

**DIALOGUE IN JUNIOR HIGH SCHOOL TEXTBOOK:
EXAMINING ALIGNMENT WITH LEARNING TARGETS
SEEN FROM GRICE'S COOPERATIVE PRINCIPLE THEORY**

A PAPER

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Written by

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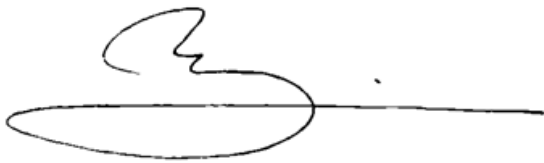


**ENGLISH EDUCATION PROGRAM
FACULTY OF SOCIAL SCIENCE LANGUAGE AND LITERATURE
EDUCATION
INSTITUT PENDIDIKAN INDONESIA GARUT
2025**

APPROVAL SHEET
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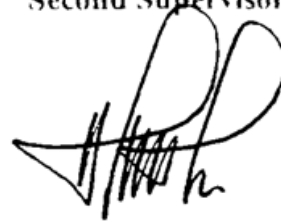
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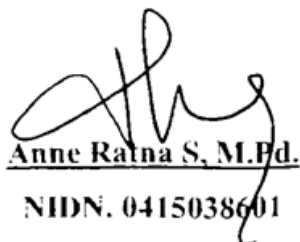
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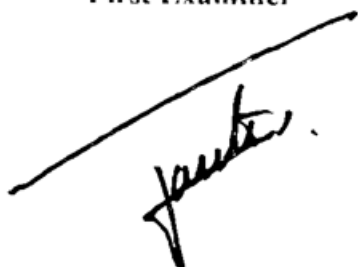
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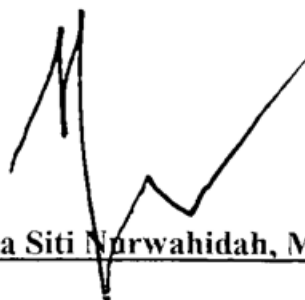


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MOTTO

“When people leave you in your distress, it could be because Allah Himself will take care of you.”

–Imam Syafi’i

“Don’t Judge a Book by Its Cover. Bye, It’s Over.”

–Me

“Life, if it’s not Haha Hihi, then it’s Mihu Mihu”

–Niky Putra

PERNYATAAN

Dengan ini, saya, sebagai peneliti, dengan tegas menyatakan bahwa skripsi berjudul “Dialogue in Junior High School Textbook: Examining Alignment with Learning Targets Seen from Grice’s Cooperative Principle Theory” adalah hasil karya saya sendiri. Saya telah melakukan pengutipan dari sumber-sumber lain sesuai dengan prinsip-prinsip etika keilmuan yang berlaku. Seluruh isi skripsi beserta kelengkapannya merupakan hasil karya orisinal saya.

Saya menyadari sepenuhnya bahwa apabila terdapat hal-hal yang tidak sesuai dengan standar akademik atau ditemukan adanya pelanggaran terhadap etika penelitian, saya siap untuk menerima segala konsekuensi yang mungkin timbul, termasuk sanksi yang diberlakukan oleh lembaga pendidikan yang bersangkutan. Dengan demikian, saya bertanggung jawab sepenuhnya atas keabsahan dan integritas skripsi ini.

Garut, 22 Februari 2025

Yang membuat pernyataan

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DECLARATION

Hereby, I, as the researcher, firmly declare that the thesis entitled “Dialogue in Junior High School Textbook: Examining Alignment with Learning Targets Seen from Grice’s Cooperative Principle Theory” is my own work. I have cited sources from other references in accordance with the principles of academic ethics. The entire content of the thesis and its completeness is the result of my original work.

I fully understand that if there are any discrepancies with academic standards or if any violations of research ethics are found, I am ready to accept any consequences that may arise, including sanctions imposed by the relevant educational institution. Therefore, I take full responsibility for the authenticity and integrity of this thesis.

