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## The Use of Cooperative Principle in Students' Conversation

Firinta Togatorop

Program Studi D3 Sekretaris, Politeknik Bisnis Indonesia, Indonesia

Email : [firintatogatorop@gmail.com](mailto:firintatogatorop@gmail.com)

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### Abstract

This research explored the application of Grice's Cooperative Principle in the conversations of eighth-grade students at SMP N I Pematangsiantar. The study aimed to identify the types of cooperative principles employed by students and determine the most dominant one. Drawing on Grice (1975) and Levinson's (1983) theories, the four types of cooperative principles examined are the Maxim of Quality, the Maxim of Quantity, the Maxim of Manner, and the Maxim of Relevance. This study employed a descriptive qualitative research method, the data consisted of 30 conversations, revealing that students predominantly utilize all four types of cooperative principles. However, the most dominant principle is the Maxim of Quantity, accounting for 34.17%, followed by the Maxim of Relevance (30.37%), the Maxim of Manner (22.78%), and the Maxim of Quality (12.65%). The findings suggested that cooperative principles play a crucial role in enhancing communication and facilitating comfortable and easily understandable conversations among students. As a conclusion, this research underscores the significance of cooperative principles in conversational dynamics, recommending further study for linguistic students to deepen their understanding of these principles.

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### INTRODUCTION

Language learning is important for human's social development. Language as a means of communication plays very important role in social relationship among human beings. Language is required by people to fulfill their need as an individual creature and as part of communication. Through language, people can express their ideas, mind, feeling, desire, and emotion to another or can get information from other. Language has a social function as a tool to make a connection between human beings.

The principle today is well-known as the Cooperative Principle that proposed by H. P. Grice. According to Grice as has been cited by Levinson (1983:101), to make the communication can work smoothly, it needs cooperation. He suggests that there is an accepted way of speaking which we all accept as standard behavior. When we produce, or hear, an utterance, we assume that it will generally be true, have the right amount of information, be relevant, and will be couched in understandable terms. Related with this , pragmatics is a study about the meaning that given by the speaker and it is interpreted by the partner. The type of the study involving the meaning in the particular place and situation, during the language is used in the communication. It means that the meaning is not literally, but contextually. A consideration is necessary by the communicant to

manage what they want to say, to get the effect that be wanted (Yule, 1996:3).The Cooperative Principle, proposed by Grice, helps the speaker and partner to manage their conversation can work relevant. The Cooperative Principle attempts to make ex- plicit certain rational principles observed by people when they converse. Grice claims that human beings communicate with each other in a logical and rational way, and cooperation is embedded into people’s conversations. Furthermore he argues, this habit will never be lost, because it has been learned during their childhood. However, in the conversation, the people are not always using this principle when says something.

On the other hand, as the problem that the writer see in some daily conversations often violate this principle. For example, this conversation was occurred in the class when the lecture asked the students to clean the white board.

Teacher : “Student, is this English class?”

Student : “A second Sir, I will clean it.”

(Come forward, and then clean the white board) From the conversation above the teacher giving message through question that why did the white board still contain the previous lesson’ notes, the utterance or sentence that be used is question sentence. Whereas, the student responses the information is like getting command to clean the white board from him. As a result, the student comes forward to clean the board. This language phenomenon is interesting to be analyzed. The utterance or sentence that be used by the teacher has function like imperative sentence that can make the student to do something that the teacher wants. Based on this phenomenon, the writer is much interested in conducting research dealing with the usage of Cooperative Principle in the students of Junior high school in SMP N I Pematangsiantar.

This study aimed to find out the types of cooperative principle in students’ conversation and find out the most dominant of the use of Cooperative Principle in students’ conversation. In this research, the writer used the pragmatics study to analyze the utterances or sentences used by teacher and students in Junior high school at grade eight. For getting the data, in this study the writer only observes the students in grade eight class VIII A at SMP N I Pematangsiantar. Due to the scope of pragmatics is too broad, the writer limits on the usage of Cooperative Principle in analyzing the problem. According to Grice (1975:45), there are four kinds of cooperative principle; they are maxim of quality, quantity, manner and relevance. Maxim of quality states try to keep your contribution to give true information. Maxim of quality is related to speaker’s responsibility. With this principle, the communication is occurred in concrete reality, speakers and partners have same perception during the conversation, (Rani, et.al 2006:244-245). Rani, et.al on their book give example about the application of this principle, he presents the conversation in a court between the judge and the witness:

The Judge : “Are you the reporter?”)

The Witness : “Yes.”

The Judge : “Why did you report it?”

The Witness : “*Because of lossing, Sir.*”

Based on the the usage of quality principles, the witness answer has fulfilled both points of quality principle. The answer is accordance with the reality as the victim-witness is only natural that he reports the stealing that he gets to the police.

