 %) are violating of research methodology and 6 data (18,18%) are violating of writing (structure and grammar). In clearer way, the result can be seen as follow:

Table 2
Types of Quality Maxim Violation

No	Data	Frequency	Percentage
1	Violating in content	6	18,18 %
2	Violating in research methodology	19	57,58 %
3	Violating in writing	8	24,24 %
	Total	33	100,00 %

In this research, researcher didn't do data reduction because there were no same data but the researcher still have reduction stages for the result of interview. In the process of data collection, the researcher gave code to classify the result and then the data was displayed clearly to draw the conclusion.

The examples of data obeying quality maxim are as below:

Table 3
Obeying Quality Maxim

No	Code Number	Data
1	07/MTMK/I	L: Apa yang Anda pahami tentang referensi? S: Rujukan teori yang kita gunakan dalam penelitian
2	01/MTMK/II	L: Bisa gak Anda jelaskan apa itu <i>research finding</i> ? S: <i>Research finding</i> itu apa yang ditemukan oleh peneliti.
3	02/MTMK/II	L: Apa yang Anda katakan ditemukan tadi, Anda dapatkan setelah melalui tahapan apa dalam analisis data? S: <i>Collecting Data</i>

Data 07/MTMK/I is example of obeying quality maxim. The consultant asked question about the student's understanding of references (Apa yang Anda pahami tentang referensi?) and the student can answer correctly (Rujukan teori yang kita gunakan dalam penelitian). Same case can also be seen in Data 01/MTMK/II, the consultant asked a question (Bisa gak, Anda jelaskan apa itu

research finding?) and it can be answered well by the student (*research finding* adalah data apapun yang saya temukan dalam penelitian saya). This answer belongs to obeying quality maxim.

Based on research finding, the researcher also got some data that violate from quality maxim. The examples of the data can be seen in the table below:

Table 4
Violation of Quality Maxim

No	Code Number	Data
1	03/PYMK/I	L: Dalam mengumpulkan data, Anda menggunakan metode apa? S: Kualitatif Bu.
2	08/PYMK/I	L: Dalam menuliskan referensi, model yang Anda gunakan spt apa? S: Saya menuliskan nama pengarang, tahun, judul buku dan kota penerbit: Nama Penerbit dengan aturan margin rata kanan kiri.
3	04/PYMK/II	L: Di dalam analisis data, proses klasifikasi data termasuk dalam tahapan apa? S: <i>Collecting data</i>

The explanations of the data examples above are as follow:

Data 03/PYMK/I is violating data of quality maxim because the student was wrong in answering the consultant's question. The question actually had to be answered about method of data collection, but in fact, it was answered by mentioning type of research. The next data (Data 08/PYMK/I) belongs to violation data because the student made mistake in writing references. Data 04/PYMK/II was also categorized of violating maxim because the student's answer was not correct. Actually, classifying of data belongs to data display but the student answered that it belongs to data collection.

From the analysis above, the researcher could classify the violation of quality maxim in the process of thesis guidance done by English Department students of Veteran Bangun Nusantara University were in the field of material (content), research methodology and writing (structure and grammar).

Table 5
Types of Quality Maxim Violation

No	Form of violation	Frequency	Percentage
1	Violation of Content	6	18,18%
2	Violation of Research Methodology	19	57,80%
3	Violation of Writing	8	24,24%
	Total	33	100,00 %

There were 6 data (18,18 %) belong to violation of content. It means that students did not know or can be did not prepare themselves in having thesis consultation. Next, there were 19 data (57,80 %) belong to violation of research methodology. Students were lack of knowledge about research methodology. They still did not really understand about methodology. The last, the violation of quality maxim also happened in writing. There were 8 data (24,24%) about it. It happened because

the students didn't read the thesis guidance book. They usually only cite and imitate other relevant thesis without knowing the correct ones.

4. CONCLUSION AND SUGGESTION

Conclusion

From the analysis, it can be concluded as follows:

- a. Quality maxim that becomes the object of the research here is divided into obeying and violating of quality maxim.
- b. The violating of quality maxim consists of:
Material (content), methodology and writing (structure and grammar).

Suggestion

This research can be developed for relevant research that discuss from other dimensions or other maxims.

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