

Domination of Violations of the Principles of Cooperation in Conversations between Lecturers and Students in Lectures during the Covid-19 Pandemic

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Abstract

Communication between speakers and speech partners can be well established so that the purpose of the conversation can be fulfilled. However, when the purpose of the conversation is not fulfilled, a violation occurs. Conversational violations occur when the intent and/or purpose of the conversation does not occur. The purpose of this study is to review the dominance of violations of the principle of cooperation in conversations between lecturers and students in lectures during the co-19 pandemic. The approach used is pragmatic and descriptive qualitative approach. Data collection techniques using listening techniques, free listening, recording, and noting. The data were taken from conversations between lecturers and students during lectures on Youtube channels. The data analysis technique used is the lesap technique. The results showed that in the principle of cooperation there are four thimbles, namely the thimble of quantity, the thimble of quality, the thimble of relevance, and the thimble of manner. In the violation of the principle of cooperation, the quantity thimble dominates the other thimbles. The quantity thimble is violated more because lecturers often provide excessive information so that it is not in accordance with the context of the initial conversation. This makes the speaker's contribution exceed the information that should be needed by speech partners so that there is a violation of the principle of conversation.

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INTRODUCTION

The covid-19 pandemic that is spreading around the world has made various activities run online, including in learning (Perizga et al., 2020). Indonesia is not free from this virus. One of the efforts made by the government to minimize the spread of the virus is large-scale social restrictions (PSBB). The existence of the Covid-19 pandemic gave birth to a new speech situation. In communication, there is no speech without a speech situation. The speech situation motivated by the Covid-19 pandemic makes the topics discussed between lecturers and students also revolve around the adaptation of various fields of life with this virus.

One of the advanced policies from the implementation of PSBB in Indonesia is online lectures. The online lecture policy by utilizing technological sophistication, such as zoom, google meet, whatsapp, and so on, causes communication between lecturers and students to be less than optimal compared to face-to-face (Najichah et al., 2021). As a result, many violations of conversational principles were found, causing conversational implicatures to occur in online lectures during the covid-19 pandemic (Alfiansyah & Sufyan, 2021).

Language functions as a communication tool to convey messages to others. The communicative nature of language makes conversations between speakers and speech partners take place without regard to agreements and / or applicable rules (Hilmi et al., 2022). Conversations can occur anywhere and anytime and can occur directly or indirectly, so it is not uncommon to cause different understandings due to the absence of a clear context in the conversation or differences in language variations so that it is necessary for someone to interpret the utterance so that when the purpose of the utterance is implied, it will be prone to misunderstanding (Anindita, 2020). The implied speech intent is called implicature. Conversational implicature as a thing that is intended not to be clearly spoken in conversation (Zumaro & Utomo, 2021).

Pragmatics as the study of meaning has two principles of conversation, namely the principle of cooperation and the principle of politeness. Conversational principles are needed in communication because of the arrangement in the mechanism between participants so that communicative and polite conversations occur. Conversational principles are divided into two types, namely cooperation principles and politeness principles.

The principle of cooperation focuses on the contribution of appropriate speech between speakers and speech partners so that it runs well (Holl, 2020). There are four thimbles in the principle of cooperation, namely the quantity thimble (a thimble that concerns the number of contributions from speakers or speech partners to the coherence of the conversation), the quality thimble, (a thimble that contains advice to make real and factual contributions), the relevance thimble (a thimble that advises speakers to provide relevant information so that the speech is cooperative) and the method thimble (a thimble that advises speakers to say something clearly) (Grice in Lestari & Indiatmoko, 2016).

This research focuses more on the quantity thimble cooperation principle. The quantity thimble focuses on the speaker's contribution in speech. The contribution in question is the absence of extravagance in providing information (Arviyanto, 2019). If there is a violation in the conversation, it can cause bias or ambiguity (Mustaqim & Haroni, 2020). In the quantity thimble there are two sub-thimbles, namely "Make contributions that can provide expanded information for the purpose of the existing conversational exchange" and "Do not make contributions that are more informative than necessary". The following is an example of a violation in the quantity thimble cooperation principle.