According to Grice (1975:27) maxim of quantity explains that speakers generally use the language that fits, no less and no more, for what were trying to convey, to whom delivered, and for what purpose. On their book, Rani, et.al (2006) also give example that illustrate the application of the maxim of quantity in interviewing process between judge and suspected below:

The Judge : How many you cut down your sword to Mu’i’s body?

The defendant : One sir.

The example above shows that the answer of suspected has applied the maxim of quantity. The information that wanted by the judge is the number of strokes using sword by the suspected towards the victim. It is accordance with the question given by the judge. According to Grice ascited by Levinson (1983:102) maxim of manner says asks speakers to make their contribution such that it can be easy understood.

On their book Rani, et.al (2006), illustrate the usage of maxim of manner:

The Judge :Your name?  
The Defendant : Andrianto.  
The Judge : Age?  
The Defendant : Twenty years old.  
The Judge : Who are you?  
The Defendant : Second hands seller  
The Judge : Where do you live?  
The Defendant : Jl. Muharto, gang empat, number 9, Malang.

The conversation above showed that all the answers have fulfilled the topic being discussed. The information given by the suspected to response the question has same topic and these are appropriate with the question. When the judge asks about his name, the answer is the suspected name. It means the question and the response are relevant.

Maxim of relevance ask the speaker and the partner in the conversation must has meaningfully utterance (Grice, 1975:27). The other terms for this maxim are “simple andstraightforward”. The speaker enjoy to say something that is relevant to what has been said before.They are required to focus on the topic that is being discussed. Therefore, all the explanation, response, opinion, and action must have the relation with the topic discussed. Maxim of relevance states try to keep your words relevant. So, there is a question, the answer must be relevant with the question, or the information that given to response the question must have the same topic.

Based on the usage of cooperative principle, it is clear that certain answer towards a question can interpret logically, even though, sometimes the answer is not relevant.

Tomi : “Would you come to Nunik’s party, to night?”

Lusi `: “I have examination tomorrow.”(Cahyono, 1995:221)

Here, Lusi’s answer is not the appropriate answer for the question that given by Tomi. Lusi does not say “yes” or “no”. However, Tomi can interpreted the answer, so that the sentence has equal meaning with the word “no”. How could people explain to understand the sentence meaning, whereas, the sentences have different meaning. Perhaps, the answer depends on guessing that Lusi uses maxim of relevance and maxim of quality. Therefore, Lusi’s answer is not only a statement that shows her activities tomorrow, but also this answer contains implicature about her activities that will be done to night, (Cahyono, 1995:221-222).

Leech (1991:81) adds that not only Cooperative Principle that important to be used in the conversation, but also there is another factor that influences the usage of Cooperative Principle, it is called as the politeness principle. Because of the involving of the politeness principle, people could violate the Cooperative Principle(Leech, 1991:81).

In reality, people who go into conversation with each other follow the maxims of Cooperative Principle, that is both the speaker and listener are assumed to want the conversation to work. Its maxims specify what participants have to do in order to talk in a rational, efficient, and cooperative way and that they should speak sincerely, relevantly and clearly while providing sufficient information (Levinson, 1983:100).Cooperative Principle is a guarantee for successfulcommunication and a premise for the generation of any conversational implication.

Moreover, the Cooperative Principle is a successful example showing how human communication is governed by general principles.

Then, the writer focuses on the students conversation in transactional and interpersonal conversations that talking about asking for and refusing, giving things or information from English book” Interaction English unit 2A and “English on Sky unit 1” for Junior High School grade eight. Then, the writer will analyze how the usage of Cooperative Principle on students’ conversation and the communication which taking place in the classroom.

The significances of the research was to provide theory about the usage of cooperativeprinciple in the daily conversation.So,by this research the readerscan know about the theory of coperative priciple in daily conversation and it can as vehicle for them when taking conversation so can work comfortably. Another significance of this research can be classified into twoparts,namely for the teacher and the students. For the teacher, byreading this research they can know how the usage of cooperativeprinciple that used by students on students conversation in theclassroom. For the students, by reading this research they canimprove their knowledge about coperative principle on studentsconversation.

## METHOD

This research conducted with descriptive qualitative research towards answering the problems. It means the data are in the form of phenomenon which observing through process, meaning and understanding gained through words or phrases(Cresswell, 1994:145). This is donestates that the main data in a qualitative research is words and actions and the other are additional data such as photos, documents, etc, (Moleong, 2002:112). That is why, in this research the writer will try to analyze the problem with using descriptive qualitative research.

