AN ANALYSIS OF COOPERATIVE PRINCIPLE (MAXIMS) WITHIN THE DIALOGUES OF "WHEN ENGLISH RINGS A BELL" ENGLISH TEXTBOOK

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Abstract

For attaining the conversation goal, the speakers are required for fulfilling the cooperative principle (Maxims) proposed by Grice, namely the maxim of quality, quantity, relevance, as well as manner. Therefore, learning maxims within dialogues is crucial to ease the students in attempting comprehension. Hence, due to its importance, this research aimed to discover the maxims types which are flouted within the dialogues of the English textbook "When English Rings a Bell," particularly for the Eighth-Graders in Indonesia. The analyst utilized descriptive qualitative method for carrying out this study. Besides, documentation was also utilized for analysing the acquired data from the "When English Rings A Bell" English textbook for the Eighth-Graders. The analyt attempted to discover the varieties of maxims which are flouted within the dialogues of the English textbook. Based upon the data analysis, the result showcased that there are 66 dialogues (19,13%) containing maxim of quantity, 96 (27,83%) containing maxim of quality, 92 (26,66%) containing maxim of relevance, as well as 91 dialogues (26,38%) containing maxim of manner. Meanwhile, dialogues that encompass flouting maxim of quantity are 30 dialogues (76,92%), 0 dialogues (0%) involved flouting maxim of quality, four dialogues (10,26%) encompassed flouting maxim of relevance, and five dialogues (12,82%) contained flouting the maxim of manner. Thus, the most flouting maxim is quantity and zero for flouting the maxim of quality due to the importance of honesty for acquiring other people's trust. Furthermore, the teachers are proposed for teaching these fundamental maxims to the students for upgrading and enhancing their speaking mastery which resulting in a good conversation.

Keywords: *Cooperative principle (Maxim), Dialogues, English textbook, Flouting Maxim.*

INTRODUCTION

Study Background

To convey one's thoughts or ideas are through language. Language is the information relaying process between at least two individuals, with one being an addresser of sender, and the other being a receiver (Kristeva in Umi, 2019) either through written or spoken means. Based on Chafe in Bojanic (2006), there are several instances differing the spoken language and the written one. Where in spoken language, the processes are mostly occurring spontaneously. Moreover, those shared situations between utterers and hearers always exist. Meanwhile, the processes within written language quite a lengthy time to think, thus resulting with a sense of detachment between participants due to a shared situation which not always occurred.

Conversely, English has become a lingua franca, which has been utilized as well as spread out to the world. In Indonesia, English has been put in the national curriculum, particularly the current *2013 Curriculum* which inquire the junior and high-school students to learn English with the expectation of making the capable of facing and adapting to the current era. Within an educational process, the presence of a textbook is crucial (Brown in Umi, 2019) since it is considered as one among thirteen aspects determining the 2013 curriculum implementation success rate (Mulyasa, 2013, p. 44).

The analyst chooses the "When English Rings a Bell" English textbook since it was a direct publication from Ministry of Education and Culture in Year 2017 (revised edition). Thus, it is trusted and decent enough to utilized during the English educational process. Furthermore, this textbook possesses various forms of writing, pictures, etc. Additionally, there are dialogues which can aid the students' comprehension on the provided material. Through the dialogue utilization, students would be capable of visualizing and describing the situation well. Thus, fulfilling the cooperative principle proposed by Grice or mostly known as maxims is crucial for comprehending and reaching the dialogue's goal. Those maxims are of quantity (being informative as required), quality (based on the fact), relevance (being relevant), along with manner (brief, orderly).

For example:
Rika: Hei Dini, what do you know about Jussy?
Dini: She is a fresh student in our faculty and she is so pretty.
Rika: Oke, thanks

From the conversation, it could be perceived that Dini fulfills the maxims, she does not create any ambiguities. Unfortunately, during a conversation, misunderstandings are occasionally arisen which clouding the true meaning or thoughts intended by the speaker. Therefore, studying pragmatics is a crucial task for a language learner to be capable of achieving better comprehension of the real meaning or thought wanted to be conveyed by the speaker. However, if one failed in fulfilling the four previously mentioned maxims, it is called flouting maxim. Flouting maxim is when a speaker expects the hearers to appreciate the implied meaning while appear to not follow the said maxims. For example, the speaker seems to be answering questions roundaboutly, not speaking based upon solid facts, and so on. Moreover, it could have been deliberate by the speaker with a specific purpose. Meanwhile, teachers should teach their students regarding cooperative principles while teaching dialogue so that it can aid students for achieving the conversation goal, building student's critical thinking capabilities, as well as enabling students for communicating properly (Noviyana, 2016).

Based upon the previous explanations, the analyst was intrigued for conducting a study on the dialogues as one of significant part within English textbooks, particularly for junior high school. Additionally, a previous study by Nurzani (2015) showcased that there were flouting maxim of quality within the dialogues which should be learnt by students to be an honest person to get trusted by people. In this study, the analyst emphases on maxim types along with flouting maxims on the dialogues within "When English Rings a Bell" English textbook for the eighth-graders based on Grice's cooperative principles since it is deemed crucial to conduct this study for avoiding misunderstanding in the conversation as well as improving the students' language capabilities in speaking.

