

THE INTERLACING MAXIMSAS REFLECTED IN THE ENGLISH STUDENTS' VERBAL COMMUNICATION

Rachmawati

[rch.unja7@gmail.Com](mailto:rch.unja7@gmail.com)

Universitas Jambi, Indonesia

Tubagus Zam Zam Al Arif

zamzam@unja.ac.id

Universitas Jambi, Indonesia

Abstract

The current research serves to portray the interlacing maxims which are reflected in the English Department students' verbal communication and to depict the politeness which is manifested in the realization of those maxims holistically on the basis of the existing context of speech. The research is designed in the descriptive- qualitative-interpretative by means of the interactive model. This model comprises three research lines, namely: data reduction, data display, and data conclusion/ verification. The data for the present research were gathered repeatedly up to they are exhausted. In terms of data reduction, it is carried out by decreasing the unnecessary utterances or by maintaining the utterances that confirm the graciousness. The utterances that confirm the maxims and graciousness are displayed for having the analysis. The analysis are verified several times up to the researchers come at the equal conclusion. Accordingly, the research engages a group (class) of students as the research participants and it reveals the sequence of maxims, i.e., (1) the Tact maxim, (2) the Generosity maxim, (3) the Approbation maxim (4) the Modesty maxim, and (5) the Agreement maxim conveyed in the diverse contexts by the English Department students at Faculty of Teacher Training and Education, Jambi University.

Keywords: Maxim, English Students, Verbal Communication

INTRODUCTION

Verbal communication is related to the conveyance of intentions through verbal communication in attempts to understand each other among interlocutors. When a speaker conveys his/ her intention to a hearer either directly or indirectly from time to time probably the meaning might not be clearly understood by the hearer. As a result, the communication is not

properly achieved with such implicit communication. Implicit utterances can nearly be comprehended with Pragmatics. Pragmatics is a part of Linguistics, specifically macro-linguistics.

In the study of Pragmatics, there is a term the so called *maxim*. Maxim is a norm that must be obeyed in order to achieve a better communication. This theory (maxim) is firstly introduced by Grice in 1975. Lately, his idea is republished in the latest edition, viz. in 2001. Consequently, the maxim might be violated when people communicate with implicit utterances. Implicit utterances will derive implicatures. As the pioneer of the implicatures, many Grice's followers who have developed other new maxims among of them: Leech (1983) and Levinson (2000).

For this research, the researchers utilize the maxims coined by Leech as stated in the edition of 2014 with several reasons that cannot be brought up in this paper. Before conducting this research, the researchers conducted a preliminary observation on the research participants' utterances (English Students). Hence, many pragmatic elements were found in the research participants' utterances, especially maxims during their verbal communications. Another reason for selecting the fifth semester of English Education students as the research participants, they have a better communication compare with the previous semesters. Therefore, it is very likely that the data needed for this research is sufficient (data saturation point).

The purpose of this research is to describe the points as follows: (1) the maxims realized in the students' verbal communication, (2) the politeness manifested in the maxims of the students' verbal communication. This research contributes ideas about pragmatic implications in the students' verbal communication on the basis of the obtained data believe that can add to the progress of pragmatic studies. *First*, although this study only emphasizes on maxims, the findings show a portrait of pragmatic used in the Indonesian context, the students of English Education in particular. *Second*, in the case of language teaching, the results of this research provide to the teaching of language functions, especially to productive skills. *Third*, the information obtained from this study is useful for language teachers (lecturers) because the concept of politeness integrated in the students' verbal communication will affect the way we teach them about the implied meanings (maxim). This research is also believed to assist ideas for other researchers.

LITERATURE REVIEW

The approach used in the pragmatic domain is a rhetorical approach that functions to use the effectiveness of language in communication. Rhetorical approach is the art of realizing language for persuasion purposes. Rhetorical approach is divided into two parts, namely: interpersonal and textual rhetoric. Each of them comprises a set of maxim. Interpersonal rhetoric concerns the Principle of Politeness. The Politeness Principle refers to the manner a speaker builds a good relationship with another speaker during the conversation. In the Politeness Principle, there are several maxims that are required to create polite speech. The maxims which are discussed for this research stated as follows:

(1) The Tact maxim (in impositives and commissives)

(a). Minimize cost to other (b). Maximize benefit to other

(2) The Generosity Maxim (in impositives and commissives)