CONTEXT : ONE OF THE STUDENTS WAS LATE TO JOIN THE ONLINE CLASS THAT WAS CONDUCTED THROUGH ZOOM. THE LECTURER REMINDS THE STUDENT. THE STUDENT THEN PROVIDED THE REASONS, EXPECTING THE LECTURER WOULD FORGIVE HIM.

LECTURER : "Just joined, Mas?"

STUDENT : "Yes sir. I forgot that there was class time. So I had to pick up my sister from school and only then did I find out that there was a meeting. My laptop is also difficult to connect to the internet, sir. Sorry, sir."

In the fragment of the conversation, there is a violation of the quantity thimble cooperation principle, especially the second sub-thimble, namely "Do not contribute more informative than necessary". This is because the answer given by the late student is too wordy. This is not in accordance with the principle of cooperation in the quantity thimble. The quantity thimble should provide clear and concise information, so that it does not get out of context (M. Lestari & Yuniawan, 2021).

There have been many pragmatic studies on quantity thimble. Rahayu (2019) concludes that there is a violation of the quantity thimble in 'Javanese humor' due to the presence of utterances that exceed the quantity. The implicature of annoyance is shown implicitly and shows more annoyance by answering the speech partner's question with babble that does not answer the question clearly and briefly. In line with this, Rahayu et al. (2018) mentioned that in the investigation process, witness contributions are often excessive so that this makes the purpose of the conversation unfulfilled. Furthermore, research Azizah & Lakson (2022) examines the implicature in Deddy Corbuzier's podcast with Retno Marsudi. The results showed that there was an implied meaning in their conversation, so the conversation was included in the violation of the principle of cooperation.

The research of Wulandari et al (2018) entitled "Analysis of Implicature in Student Conversations in Public Places". Wulandari et al (2018) found two types of implicature contained in student conversations in public places, namely conventional implicature and unconventional implicature. Conventional types of implicature are more widely used in student conversations in public places. There are 9 examples of conventional

implicature types and only 3 examples of unconventional implicature types. The function of the implicature embodied in the communicative value found in student conversations in public places is the function of statement sentences, (2) the function of question sentences, and (3) the function of command sentences.

Based on this explanation, the research objective is to review the dominance of violations of the principle of cooperation in conversations between lecturers and students in lectures during the Covid-19 pandemic. The dominance of violations was chosen to see what thimbles are often violated by students and lecturers during online lectures.

METHODOLOGY

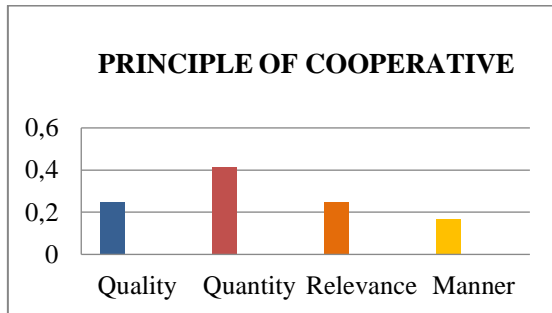
The research approach used, namely theoretical and methodological approaches. The theoretical approach chosen is the approach, while the methodology is descriptive qualitative. The pragmatic approach is an approach in linguistic research that examines the meaning of utterances in a situation. The descriptive qualitative approach is research that describes a phenomenon and tends to use analysis that shows process and meaning.

The data collection technique used the techniques of listening, free listening, recording, and noting. The research data were taken from conversation fragments and conversational implicatures during online lectures. The data source is conversations between lecturers and students of Universitas Muhammadiyah Surakarta uploaded on YouTube and conversations on WhatsApp. The data analysis technique used is the *lesap* technique, which is a technique that removes or eliminates elements of language units.