Study Problem

Since the analyst attempted to analyze the dialogues which are provided within the "When English Rings a Bell" English textbook for eight-graders, the study emphases on answering the following questions.
1. What types of maxims are utilized within the Dialogues of an English Textbook Entitled Bahasa Inggris "When English Rings a Bell" for Eighth-Graders?
2. What types of maxims are flouted within the Dialogues of an English Textbook Entitled Bahasa Inggris "When English Rings a Bell" for Eighth-Graders?

Study Objective

Based upon the previous research question, this study goals are:
1. For discovering the maxim types that were utilized within the dialogues of "When English Rings a Bell" English textbook for Eighth-Graders.
2. For discovering the maxim types that are flouted within the dialogues of "When English Rings a Bell" English textbook for Eighth-Graders.

RESEARCH METHODOLOGY
Research design

The analyst implemented descriptive-qualitative method for conducting this study. Qualitative is utilized for obtaining in-depth data which is analyzed as it is without being manipulated the presented through paragraph. The analyst analyze the dialogues within English Textbook Entitled Bahasa Inggris "When English Rings a Bell" for Eighth-Graders by using Grice's cooperative principles theory as the basis.

Object of Study

The object being analyzed within this study are the dialogues in "When English Rings a Bell" English textbook for eighth-graders using cooperative principle (maxim). This textbook is directly published by the Ministry of Education and Culture of Indonesia, and is the revised edition released in 2017.

Study Instrument

The utilized study instrument within this study is the analyst herself. Within qualitative study, to become an instrument, the analyst must possess a broad theoretical along with insightful provision so that she is capable of inquiring questions, taking pictures, analysing the study objects, along with constructing the social situation under study to be clearer, more distinct, and more meaningful. Furthermore, Nasution in Sugiyono (2017, p. 223) mentioned that when conducting a qualitative study, there is no other alternative than utilizing humans as the main study instrument.

Data and Sources of Data

The main data to be analyzed are the interpersonal along with transactional dialogues within "When English Rings a Bell" English textbook for eighth-graders.

Table 1. Dialogues within "When English Rings a Bell" English textbook for Eighth-Graders

No	Chapter	Total Dialogues in the Reading Material	Page
1	Chapter I	35	4-17
2	Chapter II	10	20-28
3	Chapter IV	21	47-61
4	Chapter VIII	6	107-112
5	Chapter IX	3	120-121
6	Chapter X	5	143-144
7	Chapter XI	15	169-187
8	Chapter XII	1	208
Total Dialogues in the Textbook			**96**

Based upon the table 1, it could be concluded that there are 96 dialogues within the textbook, where Chapter I consists of thirty-five (35) dialogues, Chapter II consists of ten (10) dialogues, Chapter IV consists of twenty-one (21) dialogues, Chapter VIII consists of six (6) dialogues, Chapter IX consists of three (3) dialogues, Chapter X consists of five (5) dialogues, Chapter XI consists of fifteen (15) dialogues, and Chapter XII consists of one (1) dialogue.

Data Collection Technique

There were some steps that were conducted by the analyst for collecting the necessary data. Those are:
1. Reading the chosen textbook.
2. Observing the dialogues that were found within the chosen textbook.
3. Clarifying the dialogues that are relevant to the study
4. Putting the relevant dialogues into an analysis table.
5. Coding the dialogues by utilizing Grice's maxim theory.

Data Analysis Technique

The analyst implemented Ary's (2010) theory as the basis of content analysis, which are as follows:
1.   Familiarizing and organizing
Since the analyst ought to be immersed with the data, she is required to read and reread the dialogue to be analyzed. All dialogues are chosen except those within an assessment sheet, mid-term text sheet, along with final test sheet. The chosen dialogues would be organized to ease the analysis.
2.   Coding and reducing.
The researcher would also generate a coding system for the chosen dialogues, for example "**CH1.P1.U1.**"
CH1   : refers to the chapter 1 in the textbook

P1   : refers to the page 1 in the textbook
U1   : refers to the number of utterances (1 utterance)

Next, she would give an underline with different colors to the sentences which indicating the cooperative principal (maxim) and flouting maxim. The data would be taken apart and be broken into small pieces. The analyst will remark the sentence representing cooperative principal (maxim) as well as the flouting maxim ones, then she will conclude that sentence into one of cooperative principal (maxim).
3.   Interpreting and representing.
In this step, the statement or the sentence indicating the cooperative principal (maxim) along with flouting maxim from dialogue in the textbook would be restated. Then, the analyst would represent the findings through the utilization of pictures and descriptive details.

Data Triangulation

The analyst utilized triangulation for assessing the data sufficiency according to the convergence of multiple data collection procedures or sources. Here, she utilized investigator triangulation since the analyst herself examined the textbook. Rahardjo (2010) elaborated that this triangulation required more than one person within data collection and analysis.

Hence, after gathering the necessary data, the analyst discussed the finding with the lecturer of Pragmatics course in her university. Therefore, a conclusion can be drawn from what has been approved. Furthermore, the analyst also had done the instrument validity by enquiring two experts, who are the lecturers from the analyst's study program for validating the instruments to examine whether the instrument is appropriate or not to be implemented in this study.