Garut, 22 February 2025

The Researcher,

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji sejauh mana dialog dalam buku teks bahasa Inggris untuk siswa mematuhi Prinsip Kerja Sama Grice. Penelitian ini berfokus pada analisis ketidakpatuhan dan kepatuhan terhadap maksim percakapan, yang meliputi maksim kuantitas, kualitas, relasi, dan cara. Penelitian ini menggunakan pendekatan kualitatif dengan metode analisis wacana. Selain itu, sumber data dari penelitian ini adalah buku pelajaran bahasa Inggris untuk kelas VIII yang berjudul “Bahasa Inggris untuk SMP/MTs Kelas VIII” yang diterbitkan pada tahun 2022 oleh Kementerian Pendidikan Indonesia. Hasil penelitian mengindikasikan bahwa dari 141 dialog yang dianalisis, 135 dialog (95,8%) mematuhi maksim-maksim Grice, dan 6 dialog (4,2%) tidak mematuhi maksim-maksim tersebut. Hasil ini menyoroti bahwa buku teks Bahasa Inggris untuk SMP Kelas VIII selaras dengan kebutuhan materi siswa SMP kelas VIII yang diuraikan dalam Kurikulum Merdeka, memastikan bahwa isinya mendukung pengembangan linguistik dan komunikatif sesuai dengan standar pendidikan saat ini.

Kata Kunci: *Cooperative Principle, Maxim, Pragmatics, Dialogues, Textbook*

ABSTRACT

This study aims to investigate the extent to which dialogues in English textbooks for students adhere to Grice's Cooperative Principle. The research focuses on analyzing the non-observance and observance of conversational maxims, including quantity, quality, relation, and manner. This study used qualitative approach with discourse analysis method. Moreover, the data source of this study is an English textbook for eighth grade entitled "English for Nusantara VIII Grade," published in 2022 by the Ministry of Education Indonesia. The findings reveal that from the 141 dialogues analyzed, 135 dialogues (95.8%) observe Grice's maxims and 6 dialogues (4.2%) show non-observance of the maxims. These results highlight that the textbook English for Nusantara VIII Grade is aligned with the material needs of 8th-grade junior high school students as outlined in the *Kurikulum Merdeka*, ensuring that the content supports both linguistic and communicative development in accordance with current educational standards.

Keywords: *Cooperative Principle, Maxim, Pragmatics, Dialogues, Textbook*

PREFACE

In the Name of Allah SWT. the Most Gracious, the Most Merciful. Boundless praise and gratitude are rightfully ascribed to Allah, the Sustainer of all realms, whose infinite wisdom and unwavering grace have meticulously guided the researcher through the intricate journey of composing this thesis, entitled “Dialogue in Junior High School Textbook: Examining Alignment with Learning Targets Seen from Grice’s Cooperative Principle Theory.” May eternal peace and countless blessings be upon the Prophet Muhammad SAW, his virtuous family, his revered companions, and all those who steadfastly tread his illuminated path.

This work partially fulfills the requirements for achieving the *Sarjana Pendidikan* degree in the English Education Program at IPI Garut.

The researcher, fully cognizant of the inherent limitations and imperfections embedded within this work, humbly invites discerning critique and thoughtful recommendations that may enrich and refine its substance. May it ignite intellectual curiosity, foster analytical discourse, and deepen appreciation for the nuanced interplay of pragmatics within educational contexts.

May Allah SWT bless this humble effort and allow it to bring benefit to all who read it.

Garut, 22 February 2025

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Alhamdulillah Rabbil 'Alamin, all praise and gratitude are devoted to Allah SWT, the Almighty, whose boundless mercy and guidance have enabled the completion of this thesis. May peace and blessings be upon the Prophet Muhammad SAW, along with his noble family and faithful followers. This thesis, titled “Dialogue in Junior High School Textbook: Examining Alignment with Learning Targets Seen from Grice’s Cooperative Principle Theory”, is submitted in partial fulfillment of the requirements for obtaining the *Sarjana Pendidikan* degree in Institut Pendidikan Indonesia Garut.

The researcher recognizes that the completion of this thesis would not have been achievable without the invaluable support, guidance, and encouragement from many individuals who played a significant role in every journey. Thus, on this occasion, I would like to convey my deepest gratitude and sincere appreciation to:

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CHAPTER I

INTRODUCTION

This chapter elaborates the introductory part of this paper, which includes the background of the study, the reasons for choosing the topic, the research questions and objectives, the significance of the study, and the definition of key terminologies.