RESULTS AND DISCUSSION

Based on the results of the study, it was found that the dominance of violations of the principle of cooperation in conversations between lecturers and students in lectures during

the Covid- 19 pandemic. In the principle of cooperation, there are four thimbles, namely the quantity thimble, the quality thimble, the relevance thimble, and the method thimble. The following is a tabulation of research results on violations of the principle of cooperation.



Graph 1. Violation of the Principles of Cooperation

The data in graph 1 shows that the violation of the principle of cooperation is dominated by the quantity thimble. According to (Rustono, 2017) is a thimble that contains the amount of speaker participation in the coherence of the conversation. The technique used in the quantity thimble is the lesap technique. In the quantity thimble there are two subbidals, namely providing more information with the aim of expanding the conversation exchange and not adding unnecessary information.

1. CONTEXT: IN THE QUESTION AND ANSWER SESSION IN CLASS E LEARNING PLANNING COURSE, STUDENTS ASK ABOUT THE LKPD MADE BY THE MGMP AND APPLIED IN ALL SCHOOLS IN THE DISTRICT, EVEN IF BASED ON THE REGULATIONS OF THE CENTER, LKPD MUST BE ADJUSTABLE TO STUDENT CHARACTERISTICS. THE LECTURER'S FIRST RESPONSE TO STUDENT QUESTIONS IN THE FORM OF JOKES WHICH EXPRESS CONFUSION MUST ANSWER FROM THE RULES OR ACCORDING TO THE REALITY IN THE FIELD. THEN THE LECTURER ASKS STUDENTS

TO HAVE ADAPATIVE CHARACTERISTICS SO WHEN IN THE FIELD LATER STUDENTS CAN ADJUST BETWEEN THE RULES WITH WHAT ARE FOUND IN THE FIELD.

STUDENT: "I mean if the LKPD is adjusted to the overall characteristics of the students, if only a few teachers make it, how can you know the overall characteristics of students in one district?"

LECTURER: "Well, here's the answer, answer realistically, what answer do you have? Well, Mas M, it's back to the nature of a teacher, isn't it to provide full service related to learning, right, Mas M? That's right. The question is whether approximately every teacher can do that (make LKPD) in every school in your district? Of course not, that's why an MGMP is needed"

PP1_PP11_1

The context illustrated in the conversation fragment (1) is a question-and-answer session after a learning planning lecture in class E. One of the students asked the lecturer about the making of LKPD which should be tailored to the characteristics of students. However, in reality, the case that occurs in the field, especially at the district level, is that the LKPD is prepared by MGMP and then used for one district or city. One of the characteristics of LKPD is that its presentation must pay attention to and adjust the characteristics of student cognition. Conversation fragment (1) violates the quantity thimble especially the sub-thimble "Do not contribute more informative than necessary", in conversation fragment (1) the response given by the lecturer tends to be excessive because of some information given by the lecturer to the students. The first information given by the lecturer was in the form of a joke from the lecturer who expressed confusion about having to answer the student's question from a realistic point of view or theoretical. The second information is that the lecturer reminds the nature of the teacher and the burden that the

teacher must bear, so it can be said that the contribution made by the lecturer is more informative than necessary. Therefore, it can be concluded that the conversation fragment (1) violates the quantity thimble.

The violation of the quantity thimble can be proven by using the deletion technique to examine the lecturer's speech. The *lesap* technique is an analysis technique in the form of omission or deletion of lingual unit elements. The lecturer's utterance in the fragment of conversation (1) is deleted into (1a) "MGMP is needed (to make LKPD)", so that the contribution given does not exceed the necessary information and is in accordance with the student's question. Therefore, the lecturer asks students to have an adaptive nature when in the field, students must be able to adjust the existing rules or theories to the circumstances in the field, so that both can collaborate to achieve the expected goals.

The conversation fragment (2) also contains utterances that violate the maxim of quantity.