STUDY FINDINGS AND DISCUSSION
Study Findings
Types of Maxims that are Represented in the Dialogues
In this section, the analyst discussed regarding her finding on cooperative principle of the dialogues within "When English Rings a Bell" English textbook for eighth-graders.

Based upon the analysis, the analyst found four maxims which were represented within the checked dialogues, namely maxim quantity, maxim quality, maxim relevance, along with maxim manner.

1. Maxim of Quantity
There were 66 (sixty-six) dialogues (19,13%) that contained maxims quantity. In the maxim quantity, the participants should say things as informative as is required for the current purpose of the exchange to be achieved.
    Data: (CH1.P6.U6)
    Teacher   : "Attention, please. Now let's say it together. "Yes, we are ready. We will use English in the English class."
    Students   : "Yes, we are ready. We will use English in the English class."
(Context: The dialogue occurred within classroom when the class is about to begin. The teacher wanted to acquire students' attention before she initiated the learning process and wanted her students to repeat the sentence that she uttered *"Attention, please. Now let's say it together. 'Yes, we are ready. We will use English in the English class."* The students' answer satisfied the maxim quantity since they made contribution as is required.)

    Data: (CH1.P6.U7)
    Teacher   : "Hey Dayu, stop doing that, please. What do you think? Are you ready to use English in the English class?"
    Dayu   : "I'm so sorry, Ma'am. Yes, I am."
(Context: Dialogue above fulfilled maxim quantity. It could be seen when the teacher advised Dayu to halt another activity while the educational process began through questions. Dayu's answer was based upon what the teacher said where she apologized on what she had done, and stated that she is prepared to start the class by using English in English class).

Data: (CH1.P7.U9)
Student : "Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?"
Teacher: "Attention is / Perhatian/"
(Context: The dialogue purpose was the student desired to know the Indonesian of 'attention'. The context was when there was a student did not know the Indonesian counterpart of 'attention' and she believed that her teacher knows. Thus, she decided to come in front of the teacher's desk and enquired how Indonesian people say 'attention' in their language.)

Dialogue above fulfilled maxim quality and it can be proven because the teacher directly answered the question based upon what the student asked. The teacher's answer was in line with Grice's maxim quantity theory because the teacher made contribution as informative as required by directly answering the student's question without adding unimportant thing.

Data: (CH1.P11.U6)
Teacher   : "Hello, excuse me. Listen, everybody. I think you need to read Chapter I, too."
Students   : "Yes, sir"
(Context: The conversation occurred between teacher and students within a classroom, the teacher inquired the students to pay attention and mention that it is necessary to read chapter as well, which the students answered right to the point).

The dialogue fulfilled maxim quantity since the students compactly answered with 'yes' without mentioning any unrelated things when the teacher attempted to gain attention from them for reading the first chapter as well. Thus, it could be settled that the students made contribution as informative as is required.

Data: (CH1.P11.U7)
Edo   : "Beni, what do you think of this picture?"
Beni   : "I think it doesn't look natural."
(Context: The conversation occurred within the classroom at the rest time done by Edo and Beni. They looked at the picture hanging on the wall and Edo is intrigued for knowing what Beni thinks regarding the picture which Beni answered as simple as required).

The dialogue above fulfilled maxim quantity since it is directly shown that when Edo attempted to ask Beni regarding his opinion on the picture, Beni answered right to the point without adding unnecessary information.

Data: (CH2.P27.U2)
A   : "Dayu, you pass by Udin's house, don't you? Will you give this note to him, please?"
B (Dayu)   : "Of course. I will"
(Context: The dialogue occurred within school area. A asked Dayu to give the note to Udin since A knew thatDayu would pass Udin's house in the way home which Dayu answered by saying *"Of course, I will"*, that could be considered a response which is as simple as is required).

The conversation fulfilled maxim quantity because we could see that Dayu gave contribution as informative as how it was required.

2. Maxim of Quality
Within this study, the analyst discovered 96 (ninety-nine) dialogues (27, 82%) containing maxims of quantity within the dialogues of the chosen English textbook. Those dialogues belong to interpersonal along with transactional dialogues. This maxim indicates that the participants should attempt to make contribution that can be defined as truthful as required. Here are several instances of this maxim.

Data: (CH1.P7.U9)
Student : "Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?"
Teacher   : "Attention is / Perhatian/"
(Context: The dialogue happened delivered by student and a teacher within a classroom. The student is intrigued to know the Indonesian of 'attention' since the she did not know how. Moreover, she believed that her teacher knows the answer which resulting in her decision come in front of the teacher's desk and

asked how Indonesian people say 'attention' in their language which the the teacher answered by saying *"Attention is /perhatian/"*)

The dialogue fulfilled maxim quality since within it there was a student who asked regarding an English word meaning in Indonesian to the teacher which the teacher answered based upon what she has previously learnt. Moreover, in English dictionary, 'attention' is /Perhatian/.

Data: (CH1.P11.U7)

Edo   : "Beni, what do you think of this picture?"
Beni   : "I think it doesn't look natural."