(a). Minimize benefit to self (b). Maximize cost to self

(3) The Approbation Maxim (in expressives and assertives)

(a) Minimize dispraise of other (b) Maximize praise of other

(4) The Modesty Maxim (in expressives and assertives)

(a) Minimize praise of self (b) Maximize dispraise of self

(5) The Agreement Maxim (in assertives)

(a) Minimize disagreement between self and other

(b) Maximize agreement between self and other

(6) The Sympathy Maxim (in assertives)

(a) Minimize antipathy between self and other

(b) Maximize sympathy between self and other

1) The tact maxim serves to minimize costs for others and maximize benefits for others,

2) The generosity maxim aims to minimize benefits for yourself and maximize sacrifice for yourself,

3) The approbation maxim is useful for minimizing criticism for others and maximizing praise for others,

- 4) The simplicity maxim aims to minimize praise for yourself and maximize criticism for yourself,
- 5) The agreement maxim is useful to minimize disputes between yourself and others and maximize agreement between yourself and others, and
- 6) The sympathy maxim aims to minimize the certainty between oneself along with others and also serves to maximize sympathy between oneself and others.

The first four maxims are set because they refer to the opposite scale: cost-benefit and praise-dispraise scales and the praise-dispraise scale. The other two maxims are related to a combination scale: agreement and sympathy.

RESEARCH METHODS

This study uses a qualitative design that seeks to provide a description of the linguistic behavior of the research subjects holistically based on the existing context of speech. There are two stages in selecting the subjects/ research participants. The first stage is making the criteria conducted by having a logical explanation. On the basis of this stage, three criteria are set: (1) the students must have experience in learning English in the English Language Education Program for not less than three semesters because they are considered to be fluent in speaking English; (2) the students must show willingness in inquiry (ethical issues); (3) the students must show cooperation in observations (ethical issues). Both researchers are lecturers in the English Language Education Department, who are involved in the initial interview with the research participants.

There are two instruments utilized in collecting the data of this research as the following:

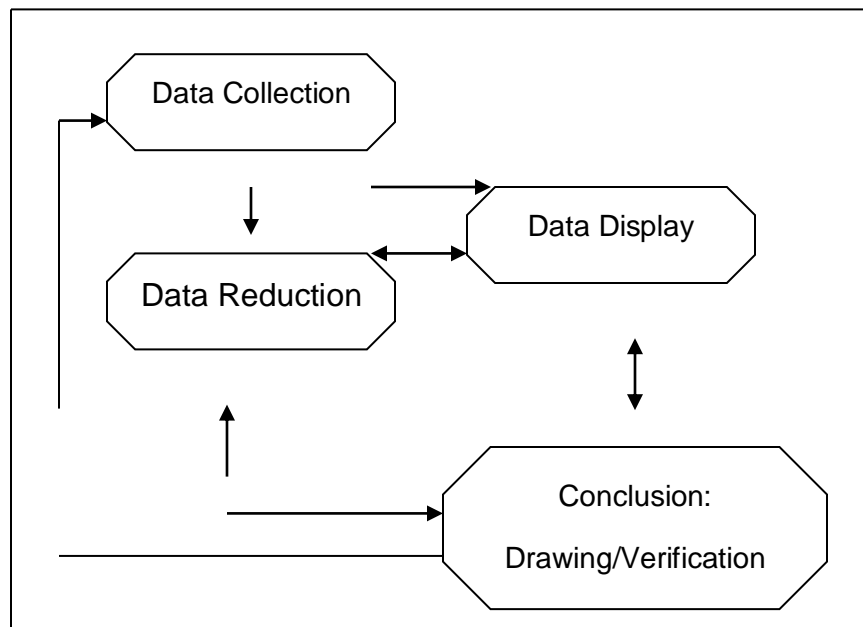
1. The Recording

The recording used as the instrument for data collection in this case is audio-visual. Where the researchers have recorded directly the activities related to the data that have been taken and analyzed, namely verbal interaction of English Education students.

2. The Interviews

The interviews conducted in the data collection are semi-structured interviews in which the researchers do not know for certain information obtained. This semi-structured interview is more flexible because it can be adapted to the context of situation.