1.1 Background of the Study

Humans need a medium or tool to interact and communicate with other people. The tool used by the human being is called language. Language is a kind of means of communication made up of meaningful phrases (Anastasia et al., 2023). Therefore, language should be learned and developed in order to make better communication between individuals. In language learning, especially in the context of English as a Foreign Language (EFL), textbooks play an essential role in shaping students' understanding of language use and communication. According to Syahid et al. (2024), textbook supports educators in delivering optimized classroom instruction, fostering a conducive learning environment for students, especially language comprehensive skill. In order to improve their English language skills, especially speaking as the bridge of communication, every student must use the textbook as their guide during the learning process. One of the media contained in the textbook as a tool to hone speaking skills is by reading and acting out the dialog or conversation.

In the field of education, dialogue is used as media for students to practice reading and speaking. According to Berg (2018), dialogues are conversations between two or more students about a topic covered in class. Dialogues can be used in various ways, including having students partner up and then reading a section of the conversation as one of the characters. The conversation includes English subjects that students should be familiar with, concepts they should grasp, and facts and ideas to consider. In a dialogue, several factors must be considered, such as the

conversation topic, politeness, and the choice of language used to convey the message. Participants in a dialogue not only exchange information but also share opinions, often with implied meanings that can lead to misunderstandings and disrupt communication. Conversely, everyday conversations may be less structured, yet the key point is that participants generally understand and accept each other's intended meaning during the interaction.

Furthermore, in order to build good and successful communication, the study of pragmatics is necessary to be learned. Fasold & Connor-Linton (2019) stated that pragmatics concerns both the relationship between context of use and sentence meaning and the relationships among sentence meaning, context of use, and speaker's meaning. That means to make a meaningful conversation or interaction, pragmatics becomes a bridge for the speaker and interlocutor to realize this. Moreover, it is clear that pragmatics is concerned with the form and meaning of language used in relation to the speaker's objective, context, and condition. In an effort to understand how human communication functions, a key concept in pragmatics that need to be considered are the Principles of Cooperation.

In addition, by adhering to the "Cooperative Principle," as proposed by Grice, good communication can be achieved. This pragmatic studies-based paradigm has been frequently utilized to evaluate dialogue in communication. Effective communication requires cooperation between the speaker and the hearer. Even less, the speaker usually means more than what he or she literally says, making it difficult for the listener to comprehend what is being said (Hamani & Puluwuluwa, 2019). In other words, the utterances or information provided during communication must be guided by the communication needs and objectives. Grice (as cited in Ibrahim & Hussein, 2021) stated his principle divides into four sub-maxims; maxim of quality, maxim of quantity, maxim of relevance/relation, and maxim of manner.

Regarding the maxim of quality, Grice (1989) states that in order to be cooperative in making a conversation, you have to try to make your contribution that is true. It means that the speaker must convey a statement or information honestly, objectively, and accurately. The second, maxim of quantity relates to how much of the information provided matches what people need. The speaker should contribute as informative as required and not allowed to make the contribution more than is required. Next, the maxim of relevance is a maxim that, as the name implies, a person must speak relevantly according to what the interlocutor is talking about. Every single utterance conveyed must be in line with the context and the topic being discussed. This indicates that communication will be successful if the speaker and listener have a unidirectional understanding of the context, avoiding misunderstanding and misinterpretation. The last maxim is maxim of manner, which means that speaker must not be ambiguous, have to be brief, and be orderly. Therefore, the speaker should convey the utterances obviously and concisely.

Additionally, in order to learn a good dialogue, dialogue text in an English textbook can be a very useful alternative. Manurung (2017) states that textbooks can be included as instructional material that is used to facilitate the instructional process and fulfill the needs of learners. Therefore, the textbooks used by teacher to facilitate students' needs must be good, complete, appropriate to the curriculum, and widely used by students in learning process. Many textbooks use simplified or artificial dialogues that may not reflect genuine conversational exchanges. These dialogues might adhere too strictly to the maxims, failing to represent the natural violations, floutings, or pragmatic nuances found in everyday speech. This could limit students' understanding of practical competence in real-life situations. In real-life communication, speakers often flout maxims intentionally to imply something deeper (e.g., irony, humor, or politeness). Textbooks might not emphasize these violations or their pragmatic effects, limiting students' understanding of conversational implicature. Additionally, the dialogues may not teach how to recognize or interpret these violations effectively.