(Context: The conversation takes place within a classroom when rest time and done by Edo as well as Beni, where Edo is intrigued to know Beni's opinion regarding the picture. It could be seen that it was conducted while standing up as well as looking directly at the picture hanging on the wall.)

This dialogue fulfilled maxim of quality. It could be seen when Edo attempted to ask Beni on his opinion toward the picture which Beni really answered it based on his opinion and what he directly saw. Hence, Beni did not lack of adequate evidence and resulting on a good conversation where they understand each other due to what they spoke was true.

Data: (CH1.P6.U6)

Teacher   : "Attention, please. Now let's say it together. "Yes, we are ready. We will use English in the English class."
Students   : "Yes, we are ready. We will use English in the English class."

(Context: This dialogue occurred when the is about to begin. Therefore, teacher wanted to get the student's attention prior to the beginning of the educational process by instructing the students to repeat sentences she has said which the students answered with *"Yes, we are ready. We will use English in the English class."*)

The maxim quality is fulfilled since it could be seen that when the teacher instructed the students to pay attention by repeating her sentence, they gave response by really repeating their teacher's sentence.

Data: (CH1.P14.U4)

Teacher   : "Edo, do you know what to do?"
Edo   : "Sorry, Ma'am. I don't. Say that again, please"

(Context: The dialogue occurred during an educational process within a classroom between a Teacher and Edo where the teacher is intrigued whether Edo had already recognised what to do or not, as well as wanted to know whether Edo had been capable of comprehending what she told them or not which honestly responded by Edo by saying *"Sorry, Ma'am. I don't. Say that again, please."*)

This dialogue fulfilled maxim quality since when the teacher wanted to verify the student's comprehension, he honestly answered by apologizing for being uncapable of understanding what the teacher said. Edo's answer was believed not to be false and based upon the circumstance that he really failed to comprehend what the teacher told them then politely asked the teacher for repeating the explanation.

Data: (CH4.P61.U2)

Udin   : "Is this seat taken? Can I sit here?"
Edo   : "No. One leg is loose. Please take the one over there."

(Context: The conversation between Udin and Edo occurred within a classroom. Udin wanted to sit beside Edo's seat which there was no one sit there and confirm it with Edo whether it is ok or not which Edo responded by saying that one leg is loose and politely told Udin to take another one.)

The dialogue fulfilled maxim quality which was proven by the fact that Edo answered Udin's question based on the truth and it was believe not to be false since he answered based upon what he saw. Thus, when he saw one of the seat's legs was loose, he told Udin not to use the chair and recommend to take another.

Data: (CH11.P174.U1)

Lina : "Let's guide Udin to tell how our class won the First Prize of the Classroom Competition. How did you know the Classroom Competition?"

Udin : "The principal announced the Classroom Competition on Monday in the flag ceremony."

(Context: The dialogue's content was two students talking, where Lina question Udin on how he could know the information regarding the classroom competition which Udin answered based on a truth.)

This dialogue fulfilled maxim quality which was proven by Udin answered Lina's enquiry based upon what he heard during flag ceremony on Monday.

3. Maxim of Relevance

There were 92 (ninety-two) dialogues (26, 66%) contained maxims of relevance within the English textbook which belong to interpersonal as well as transactional dialogues. This maxim emphases on the contribution relevance with the conversation subject where the listener should respond with relevance answers so that the conversation could be running smoothly and well, as well as avoiding misinterpretation.

Data: (CH1.P11.U8)

Teacher : "What do you think of the story?"

Dayu : "It's very interesting, Sir."

(Context: The dialogue took place within a classroom during educational process where a teacher asked a student named Dayu regarding his opinion toward the story after she played as audio about a story correlated with the topic being taught, which Dayu answered with *"It's very interesting, Sir."*)

The maxim relation is fulfilled and it could be seen from the interaction between a teacher and a student named Dayu where the teacher enquires about student's opinion on a story which Dayu relevantly answered by stating his opinion toward the story. By doing so, there will be no misunderstanding between speakers.

Data: (CH8.P108.U3)

A : "What is Siti reading?"

B : "She's reading Goldilocks."

(Context: This was delivered by A and B where A was asking what Siti read at that time to B, which B responded by saying *"She's reading Goldilocks."*)

Since it could be seen that A was asking what Siti read at that time, and then B answered it relevantly based on what she knew regarding the needed information which is about what kind of book that Siti read. B did not even attempt to flout the maxim by providing irrelevance statements toward A's question.

Data: (CH1.P15.U8)

A : "Your handwriting is clear and beautiful, Edo"

B : "Thanks"

(Context: A dialogue done by A and B is occurred within a classroom during the rest time. A was giving compliment toward Edo's handwriting and B, Edo, replied by saying *"Thanks"*)

The maxim relevance was fulfilled since B, Edo, was thankful to A's praise by saying *"Thanks"*. Thus, it is clear that they successfully understand each other's utterance and no misunderstandings were found within this dialogue.

Data: (CH1.P7.U9)

Student : "Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?"