The data of this study are analyzed by means of the interactive model; this model is simpler because the data obtained are analyzed simultaneously during the research. This interactive model consists of three research pathways: data reduction, data display, and conclusion/ verification data that are integrated before, being, and after data collected and this domain is introduced by Miles and Huberman (2014: 11-12). In the interactive model not all of the data collected from the interactions are analyzed as there must be data reduction. The data reduction in this research is carried out in several ways, such as through simplification of speech or focus on utterances that have maxims. To clarify the data analysis process, the following figure displays the data analysis carried out with the interactive model proposed by Miles and Huberman (2014).



After drawing conclusions and verifications, data reduction and data display need to be reviewed whether the results of the data analysis are in accordance with the collected data. If the results of the data analysis are not in accordance with the collected data, then the process of the data analysis is recurred out by using three existing channels of this model. As long as the data analysis has good results, the conclusions are drawn about the use of the maxims in the verbal interactions of the English students.

RESEARCH RESULTS

In line with the background and the problems that have been previously revealed, the results of this research are pointed out as follows:

- (1) The research participants realized the six maxims initiated by Leech in their verbal interactions, conversely the intensity of the realization maxims differed according to the speech contexts.
- (2) From the results of the data analysis, the research elaborates about the realization of the maxims in the verbal communication of the English students.

22th February 2019 (Duration 04:19), at UPT Bahasa.

Miftha: oh baru yo postingannyo?

Amel : *ah dah mulai mulai lamo postingannyo.*

Miftha: aku emang jarang buka ig coy. (Modesty Maxim)

Amel : aku sukak kalo dosen ... dak masuk kasih tau dari pagi atau dari malam tu.

Miftha: *iyoo jadi kito tu dah prepare.* (Maxim Agreement)

12th March 2019 (Duration 10:50), at UPT Bahasa

Miftha : still there?

Munif : *my pocket is getting broke.* (Maxim of Modesty)

Miftha : *see, I think you really tired.*
Munif : hhyes of course, you know (Maxim of Sympathy)

Miftha : uni! Sini come here. Ahaha I saw your presentation is going eh is berjalan dengan baik congratulation
Gaziyah : *aku deg-degan*
Miftha : o heehe
Gaziyah : *I am so nervous.* (Maxim of Approbation dan Modesty)

Miftha : “it so bright. *Neni kau cantik nian maren neni.*
Neni : makasih. (Maxim of Approbation)

26thFebruary 2019 (Duration 21:58), at Kampus Pascasarjana

Yustiki : *okay question please rise your hand!*
Aniza : okay my name I want to, ee my question is what does it mean by inductive way and initial case? (Tact Maxim)

13th February 2019, at 9.00 a.m.,canteen

Degita : *twinkle-twinkle little star, how I wonder what you are. *sing*
Deby : *a b c d e f g sing*
Mella : cukup dak yo duit nyo nih? (Modesty Maxim)
Rini : *lame lagi kee. Ndak cukup ndak.Ndak percaye? Haha.*
Degita : *Itu 20, hehhehe.*
Mella : neeeee.
Deby : oke kak, makasih kak. (Generosity Maxim)

4th February 2019, at 09.43 - 09.49 a.m. (6 minutes, Canteen).

Mella : ... kau bening- bening bun.

- Degita : I keep a jodoh.
- Mella : mengajarkan tidak baik.
- Hezy : ahahahahah
- Mella : depan orang, buna.
- Degita : depan manoo?
- Mella : yang di depan, yang leadernya.So handsome but still cute.
(Approbation Maxim)
- Mella : ummm, noo!Ahahah, the leader, in the front of them.
- Salimah : yes, he is the biggest one. (Agreement Maxim)
- Mella : no no no no no no no no no!They are lost.
- Salimah : I know.He is the biggest one, white skin. Agak cute-cute, ada rambut curly curly gimanaaa.
- Mella : yeeees, you are right! (Agreement Maxim)
- Hezy : so cute! (Approbation Maxim)
- Ruth : yah, cute, cute, cute. (Agreement Maxim)
- Mella : I want to call him like this : siuwit siul
- Salimah :ahaha!! Kalau kau berani tadi mel
- Ruth : kagaa lah !
- Salimah : mungkin balik ke sini.
- Mella : ahahahah. Iya nian ni yah?Jungkir balik nih ya.
- Ruth : oi, aku kayak orang lolo oi. Dak do paket, WA doang.
(ModestyMaxim)
- Salimah : kirain ini hp mu ji.
- Mella : this is mine
- Salimah : your looks so same.I don't think
- Mella : I want to see that. Ooh, hezy. Hezy's phone?
Yes, we are same.The same type. (Agreement Maxim)

11th March 2019 (duration 06:07), at Language Center Mendalo, Jambi University.