According to Moloeng (2002:56),there are two types of subject of research; they are primary data and secondary data. The subject that is collected directly from the main source is called as Primary data and the subject that collected through documents, such as, photos, demography is called as Secondary data.In this research, the writer used primary data that it is directly related with the problem that be observed and directly it is delivered from the sources. The subjectof this research are the students in SMP N I Pematangsiantar Grade VIII in academic year of 2015/2016. They are nine classes, they are VIII A up to VIII I. Each of the class contains of 32 students. In this research, the writer just takes one class namely VIII A and B as the sample of research. Arikunto (2006:148) stated that the sample is any number of things, people, or events which are less than the total of population. Sample is the part of population that wills be investigated. The writer takes the sample freely, also based on the students’ number in a class. Sample is representing of population which is researched (Arikunto, 2006:131). The writer uses the random sampling with the traditional technique in choosing the sample.

The object of this research was about the usage of cooperative principle on students’ conversation at grade VIII of SMP N I Pematangsiantar. The writer collected the data by using a mobile phone to record the students’ conversation. The researcher will record the conversation as the data. By using this instrument, the participants are able to provide historical information under the topic. In this research, the method of data collection that be used is Simakmethod (*metode Simak*). The Simak method has basic technique which called as *Sadap*technique (Mahsun, 2005:92). This technique is called as basic technique becauselistening attentively often always is done with *penyadapan*(recording). It means to get the data, the writer records the dialogue or conversation among the students which is making by the students related with their topic in SMP N I Pematangsiantar Grade VIII A and B that contains how the using of cooperative principle on their conversation, and then, write it as the data or taking notes of the data collection, as further technique.

Analysis data means a way is used to classify and to categorize data based on the category. In this analysis, the writer uses *Padan* technique to analyze the data. *Padan* means to connect things the unsure of language that used in the sentence (Mahsun, 2005:253). The technique of analysis data can be done as follows:

- The first, the researcher transcripts the recording of students' conversation into written.
- Then, the researcher observes the using of sentence that related with the previous sentence based on type of cooperative principle.
- Then, the researcher will identify how the sentence is used by students in conversation.
- After that, the researcher classify the data based on the kind of cooperative principle is used by students in conversation.
- Then, the researcher concludes the result of students' conversation, what types of cooperative principle more dominant is used by them.

In the approach to linguistic analysis, pragmatics is defined as the study of the use of language in communication, particularly the relationship between the sentences and the context and situations which they are used. That is why, In this analysis the researcher used *Padan* technique to describe the use of cooperative principle on students conversation at SMP N I Pematangsiantar grade VIII A and B to support the descriptive qualitative research technique used by the researcher.

### FINDINGS

From the data analysis, the writer found that the students' conversation always uses the fourth types of cooperative principle namely maxim of quantity, maxim of quality, maxim of manner and maxim of relevance.

So, after analyzing all the data from students' conversation, the researcher interpreted them in a table below which shows the total data of types of cooperative principle in 30 students' conversation.

**Table : Cooperative Principle in Students' Conversation.**

No	Data	Cooperative Principle				Total Data
		Maxim Quality	Maxim Quantity	Maxim Manner	Maxim Relevance	
1	Data 1	1	1		1	3
2	Data 2	1			1	2
3	Data 3	1	1	1		3
4	Data 4		1	1		2
5	Data 5		1	-	1	2
6	Data 6	1	1	1	-	3
7	Data 7		1		1	2
8	Data 8			1	1	2
9	Data 9		1		1	2
10	Data 10				1	1
11	Data 11		1		1	2
12	Data 12		1		1	2
13	Data 13		1	1	1	3
14	Data 14		1	1	1	3
15	Data 15		1		1	2
16	Data 16	1	1	1		3
17	Data 17		1	1	1	3
18	Data 18	1	1	1		3
19	Data 19		1	1	1	3
20	Data 20		1			1
21	Data 21	1	1	1	1	4

22	Data 22		1	1	1	3
23	Data 23	1			1	2
24	Data 24		1	1	1	3
25	Data 25		1		1	2
26	Data 26	1	1	1	1	4
27	Data 27		1	1	1	3
28	Data 28		1	1	1	3
29	Data 29	1	1	1	1	4
30	Data 30		1	1	1	3
Total		10	27	18	24	79

From the table above, it shows the numbers of data are 79 data that consist of maxim of quality, quantity, manner and maxim of relevant. Each of conversation uses the fourth types of cooperative principle. The percentage of the fourth of types of cooperative principle can showed as:

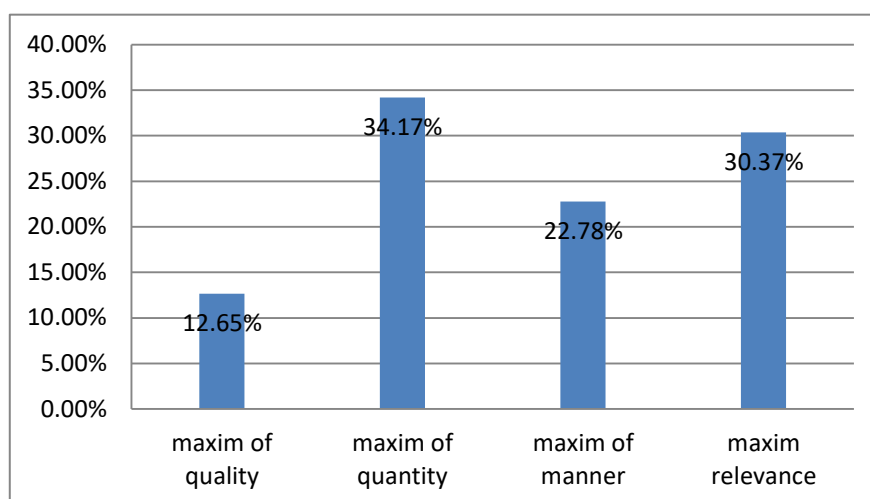
$$\begin{aligned} \text{Percentage maxim of quality} &= \frac{\text{Totalmaximofquality}}{\text{totalnumberofdat}} \times 100 \% \\ &= \frac{10}{79} \times 100 \% \\ &= 12.65\% \end{aligned}$$

$$\begin{aligned} \text{Percentage maxim of quantity} &= \frac{\text{Totalmaximofquantity}}{\text{totalnumberofdata}} \times 100 \% \\ &= \frac{27}{79} \times 100\% \\ &= 34.17\% \end{aligned}$$

$$\begin{aligned} \text{Percentage maxim of manner} &= \frac{\text{Totalmaximofquantity}}{\text{totalnumberofdata}} \times 100 \% \\ &= \frac{18}{79} \times 100\% \\ &= 22.78\% \end{aligned}$$

$$\begin{aligned} \text{Percentage maxim of relevance} &= \frac{\text{Totalmaximofquantity}}{\text{totalnumberofdata}} \times 100 \% \\ &= \frac{24}{79} \times 100\% \\ &= 30.37\% \end{aligned}$$

From the percentage above can be shown as following diagram:



**Figure 1. Percentage of Cooperative Principle**

From the diagram above, the most dominant of frequently cooperative principle used in students' conversation is maxim of quantity. Maxim of quantity 38.23%, the total of percentage of maxim of quality is 8.82%, the total percentage maxim of manner is 20.28% and the total percentage maxim of relevance is 32.35%. The most dominant percentage is maxim of quantity.

Maxim of quantity becomes the dominant cooperative principle used in students' conversation because from the analysis, the writer found that most sentence that used by students is simple, no less or no more and give the contribution as informative as is required between the speaker and the listener when they speak to other. That is why; maxim of quantity the most dominant is used.

## DISCUSSION

The data analysis reveals that students' conversations in Grade VIII at SMP N I Pematangsiantar consistently incorporate all four types of cooperative principles: Maxim of Quality, Maxim of Quantity, Maxim of Manner, and Maxim of Relevance. The table illustrates the distribution of these principles across 30 conversations, totaling 79 instances. The percentage breakdown of each cooperative principle indicates that Maxim of Quantity is the most dominant, accounting for 34.17%. This is followed by Maxim of Relevance (30.37%), Maxim of Manner (22.78%), and Maxim of Quality (12.65%). This finding supported by the study from (Simanjuntak et al., 2023) which found that the students used maxim of quantity (18,8%), maxim of quality (21,9%), maxim of relation (6,3%) and maxim of manner (18,8%). It showed that the students' conversation dominant used maxim of quality in their conversation to express opinions.

The diagram further visualizes these percentages, with Maxim of Quantity being notably prominent at 38.23%. The prevalence of Maxim of Quantity suggests that students tend to convey information in a straightforward and concise manner, providing just the right amount of detail. The discussion posits that Maxim of Quantity's dominance may be attributed to the simplicity of the sentences used by students, striking a balance between informative content and speaker-listener interaction. Overall, the findings underscore the significance of cooperative principles in shaping effective communication among students, with Maxim of Quantity emerging as the most influential in facilitating clarity and understanding in their conversations. This finding supported by the study from (Manurung et al., 2020) which said that 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

## CONCLUSION

Based on the data analysis, the writer found that there are some violations towards the usage of cooperative principle that are done by students in their conversation. The maxim that gets violation in students' conversation is maxim of quantity, manner and maxim of manner. This occurred because any time between the speaker and listener do not have same perception about their discussion and the students use sentence more than required by the speaker or listener.

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