Teacher: "Attention is / Perhatian/"

(Context: The dialogue was delivered by a student and the teacher. The student attempted to know the Indonesian of 'attention' since she did not know. She believed that her teacher knew what the answer is. Then, the teacher responded the question by saying *"Attention is /perhatian/"*)

The maxim relation is contented which can be proven when a student wanted to know how to say 'attention' in Indonesian, which the teacher answered relevantly based on what she has previously learnt

and is in line with English dictionary's content. The teacher's answer showcased that it was relevant with what being asked by the student.

Data: (CH11.P174.U1)

Lina : "Let's guide Udin to tell how our class won the First Prize of the Classroom Competition. How did you know the Classroom Competition?"

Udin : "The principal announced the Classroom Competition on Monday in the flag ceremony."

(Context: Within this dialogue, Lina and Udin was talking about the Classroom Competition. Lina attempted to know how did Udin know the Classroom Competition which Udin replied by uttering that the principal had announced about it during Monday flag ceremony.")

Maxim relevance was fulfilled and it can be seen when Lina wanted to know how did Udin know regarding the Classroom Competition, Udin answered based upon a truth which is relevant to the question given by Lina.

Data: (CH1.P6.U6)

Teacher : "Attention, please. Now let's say it together. "Yes, we are ready. We will use English in the English class.""

Students : "Yes, we are ready. We will use English in the English class"

(Context: The teacher wanted to acquire students' attention before initiating the educational process which the students responded by repeating the sentence the teacher had said.)

The maxim relevance was fulfilled within the dialogue above. From the answer, it could be seen that when the teacher asked the students to pay attention and ask them to repeat, they answered relevantly based upon what the teacher had told them. Hence, the students contribute in generating a good conversation by fulfilling the maxim relevance regulation.

4. Maxim of Manner

The researcher found 91 (ninety-one) dialogues (26,37%) contained this maxim within all dialogues of the chosen English textbook. Just like the previous maxims, those dialogues belong to interpersonal along with the transactional dialogues. In maxim manner, the speakers had to provide information briefly and orderly, while avoiding the obscure and ambiguous ones for the hearer.

Data: (CH4.P58.U2)

Teacher : "Beni, have a seat. Go back to your group."

Beni : "Sorry, Ma'am. Please excuse me. I will return this dictionary to the library."

(Context: Teacher and Beni are having a conversation within a classroom. The dialogue aim was the teacher instructing Beni to go back to his group when the educational process was running which he responded by apologizing, which is a good manner, that he had to return the dictionary to the library first.)

The maxim manner was fulfilled within the dialogue since it could be seen that when the teacher instructed Beni to go back to his group, Beni responded by apologizing and informing that he had to go to library for returning the dictionary. The word 'sorry' means that he showed respect to the teacher. Moreover, it was brief, clear, and did not create any ambiguity within the utterances. Additionally, he also supplemented his statement by saying 'Please excuse me. I will return this dictionary to the library' which was very reasonable.

Data: (CH1.P6.U6)

Teacher : "Attention, please. Now let's say it together. "Yes, we are ready. We will use English in the English class.""

Students : "Yes, we are ready. We will use English in the English class."

(Context: The teacher wanted to gain students' attention when the educational process is about to begin by asking the student for repeating *"Yes, we are ready. We will use English in the English class."* which she had said first. The students' answer fulfilled the maxim manner since they made contribution as clear as needed by following the instruction without adding unnecessary utterances.)

The dialogue above fulfilled the maxim manner regulation which showcased that both participants attempted to avoid ambiguity. When the teacher instructed the students for paying attention and asking them to repeat which the students responded very orderly.

Data: (CH1.P11.U8)
Teacher   : "What do you think of the story?"
Dayu   : "It's very interesting, Sir."
(Context: The dialogue occurred between Dayu and the teacher within a classroom while educational process is taken place. The purpose of the dialogue was teacher asking Dayu regarding her opinion toward the story, which she replied briefly and right to the point.)

The maxim manner was fulfilled within the dialogue above. It could be seen when a teacher was asking Dayu, a student, about her opinion toward the story which she responded by giving her honest opinion about the story in brief. That means, Dayu had already fulfilled the maxim manner regulation.

Data: (CH11.P174.U1)
Lina   : "Let's guide Udin to tell how our class won the First Prize of the Classroom Competition. How did you know the Classroom Competition?"
Udin   : "The principal announced the Classroom Competition on Monday in the flag ceremony."
(Context: The dialogue's purpose was Lina attempted to get information on how did Udin know the Classroom Competition which Udin answered by uttering the fact he had known correlated to Lina's question.)

The maxim manner regulation was fulfilled by both speakers since Udin's answer was clear, brief, and in order based upon what he heard on Monday flag ceremony by the principal. Thus, both Lina and Udin cooperated with each other using a good manner for avoiding avoid ambiguous, vague, or excessive information.

Data: (CH1.P6.U7)
Teacher   : "Hey Dayu, stop doing that, please. What do you think? Are you ready to use English in the English class?"
Dayu   : "I'm so sorry,Ma'am. Yes, I am."
(Context: The teacher instructed Dayu for stopping unnecessary activities while the educational process is taken place which Dayu replied by apologizing on what she has done, and told that she is ready to join the class by stating her readiness in utilizing English during English class).