- Mela : ... te figurative languagenya
- Novia : is there any questoin? (Tact Maxim)
okey now is time to answer the question from puja and resya, ...
answered by mella.
- Mella : ... mind mapping tadi kan, ... what is this
- Novia : are you satisfied with the answer? (Tact Maxim)

(3) The politeness manifested in the conversational maxims of the research participants that are to say: (1) The Tact Maxim, (a). Minimize cost to other (b). Maximize benefits to other (2) The Generosity Maxim, (a) Minimize benefits to self (b). Maximize cost to self (3) The Appraisal Maxim, (a) Minimize dispraise of other (b) Maximize praise of other (4) The Modesty Maxim, (a) Minimize praise of self (b) Maximize dispraise of self (5) The Agreement Maxim, (a) Minimize disagreement between self and other (b) Maximize agreement between self and other and (6) The Sympathy Maxim (a) Minimize antipathy between self and other (b) Maximize sympathy between self and other. Subsequently, these maxims function to have a better communication and avoid conflict wheneverwe interact with others.

CONCLUSIONS AND SUGGESTIONS

From the results of the data analysis, it is acknowledged that the research participants are courteous when they interacted both formally and informally. The courteousness or not courteousness is relative in nature, what is considered courteous by someone it might not be courteous for others. For instance, A is not necessarily polite to B and vice versa because politeness is influenced by cultural factors in which a person lives that is very closely related to one's self culture.

To recur, the politeness or ethics discussed in this research are definite to the maxims which are coined by Leech. From the previous data exposure, it can be concluded that the

research subjects realize the six maxims, to be precise: (1) The Tact Maxim, (2) The Generosity Maxim, (3) The Approbation Maxim, (4) The Modesty Maxim, (5) The Agreement Maxim, and (6) The Sympathy Maxim. The intensity of the use of the six maxims is various depending on the contexts of the interlocutors' utterances.

In enhancing the harmonious learning process of the English students, it is recommended that the education practitioners and students realize the maxims when interact both formally and informally. For future researchers, they may conduct studies with the theme of politeness with other theories including (1) FTA by Brown and Levinson, (2) Heuristics by Levinson, (3) Explicature by Sperber and Wilson, (4) Implicature by Bach, and so forth.

REFERENCES

- Alvesson, M. & Sköldbberg, K. (2000). *Reflexive Methodology: New Vistas for Qualitative Research*. London: SAGE Publications Inc.
- Capone, A. (2005). *On Grice's Circle: A Theory-internal Problem in Linguistic Theories of the Gricean Type*. [http://semantics/archive/GIWMDMAM/Grice's circle.rtf](http://semantics/archive/GIWMDMAM/Grice's_circle.rtf), pp.1-22, accessed on March 1, 2005.
- Cummings, L. (2005). *Pragmatics: A Multidisciplinary Perspective*. Edinburgh: Edinburgh University Press Ltd.
- Grice, H.P. (1975). Logic and Conversation in Peter Cole and Jerry L. Morgan (eds.) *Syntax and Semantics*. New York: Academic Press, Inc'
- Grice, H.P.(2001). Logic and Conversation in A. P. Martinich (Ed.), *The Philosophy of Language*. New York: Oxford University Press, pp.165-175.
- Grundy. P. (2000). *Doing Pragmatics*. London: Arnold Publishers, Com.
- Hollway, Wendy, and Tony Jefferson. (2000). *Doing Qualitative Research Differently*. London: SAGE Publications Ltd

Leech, Geoffrey. (2014). *The Pragmatics of Politeness*. USA: Oxford University Press.

Miles, M.B. & Huberman, A. M. (2014). *Qualitative Data Analysis*. California: Sage Publications, Inc.

Rachmawati. (2001). *The Fulfilment and Infringement of Conversational Maxims in a Traditional Literary Work of Jambi: Lohok Tiga Laras*(Tesis yang tidak dipublikasikan). Malang: Universitas Negeri Malang.

Rachmawati. (2008). *Conversational Implicatures among Students of English Department of the State Islamic University of Malang* (Desertasi yang tidak dipublikasikan). Malang: Universitas Negeri Malang.