Several studies have been conducted by many researchers related to Grice's Cooperative Principle analysis in various fields and objects. Hasanah et al. (2021) and Teguh et al. (2023) conducted a study on analyzing English textbooks using Grice's cooperative principle. The object of these studies is an English Textbook used commonly in Indonesia based on *Kurikulum 2013*. On the other hand, Safitri & Ambalegin (2022) and Sari & Afriana (2020) used Grice's cooperative principle theory as the main theory to analyze dialogue in a movie. Another research conducted by Bulain et al. (2023) with the objective to investigate the non-observance of maxim and implicature applied in dialogue of Shang-Chi movie. Moreover, a study by Yusro et al. (2020) used Grice's theory to analyze teacher-student interaction in the EFL classroom setting.

From the previous studies above, most research focuses on analyzing dialogue in movie and *Kurikulum 2013*-based textbooks. Thus, this research focuses on analyzing an English textbook that applied the newest curriculum in Indonesia, *Kurikulum Merdeka*, using Grice's Cooperative Principle. Unlike previous research, this study will examine both types of maxims, observance and non-observance maxims. It is assumed that to do this research is very necessary, in order to improve the quality of teaching and learning process and student language skills in speaking. According to the explanation above, the researcher tries to analyze and interpret it under the title "Dialogue in Junior High School Textbook: Examining Alignment with Learning Targets Seen from Grice's Cooperative Principle Theory."

1.2 Reasons for choosing this topic

This topic is selected for some reasons as follows.

1. The use of dialogues in students' English textbooks is the primary source for students to be able to communicate in English; therefore, investigating how well these textbooks teach pragmatic skills, such as understanding implicature or managing conversational breakdowns, is crucial to improving their overall effectiveness in language education.
2. This research can provide practical recommendations for textbook authors and educators. These improvements can lead to better materials that foster not only linguistic but also pragmatic fluency, making students more adept at handling real-world communication challenges.

1.3 Research Question

This present study will be purposed to figure out the two research questions as written as follows.

1. To what extent do dialogues in English textbooks for junior high school students adhere to Grice's Cooperative Principle?
2. If there is a violation of maxim, what are the common types of non-observance maxims mostly appeared in these dialogues?

1.4 Research Objective

This study will have two main research objectives as follows.

1. To analyze the extent to which dialogues in English textbooks for junior high school students adhere to Grice's Cooperative Principle, focusing on the four maxims: quantity, quality, relation, and manner.
2. To identify and categorize the common types of non-observance maxims that appeared in the dialogues of English textbooks.

1.5 Significance of the Study

1. For teachers

- The purpose of this study is to enhance teachers' knowledge of the Gricean maxim and the importance of context in teacher discussion. As a result, students will completely understand what the lecturers are saying. Because effective communication between teachers and students determines the success of the learning process, teachers must adhere to and follow the Gricean maxims.
- This research is supposed to be an innovation for teachers in the EFL classroom in teaching speaking using dialogues from the student textbook with more focus on the cooperative principle (maxim) and context, so the students will get used to conveying the right utterances that are appropriate to the pragmatic competence in daily activities.

2. For students

Learners have additional knowledge about the context for each dialogue they convey from the English textbook explicitly so that the student will realize that the understanding of the context is necessary to create a good and meaningful dialogue.

3. For other researchers

This research is also intended to provide crucial information and become a reference for further research. The findings of this study can be applied by future studies who are interested in analyzing maxims in English textbook dialogue or other sources.

1.6 Definition of Terminology

1. Cooperative Principle

Cooperative principle is a branch of pragmatic that deals with the meaning of communication between individuals. According to Grice (1975), the cooperative principle explains how humans can communicate effectively in general social situations. This principle explains how a speaker and listener can cooperate and receive or understand the information so that both parties have agreed. The cooperative principle is divided into two sub-maxims: observance and non-observance maxim.

2. Dialogue in English Textbook

Dialogue is an important feature of English textbooks to improve students' speaking skills. Dialogues are conversations between two or more individuals. In classroom setting, dialogues are interactions between two or more students about a topic that is discussed in class (Berg, 2018).

CHAPTER II

LITERATURE REVIEW

The purpose of this chapter is to review the related literature that supports this study. This chapter discusses six main areas including the concept and types of observance and non-observance of Cooperative Principle maxims, the definition of a textbook, the nature of dialogue, discourse analysis as the research method, an overview of *Kurikulum Merdeka*, and relevant previous studies.