The maxim manner regulation was fulfilled within the conversation between Dayu and the teacher. When the teacher advice Dayu to stop doing something because the teacher was about to begin the class, Dayu gave response by apologizing and showed her readiness to use English by saying 'Yes, I am.' Her answer was clearly, briefly, and perfectly in order.

Data: (CH11.P169.U3)
Udin   : "Let's start with Edo's story. First, how did you and your brother have the idea of making garden benches?"
Edo   : "My father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then we had the idea."
(Context: The dialogue took place within a classroom and delivered by Udin and Edo. Udin was asking how Edo and his brother had an idea of constructing garden benches which Edo answered briefly, and in order sentence to make comprehension easier.)

The dialogue above fulfilled the maxim manner regulation since Edo responded to Udin's question briefly, and in order. Thus, it could be said that both of them cooperated with a good manner to evade vague, ambiguous, or unnecessary information.

Flouting maxims that are interpreted in the Dialogues

1. Flouting Maxim of Quantity

There were 30 (thirty) dialogues (76,92%) contained flouting maxims of quantity within the dialogues of the chosen English textbook. Flouting Maxim of Quantity occurred when speakers give too little or too abundant information, as well as do not provide information which is as informative as is required for the current exchange purpose which could be causing misunderstanding.

Data: (CH4.P60.U2)
Edo   : "May I use the paper to wrap my gift? I just need a half of it."
Dayu   : "Sure. Cut it into two, please. Here are the scissors."
(Context: The conversation occurred within a room and done by Dayu and Edo, their purpose it for preparing Lina's gift on her birthday. While others made the gift, Edo came to Dayu and ask whether he could use a half of the paper to wrap his gift which Dayu responded by adding extra information.)

It could be perceived that Dayu flouted the maxim quantity since Dayu responded the question more informative than is required. Whereas, Edo did not ask for any scissors, he just required the paper for wrapping his gift. Dayu could just answered 'sure' to answer Edo's question. However, Dayu made extra contribution by being more informative as is required. The interpretations which can be acquired from Dayu's description is that Dayu wanted to assist Edo easier in cutting the paper, so she directly gave scissors although Edo did not ask for them.

Data: (CH11.P183.U1)
A   : "You look tired and sleepy. Why?"
B   : "I only slept for three hours last night. At the, we heard a cry from Mrs. Wayan's home. She is our next-door neighbor. She's 70 years old and very weak. She lives alone. we went there quickly, and we found her on the floor. She just fell. She could not move her hands and her legs. At 10:30, my parents and I took Mrs. Wayan to hospital. My father and I sat in front seats. In the back seats, my mom was holding Mrs. Wayan. In the emergency room, a doctor examined her. Then, he said Mrs. Wayan had to stay in the hospital. When she already in the ward, we went to home. It was 2 a.m."
(Context: The dialogue's purpose was A asking why B seems to be so tired and sleepy which B answered at length by adding various additional information)

The maxim quantity is flouted within the dialogue between A and B above which could be seen when A enquired why B seem so tired and sleepy, then B responded in a very long sentence whereas the regulation of maxim manner is to be clear, brief, and in order. She could just answer 'I only slept for three hours last night' which is sufficient for answering the question.

Data: (CH11.P174.U6)
Lina   : "So, we won the competition!"
Udin   : "Yes. Now our desks and chairs are clean and strong. And we won the First Prize of the Classroom Competition."
(Context: Udin and Lina are having a conversation within a classroom. Lina reconfirmed whether their class really won the first prize or not in the classroom competition which Udin responded by saying that their class won the first prize of the classroom competition)
The maxim quantity is flouted within the conversation above. It could be seen when Lina reconfirmed regarding their class winning the first prize of the classroom competition which Udin answered too long or giving more information than needed by Lina. Whereas, Udin could just answer 'Yes'. However, Udin made extra contribution to be more informative as is required. The interpretations which can be made from Udin's description is Udin wanted to reaffirm that their class really won the first prize of the classroom competition by also adding extra information.

2. Flouting Maxim of Quality
Researcher did not discover any flouting maxim of quality within the dialogues of the checked book.

3. Flouting Maxim of Relevance

The analyst discovered 4 (four) dialogues (10,26%) containing flouting of maxims relevance which were presented within the checked dialogues. Those belong to interpersonal along with transactional dialogue.

The speakers flout the maxim of relevant to expect that the hearers would be capable of imagining what the direct utterances did not say. Participants do not make the contribution in relevance with conversation subject by not giving a relevance response.

Data: (CH11.P174.U2)
Edo   : "Okay. What did you do then?"
Udin   : "When we were back to the classroom, we realised that many desks and chairs are old and dirty. Some had loose legs."
(Context: The dialogue was Edo asking regarding the continuation of Udin's story since he had told Edo that he knew the classroom competition since the principal had announced the Classroom Competition on Monday during the flag ceremony. To response the question, Udin answered by telling irrelevant story.)

Dialogue above flouted the maxim relevant since Udin responded Edo's question by saying 'When we were back to the classroom, we realised that many desks and chairs are old and dirty. Some had loose legs.' whereas he could just answer with 'we cleaned the classroom'. Thus, it is settled that Udin flouted the maxim by giving irrelevant story. However, the interpretations can be made from Udin's description: Udin wanted Edo to know how bad the state of the classroom before they clean it together.