2. CONTEXT: THE PRESENTATION IN CLASS C WHEN THE PMP ICT COURSE WAS ADVANCED, AS A RESULTS THE SYLLABUS GROUP THAT SHOULD HAVE TURNED TO PRESENTATION REPORTED TO THE LECTURERS THAT THEY ARE NOT READY. THE FIRST LECTURER'S RESPONSE WAS TO CRITICIZE THE CLASS BECAUSE THERE WAS A GROUP THAT WAS NOT READY TO PRESENT, THEN COMPARED WITH OTHER CLASSSES whose PRESENTATIONS WAS SUCCESSFUL. BECAUSE THE PRESENTATION MUST BE CONSTANTLY CONDUCTED SO THE LECTURER ORDERED ANOTHER GROUP TO CONDUCT THE PRESENTATION, WHILE THE SYLLABUS GROUP WAS PERMITTED TO NOT PRESENT ON THAT DAY.

STUDENT: "There is no preparation from us sir if there is a change in group presentation to group 2"

LECTURER: "Okay, so for this class the rules are a bit special, yesterday's arrangements were high. Yes, now I want to ask besides the RPP group which groups are ready friends? So we crossed out the syllabus group today"

PPI_PT8_2

The context of conversation fragment (2) is an activity that will take place in the PMP ICT class C course. The syllabus group that was supposed to do the presentation said that the group was not ready. This happens because the class understands that presentations are carried out in order according to the lottery instead of the order of the material, whereas presentations should be carried out in accordance with the order of the material. The change resulted in the syllabus group not being ready to carry out the presentation. The response given by the lecturer was "Okay, so for this class the rules are a bit special, yesterday's arrangement. Yes, now I want to ask besides the lesson plan group which group is ready, friends? So we cross out the syllabus group today". The lecturer's response violated the quantity thimble, especially the first subbidal which reads "Make contributions that can provide information as needed for the purposes of the existing conversational exchange". The lecturer's utterance violated the subbidal because the contribution made by the lecturer exceeded the information needed for the syllabus group's report to the lecturer. The information needed by the syllabus group was permission to postpone the group presentation, but the lecturer contributed more in the form of sarcasm because the class was not like other classes whose presentations were carried out in the order of the material. In addition, the lecturer also added another contribution in the form of an order to other groups to carry out the presentation instead of the syllabus group asking for the willingness of other groups to present. The lecturer's response to the syllabus group's statement was located at the end of the sentence

which allow the syllabus group to delay their presentation.

The violation of the quantity thimble in the fragment of conversation (2) can be proven by using the *lesap* technique applied to the lecturer's speech. The technique is one of the analytical techniques in the form of omission or deletion of data lingual unit elements. Conversation fragment (2) can be abolished into (2a) "So we cross out the syllabus group today", so that the contribution of information provided is in accordance with the needs of the conversation and does not violate the quantity thimble.

Another violation of the thimble of quantity is also found in the conversational fragment (3).

3. CONTEXT: STUDENTS CONFIRM TO PAI LECTURER REGARDING THE LECTURE THAT WILL BE HELD ON THE DAY. THE LECTURER EXPRESSED HIS REGRET BECAUSE THE CLASS FORGOT THE SCHEDULE, EVEN AT THE SAME TIME THE LECTURER WAS ASKED TO MEET THE HEAD OF PRODUCTS TO DISCUSS THE Alumni Gathering. THE LECTURER PROMISED TO CONDUCT A REPLACEMENT LECTURE ON FRIDAY AFTERNOON, SO THE LECTURER ASKED STUDENTS TO STAY CALM BECAUSE THE LECTURER WAS CONTINUING TO IMPLEMENT THE REPLACEMENT LECTURE.

STUDENT: "Assalamualaikum sir, to meet today is it or not?"

LECTURER: "*Masha Allah* I forgot. *Adech*, let's just go to the Friday bar tomorrow, nope. This is the campus; the head of study program was called to prepare for the alumni meeting."