2.1 Cooperative Principle

2.1.1 Definition of Cooperative Principles

Cooperative Principle (CP) theory appeared in 1974 which was invented by one of the American philosophers, Paul Grice. Cooperation is a term that is frequently used in linguistic literature to describe how humans behave in conversation (Davies, 2000). People in their daily interactions, tend to cooperate with one another, following a set of norms and rules in order to produce their continuous conversation successfully; such rules should be obeyed by both interlocutors (Ibrahim & Hussein, 2021). In short, this theory describes the way people communicate and interact with their interlocutors by paying attention to the theory of cooperative principle.

Moreover, according to Grice (1975), making the contributions that are required at the appropriate stage is determined by the aim and direction of the conversation. By using the Cooperative Principle, the speaker allows the listener to make assumptions about the speaker's intentions and the meaning of each statement. Considering dialogue or interaction is a widespread activity in society, we have to recognize the proper manner to express our ideas or deliver our utterances when communicating with others. We have to endeavor to avoid misunderstanding or misinterpretation in our conversation.

2.1.2 Types of Cooperative Principles

Grice introduced four types of maxims, those are; the maxim of quantity, the maxim of quality, the maxim of relevance, and the maxim of manner. These four maxims are known as the Gricean maxims, and they determine how to be cooperative by drawing precise rational principles (maxims) that are inspected by those who adhere to them. The crucial point to remember is that the stated maxims are not a set of rules that must be followed exactly, but rather to the best of the speaker's ability, and hence can be creatively broken or interfered with one another (Barbara, 2018). The four maxims are stated in the following points:

A. Maxim of Quantity

According to Grice (as cited in Yamalita et al., 2021), the speaker cannot make his contribution more or less informative than is required to follow this maxim. This type of maxim requires speakers to deliver precise information that the hearers require, without providing more or less information. By understanding this maxim, it is beneficial for the speaker to avoid over-share information that the listener does not need.

In line with the explanation above, there are two main keys stated by Barbara (2018) regarding the definition of the maxim of quantity:

- a) The contribution must be as informative as is necessitated.
- b) Avoid the contribution, which is more informative than is needed.

For example:

A: What do you do before you got the call from boss?

B: I was cleaning my room.

B answers A's question about what he did before going to work that day. B's response was that he was cleaning his room. B's response is neither too much nor too little, because it is based on the issue of what he does before being called by his boss. By stating so, B employs and adheres to the maxim of quantity.

B. Maxim of Quality

To adhere to the maxim of quality, speakers offer an honest contribution and refrain from expressing anything they believe is incorrect, false, or without proof. Interactants want the speaker to use prepositions or provide information that she or he believes is correct (Teguh et al., 2023). Hassani (2019) supports that according to the Maxim of Quality, an interlocutor must express actual things, because conversant do not always feel certain in what they inform.

According to these explanations, there are two sub-maxims which are stated as follows:

- a) Do not say what you believe is wrong.
- b) Do not say something that is not proven/lack adequate evidence.

Example:

A: Did you study all day long?

B: Yes, I've been studying till now

In the example, B was in fact truly studying all day long. This means he fulfilled the maxim of quality. If B was not being truthful, he would be violating the maxim. He would be lying to avoid unpleasant consequences, such as punishment or being forced to study for the rest of the day.

C. Maxim of Relevance

Grice (1975) explains that maxim of relation requires the speaker and the listener or interlocutor to contribute to the conversation, so that the conversation can be focused on and successful. Hadi (2013) also supports this statement that the response of the interlocutor must be relevant to the topic of discussion. This maxim only has one form, be relevance.

Example:

A: What is your favorite food?

B: I love Italian Pizza

B tries to answer A's question by mentioning his favorite food, Italian Pizza. The answer is appropriate to the question and satisfies the maxim of relevance. If B answers irrelevant to the question, for example, he answers by mentioning his favorite drink, then B has violated the maxim of relevance.

D. Maxim of Manner

In this maxim, the ambiguity or obscurity must be avoided due to cooperative in making a conversation. Speakers should avoid obscurity of phrase, ambiguity, succinctness (avoid excessive prolixity), and orderliness in their utterances (Teguh et al., 2023)

There are four kinds of clarity in order to adhere to the maxim of manner, including:

- a) Avoid obscurity expression
- b) Avoid ambiguity
- c) Be brief
- d) Be orderly

For instance:

A: What do you think about Mr. Wilson?

B: He is the best math teacher in this school, I swear.