Data: (CH1.P14.U3)
Beni   : "Only both of us will clean the classroom."
Udin   : "What? What do you mean? What about the others?"
(Context: Beni was telling Udin that only both of them would clean the classroom and Udin was shocked to hear that information.)

The maxim relevant was flouted within this dialogue. It can be seen when Beni told Udin that only both of them would clean the classroom and irrelevantly responded by Udin. Udin did not even answer 'Yes', he directly asked what Beni meant and how about others. The interpretations which can be made from Udin's description is that Udin is really confused due to Beni's statement, thus he directly asked what about the other students and why it was only both of them who would be cleaning the classroom.

4. Flouting Maxim of Manner
The analyst discovered 5 (five) dialogues (12,82%) contained flouting maxims of manner within the dialogues of the chosen English textbook. Those dialogues belong to interpersonal and transactional dialogues.

The speakers who flout this maxim are appearing to be vague or incomprehensible since they do not put information briefly and orderly, thus resulting in obscure and ambiguous information.

Data: (CH1.P14.U3)
Beni   : "Only both of us will clean the classroom."
Udin   : "What? What do you mean? What about the others?"
(Context: Beni informed Udin that only both of them would clean the classroom while they were cleaning and sweeping their classroom. Udin was shocked to hear this thus he replied with *"What? What do you mean? What about the others?"*)

The dialogue above flouted maxim manner. This can be seen when Beni told the shocking information which Udin answered obscurely where he actually could just ask 'why'. No need to make it wordy by repeating questions with similar essence. The interpretations which can be made from Udin's description was Udin could not understand it because they were the only ones cleaning the class. So, he repeated the question with almost the same essence or meaning for reinforcing his question.

Data: (CH11.P183.U1)
A   : "You look tired and sleepy. Why?"

B   : "I only slept for three hours last night. At the, we heard a cry from Mrs. Wayan's home. She is our next-door neighbor. She's 70 years old and very weak. She lives alone. we went there quickly, and we found her on the floor. She just fell. She could not move her hands and her legs. At 10:30, my parents and I took Mrs. Wayan to hospital. My father and I sat in front seats. In the back seats, my mom was holding Mrs. Wayan. In the emergency room, a doctor examined her. Then, he said Mrs. Wayan had to stay in the hospital. When she already in the ward, we went to home. It was 2 a.m."

(Context: A was asking why B look so sleepy and tired which B answered with very long sentence.)

Dialogue between A and B above flouted maxim manner since B responded A's question in a very long sentence. Whereas, the maxim manner's regulation is to be clear, brief, as well as in order. B could just answer with 'I only slept for three hours last night because I have to take up my neighbour to hospital'. It was unneeded for telling the whole story since A did not ask it. B responded at A's question at length and not in brief. However, the interpretations can be made from A's description is A wanted to tell the whole story since she required someone to talk to regarding her restlessness and fatigue.

Table 2. Data Summary of the Types of Maxims in the Dialogues

Research Focus	Maxim Types	Frequency	Percentage	Total
Research Question 1	Maxim Quantity	66 times	19,13%	345/100%
	Maxim Quality	96 times	27,83%	
	Maxim Relevance	92 times	26,66%	
	Maxim Manner	91 times	26,37%	
Research Question 2	Maxim Quantity	30 times	76,92%	39/100%
	Maxim Quality	0 times	0%	
	Maxim Relevance	4 times	10,26%	
	Maxim Manner	5 times	12,82%	

Discussion

In this study, the analyst refers to an English textbook namely "When English Rings a Bell" for eighth-graders. This textbook possesses two hundred and thirty-four (234) pages and thirteen (XIII) Chapters. Moreover, the analyst discovered ninety-six (96) dialogues within the textbook.

The researcher only analyzed Chapter I, II, IV, VIII, IX, X, XI, and XII since there are no dialogues which can be analysed by Grice cooperative principles theory within the other chapters.

This study emphases on maxim and the maxim types which are flouted within the English textbook. Cooperative principle is a guideline for carrying out conversations in order to achieve good results (Grice in Griffiths 2006). It comprises of four basic conversation rules which could be seen as the general principles underlying the efficient use of language cooperation, namely maxim quantity, quality, relation, as well as manner.

The study results showcased that the most reoccurring maxim which represented in the dialogues was maxim quality. Grice (2004) stated that maxims quality possesses some certain requirements which ought to be fulfilled in order generate a decent conversation. However, the main point of this maxim is speaking truly. Thus, to contribute on this maxim, several requirements had to be fulfilled: (1) Do not mention things you believe as false, (2) Do not say things which you had inadequate evidence. Moreover, Cutting (2002, p. 34) adds that speakers are expected to be sincere by saying things they believe as truths and correspond to reality. They are assumed not to state things they believe to be false or anything with inadequate evidence. In short, this maxim specifies that the participants should attempt on making contribution which could be defined as truthful as required. Thus, the speakers should inform the truth and are not allowed to utter the information they think to be false or provide the statement which lacking proof. Hence, there is no reason for the participants to be failed in comprehending each other's utterances. In other word, each participant's contribution should be truthful as well as based upon adequate evidences which is in line with Grice's statement (2004). Therefore, this maxim could also be said to be the one emphasizing the reality and truthfulness of information.