PP1_CT1_3

The context in the fragment of conversation (3) is a student who reconfirms the conversation lecturer regarding the PAI lecture

that would be held on that day. The lecturer responded to the student's question asking about his attendance by saying "Masha Allah, you forgot. *Adech*, I'll come tomorrow just after jumatan nggih. This is off campus, called by Mr. Kaprodi to prepare for the alumni meeting". The lecturer's response in conversation fragment (3) violates the quantity thimble, especially the second subbidal "Do not contribute more informative than necessary". In the fragment of the conversation, the student only asked whether the PAI lecture was held on that day or not, but in addition to deciding that the lecture was replaced on Friday, the lecturer also conveyed information that at that time the lecturer was asked to meet with the Head of Study Program. That contribution makes the information given too much so that the conversation fragment (3) violates the quantity thimble.

The violation of the thimble of quantity in the lecturer's speech in the fragment of conversation (3) is solidly proven by using the *lesap* technique. The *lesap* technique is one of the analytical techniques in the form of omission or deletion of data lingual unit elements. The lecturer's utterance in conversation fragment (3) can be abolished into (3a) "Besuk aja bar jumatan nggih" or in Indonesian, "Tomorrow after Jumatan yes", so that the information provided is sufficient and as needed, then there will be no violation of the quantity thimble.

Based on data number PP1_PP11_1, PP1_PP8_2, and PP1_CT1_3, it is evident that the relevance thimble is a thimble that is violated quite often. The most common violation is the violation of the sub-thimble "Do not contribute more informative than necessary". This conclusion is supported by the results of interviews with students who underwent online lectures during the covid- 19 pandemic, in line with the data listed in the graph, that many violated speeches were found from both the lecturer and student sides. The interviewees argued that violations of the quantity thimble were most often found during question and answer sessions. One question can be answered from various points of view or various theories. But on the other hand, it is not uncommon for

some speakers to discuss out of context with the aim of familiarizing themselves with their partners.

When the question and answer session is opened, most of the answers will be described starting from the underlying theory to the example or application, so that the information conveyed is overflowing. Several times it was also found that the response of the lecturer did not directly answer the question asked, but the lecturer gave a question back to the students, or invited fellow students to answer the question. After it is considered sufficient, the lecturer will complete and provide confirmation of the question. In some cases, especially questions related to practice in the community, lecturers will actually answer questions from students with events that have been experienced in the field so that the answers given seem like storytelling.

Another cause of the quantity thimble being violated in conversations between lecturers and students in online lectures is the context of the conversation. The context that is often encountered is related to lecture material or cases in the field related to the material. As said before, if there are students who ask lecturers or fellow students about something related to the lecture material, then lecturers or peers will provide complete answers ranging from the underlying theory to examples or cases that occur in the field.

The complete response given by lecturers or students makes the information provided usually over or excessive. This happens because the scope of lectures is an academic scope, so the information conveyed must be based on existing theories, by linking questions with certain cases, it is hoped that students will have a solution to the case and can be used as a provision if a similar case is found.

Lectures conducted through teleconferencing media such as zoom and google meet use spoken varieties. Spoken variety can make it easier for speakers to express themselves. knowledge and information possessed. Therefore, many violations of the quantity thimble are found in this variety.

Violation of the quantity thimble in conversations between lecturers and students in online lectures during the covid-19 pandemic has implications for the understanding of speech partners, both lecturers and students. If the information provided is excessive, it becomes difficult for speech partners to capture the core information needed, even though the question and answer in lectures also aims to add insight or find answers to problems and material that has not been understood. In addition, if the discussion out of context occurs continuously then it is possible that the speech partner is less pleased with it. Therefore, it is expected that both lecturers and students make contributions that are in accordance with what is needed.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the violation of the principle of cooperation in conversations between lecturers and students in lectures during the Covid pandemic is dominated by the quantity thimble. The analysis is done by using the technique of *lesap* in order to find the intention of the speech. Violation of the quantity thimble because there is often additional information provided so that there is no good cooperation between speakers and speech partners. Excessive contributions that are expressed only make the purpose of the conversation not achieved so that the conversation is out of context.

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