From the example before, it is clear that the information should avoid the ambiguity and obscurity of expression, be brief, and orderly as contained in maxim of manner.

2.1.3 Implicature and Non-Observance Cooperative Principle

There are many cases of breaking those maxims (non-observance); once they occur, they lead to be implicature. Implicature is the thing that is implied or the sentence implied its meaning. As stated by Sofyan et al. (2022), the speaker's meaning is an aspect of what is meant in the utterance but is not part of what is uttered. What the speaker intends to say is far richer than what he

expresses directly. Furthermore, linguistic meanings cannot radically be determined by those that are conveyed and understood.

Non-observance of maxims divided into 5 points, there are as follows:

A. Flouting a Maxim

The situation in which the addresser fails to comply with a maxim and, without any intention of deceiving or misleading, intends to draw the listener's attention to search for the intended meaning. The listener's interpretations are based on the assumption of cooperation which means if people exceedingly deviate the maxim, then their utterances are still considered as cooperative (Levinson as cited in Yamalita et al., 2021).

B. Violating a Maxim

A person can be considered to be violating a maxim if he says something untrue, false information, lies, and he also knows that the listener does not know the truth of what he said and only understands the explicit meaning or basic meaning of the speaker's words. There are 4 types of violating a maxim, such as; violating maxim of quality, violating maxim of quantity, violating maxim of relevance, and violating maxim of manner.

C. Infringing a Maxim

This situation can occur due to several things; the speaker has linguistic limitations, the speaker's performance while speaking is distracted by certain things (such as nervousness, anxiety, etc.), and also the speaker has a cognitive disease that causes them to be unable to speak fluently and smoothly. Bulain et al., (2023) also supports this statement that infringing a maxim occurs when there is no intention from the speaker to create an implicature which is often due to imperfect linguistic performance and the condition of the speaker in a certain situation.

D. Opting out a Maxim

A speaker opts out of observing a maxim by showing an unwillingness to cooperate in the manner required. Opting out occurs regularly in public life, when the speaker is unable to respond in the expected manner, possibly due to legal or ethical constraints.

E. Suspending a Maxim

Another type of non-observance of a maxim is called suspending. Suspending a maxim is based on cultural and social norms. Furthermore, when a speaker suspends a maxim, it is known that what is said is not entirely true or that certain things, such as taboo words, should not be said. Thomas (as cited in Barbara, 2018) added that the speaker may suspend a maxim due to cultural differences or to the nature of certain situations.

2.2 Textbook

2.2.1 Definition of Textbook

Textbooks play a crucial role in education, especially for teacher and student by providing a structured and comprehensive approach to learning. According to Cunningsworth (as cited in Syahid et al., 2024), textbooks are instruments that help students accomplish their learning objectives based on their individual needs. From this statement, it means that the material, content, and methods in textbooks should be adapted to their needs due to help students achieve their educational goals. Moreover, Textbooks should align with Ministry of Education criteria while also accommodating to students' interests, backgrounds, and abilities.

The Ministry of Education and Culture's English book utilizes the teaching-learning cycle technique, emphasizing genres as the primary media for language learning. The book was deliberately developed to suit students' expectations when learning a foreign language: to convey their feelings and ideas.

All of the tasks in the book address the four language skills: listening, speaking, reading, and writing. The activities in the book help students to improve their phonological and lexico-grammatical skills, as well as their discourse and cultural knowledge. The resources are designed as an integrated sequence of activities centered on the text type being discussed.

The book is intended to help students attain an information literacy level that allows them to engage in communication using English, both spoken and written, not only for transactional and interpersonal purposes, but also for accessing information in this global information age. Furthermore, students should be able to produce English content in a variety of circumstances and adapt to changing communication demands.

2.2.2 Textbook Quality

Greene and Petty (as cited in Mandala & Sukartono, 2023) suggest criteria that a good package book must have to be used either in education or other fields, such as:

- 1) The textbook must be interesting and attractive for the students so that they are interested in using textbooks.

The textbook should have an appealing design, engaging material, and topical issues that will hold students' attention. According to Bates (2019), "A well-designed textbook not only presents information but also engages students through interactive elements and appealing visuals, making the learning experience more enjoyable and effective." For a textbook on dialogue, this might mean using comics, speech bubbles, or relatable conversations that draw students in.