Next, maxim of relevance is the second most recurring maxim. Grice (2004) defines this maxim is based upon the relevance contribution between speaker and listener meaning they have to be capable

of comprehending each other utterances. Cutting (2002, p. 35) even states that speakers are assumed to be saying things which is appropriate and correlated with what has been previously stated. Additionally, they will always link each other's utterances with the conversation subject. Thus, the main points of this maxim are the contribution relevance with the conversation subject where the listener should provide relevance answers so that the conversation would be run well and evade misinterpretation.

The analyst found that maxim of manner is the third most recurrent maxim. Grice (2004) explained that maxim manner is correlated to how each participant must provide the information directly and level-headedly, should not be ambiguous, equivocal, or disproportionate. However, maxims of manner possess several requirements to be fulfilled in order to create a decent conversation, such as (1) avoiding obscurity of expression, (2) avoiding ambiguity, (3) be brief and transitory, and (4) be orderly. Thus, this maxim was slightly different compared to the previous categories since it emphases on how the speaker uses the language to convey the message.

The least maxim to be represented within the chosen textbook is maxim quantity. Grice (2004) explained that the category of quantity is correlated with the quantity of the delivered information. The participants had to be saying things as informative as is required for the current purpose and providing an appropriate amount of information, neither too scarce and not too abundant (Griffiths, 2006, p. 134; Cutting, 2002, p. 34).

Next discussion is regarding flouting maxim within the checked English textbook. Flouting maxim is a term when maxims are either not fulfilled or followed in a communication process. Black (2006, p. 25) describes flouting as the most fascinating way of breaking maxims. Speakers who consciously flout the maxims usually aim for their listener to be capable of comprehending their underlying implication. Thomas (2013) adds that when flouting a maxim, the speaker does not plan to mislead the hearer but rather wishes the hearer to realize the conversational implicature which is not directly stated within the uttered words. Hence, when the speaker deliberately failing in observing a maxim, the purpose may be to efficiently convey a message.

Within this study, it was found that maxim of quantity is the most recurrent maxim which was flouted. Cutting () The speaker who flouts this maxim seems to give either too little or too much information blatantly (Cutting, 2002, p. 37; Grice, p. 52).

The second most recurrent flouting maxim is manner. In this study. This flouting maxim occurred when speakers make either obscurity, ambiguity, or failure in order to be brief or succinct (Grice, 2004). Cutting (2002, p. 39) also added that those who flouts the maxim of manner are often due to the attempt of excluding a third party.

The third rank of flouting maxim is the relevance one. Cutting (2002, p. 39) said that the speakers commonly flout the maxim of relevant while expecting that the hearers are capable of imagining what the utterances did not literally mentioned. Furthermore, flouting maxim of relevance can also be done by the speakers for particular reasons. Although, Grice (2004) mentioned that the flouting maxim of relevance is rarely occurred.

From all showed data, the four types of maxims within the dialogues were discovered. Nevertheless, the flouting maxims were also found by the analyst. The most recurrence flouting maxim is the quantity one which is in line with the previous study conducted by Febridaya (2018) who discovered that the only maxim quality that are not flouted within any dialogues of the English textbook she checked. additionally, more flouting maxims were arisen within the following chapter. It is occurred due to the older the students be, the more critical thinking process are needed. Not just within the literal meaning, but they also required to be capable of comprehending the implied meaning in every conversation. Hence, the checked English textbook almost already fulfilled the four maxims though some still flouted due to several utterances which has implied meaning for aiding students to attain more understanding in speaking activity.

CONCLUSIONS AND SUGGESTIONS
Conclusions
The analyst discovered four types of maxims which are interpreted within the dialogues of *"When English Rings a Bell"* for eighth-graders. They are maxim of quantity, quality, relevance, as well as manner, with the majority are maxims of quality since the students could learn moral value of being honest. Therefore,

it could be settled that *Kemendikbud* writes the book for encouraging students to be as good and as honest as possible, along with encouraging them to practice English speaking.

As for the maxim types which are flouted within dialogues of this book were maxim of quantity, maxim of relevance, along with maxim of manner, with the most dominant type of flouting maxims is maxim quantity. This is occurred due to the textbook is expected to provide more examples to deliver opinion freely. Moreover, the analyst also discovered that there is no flouting maxim of quality within the dialogues since being honest is one of the aims when creating this book as it is really important to possess for getting trusted by other people, particularly their peers, friends, and teachers.

Suggestions

It is proposed that teachers could provide more explanations regarding cooperative principle to students, so they can increase their knowledge regarding English particularly in speaking aspect and so that the students would be capable of comprehending what are people's intended meanings or their purposes. As for the students, the ought to pay extra attention on pragmatical aspect, especially in cooperative principles to aid them acknowledging the meaning of some utterances within textbook or within daily conversations. By doing so, they could evade misinterpretation or misleading when involved in conversation. Lasty, for other analysts, it is expected that after reading this study, the acquired information could aid in conducting similar or more specific study which correlated with cooperative principles.

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