Example: A chapter might start with a comic strip depicting a casual conversation between friends, setting the tone for learning informal dialogue structures.

- 2) The textbook must be capable of motivating students.

Textbooks should include content that connects with students' personal lives or future goals. As stated by Tomlinson (2020), textbooks ought to correspond with students' experiences and aspirations in order to encourage intrinsic motivation. Dialogues that show real-life applications, such as job interviews or teamwork scenarios, can inspire students to learn.

Example: A section on dialogues could include “Practice Dialogues for Real Life,” where students prepare for scenarios like introducing themselves to new classmates or talking about a hobby in a group setting.

- 3) The textbook must contain illustrative contents.

Illustrative content, such as images, diagrams, and sample dialogue, helps clarify and reinforce what is being taught. As mentioned by Burns & Richards (2018), illustrative content helps simplify complex concepts, making learning more accessible. These visuals can demonstrate how different dialogues look and sound in various contexts.

Example: Illustrations might accompany a dialogue scene set in a café, where labels identify parts of the conversation, such as greetings, body language cues, and response options.

- 4) The linguistic aspect should be considered in the textbook, so it will fit the learners' abilities.

The language level in a textbook should be appropriate for its target audience, starting simple and building in complexity. Mandala & Sukartono (2023) states, Gradual progression in language difficulty ensures students are neither overwhelmed nor bored. This approach

promotes effective learning. This way, students don't feel overwhelmed and can gradually improve their skills.

Example: In a beginner-level dialogue textbook, initial dialogues might focus on basic greetings and simple questions, gradually moving to complex conversations by the end of the book.

5) The textbook must be related to the other scientific field.

A well-rounded textbook includes interdisciplinary connections, providing relevance to other fields like sociology, psychology, or even business studies. According to Graves (2022), integrating knowledge from various fields enhances critical thinking and contextual understanding. This approach contextualizes dialogue within broader applications.

Example: A dialogue about climate change between a teacher and a student could integrate environmental science concepts, helping students practice dialogue while learning about sustainability.

6) The textbook must be able to encourage the students' personal activity.

Engaging activities encourage students to interact with the material beyond passive reading. As highlighted by Nunan (2019), engaging activities empower students to take charge of their learning, fostering independence. Activities like role-play and writing personalized dialogues make learning active and self-driven.

Example: An activity could ask students to create a dialogue on a topic of their choice, such as planning a group project or discussing weekend plans, which promotes personalization and engagement.

- 7) The contents of the textbook must be clearly written so that students are not confused about using the textbook.

Clarity in language and structure is crucial for student comprehension. Directions, examples, and exercises must be straightforward, ensuring students can follow instructions easily without confusion.

Example: Each dialogue could be followed by clear, concise instructions, such as “Identify the opening and closing phrases,” to guide students through exercises step-by-step.

- 8) The textbook should provide an obvious point of view.

A clear point of view helps students understand the purpose and context of different dialogues, whether formal, informal, or cultural. This encourages them to apply appropriate tone and language.

Example: The textbook might introduce a dialogue with a note: “In professional settings, polite expressions are essential.” This prepares students to recognize and use language suited to particular social contexts.

- 9) The textbook must be able to provide balance and emphasis on the value of students.

Textbooks should highlight and respect diverse values, creating balanced content that reflects different perspectives and experiences. This can enhance empathy and understanding through dialogues.

Example: Dialogues could include multicultural exchanges, such as a conversation about holiday traditions, showing respect for various cultural practices and viewpoints.

- 10) The textbook must be composed of material which appreciates the individual's diversity.

Acknowledging diversity allows students to see themselves represented in the textbook. Diverse character names, backgrounds, and scenarios in dialogues help all students feel included and respected.

Example: Dialogues might feature characters from different cultural backgrounds discussing common themes, like family or favorite foods, allowing students to relate while celebrating diversity.

Based on the explanation above, the most important aspect among the ten criteria proposed by Greene and Petty is the linguistic appropriateness of the textbook, meaning that the language used must match the learners' proficiency level. This aspect is considered fundamental because it directly influences how effectively students can understand, engage with, and benefit from the material. A textbook that is too linguistically complex may lead to confusion and demotivation, while one that is too simplistic may hinder progress and reduce the learning challenge. When the language level is appropriate, other aspects—such as interesting content, motivating activities, and visual support—can be more effectively absorbed and utilized by students. Therefore, in the researcher's view, linguistic suitability forms the foundation upon which all other textbook qualities can function optimally, making it the most crucial element in ensuring the textbook's success as a learning tool.

According to Cunningsworth (1995), there are several roles and functions of a good textbook, such as:

1) Resource of presentation material

A good textbook serves as a comprehensive source of content, presenting language items, cultural information, and skills in a structured manner. It provides teachers with ready-made materials that can be adapted to suit various teaching contexts.

According to Tomlinson (2020), "Textbooks should provide a rich and varied input of language in authentic use to help learners acquire implicit knowledge of the language." He emphasizes that presentation materials should expose learners to authentic language use and provide opportunities for meaningful engagement.

2) Source of activities for practice and communicative interaction

A good textbook should include speaking activities that encourage students to practice real-life communication scenarios. This approach helps learners develop the skills necessary to navigate social interactions, express opinions, and engage in discussions, which are critical for effective communication in a foreign language. Activities that require students to speak with one another can significantly enhance their learning experience. Group discussions, role-plays, and pair work not only promote speaking skills but also encourage collaboration and peer learning, creating a more dynamic classroom environment.

According to Lim (2019), teaching materials such as textbooks in EFL settings should provide language learners with speaking activities concerning well-balanced communicative competence. This statement underscores the necessity of integrating speaking activities into EFL textbooks to enhance students' language proficiency and overall communicative skills.

3) Reference book (grammar, vocabulary, pronunciation)

A good textbook serves as a reliable reference for language components, providing clear explanations of grammar rules, comprehensive vocabulary lists, and guidance on pronunciation. This allows students to review and reinforce their learning independently.

According to Derwing et al. (2020), "well-structured grammar explanations in textbooks help demystify the rules of language, allowing students to grasp essential grammatical structures that are foundational for effective communication." This structured approach is particularly beneficial for less experienced teachers who may rely on textbooks to provide accurate and coherent explanations.

4) Syllabus. a resource for self-directed learning or self-access

Textbooks often follow a structured syllabus, organizing content in a logical progression. This allows learners to use the textbook for independent study, setting their own pace and focusing on areas they find challenging.

Benson & Madarbakus-Ring (2021) notes, "Effective textbooks should support learner autonomy by providing clear learning objectives, self-assessment tools, and guidance on learning strategies." He argues that textbooks play a crucial role in facilitating self-directed learning.

5) Support for less experienced teachers

For novice teachers, textbooks provide a framework for lesson planning and delivery. They offer guidance on teaching techniques, classroom management, and assessment strategies, helping less experienced teachers gain confidence in their practice.

According to Kodriyah et al. (2018), textbooks are an effective resource for self-directed learning, presentation material, a source of ideas and activities, a reference for students, a syllabus that reflects pre-determined learning objectives, and support for less experienced teachers who are still building confidence. As a result, textbooks are extremely valuable for novice teachers with little expertise.

6) Cultural and intercultural competence development

Modern textbooks increasingly focus on developing students' cultural awareness and intercultural competence, presenting diverse perspectives and promoting global citizenship.

Byram & Wagner (2018) argue, "Language textbooks should integrate intercultural communicative competence, helping learners develop the skills to interact effectively across cultures." They stress the importance of textbooks in fostering intercultural understanding.

The purpose of a textbook is to benefit both teachers and students in some way. For teachers, it aids them in creating and designing the teaching materials that will be used, and on the other hand. For students, it aids in the retention and traceability of their learning intake.

2.3 Dialogue

Dialogue is a common term that frequently used in relation to educational issues. Dialogue is defined as a two-way communication process where two or more individuals interact to exchange information, ideas, or emotions, either verbally or in written form (Ellis, 2020). Furthermore, Hasanah et al. (2021) state that dialogue is an essential component of textbooks as it directly helps students understand real-life situations and an essential tool in human interaction that allows people to understand and respond to different perspectives, emphasizing its importance in fostering mutual understanding in both social and educational contexts.

2.3.1 Function of Dialogue in Student English Textbooks

In educational field, dialogue known as a tool for student to practice face-to-face interaction between two or more people. Dialogues can be an excellent teaching method after mastering the fundamental vocabulary set. Dialogue is an effective method for contextualizing fundamental structures and explaining how they might be used, as well as emphasizing various cultural features of the target language.

In addition, dialogue is one of the activities taught in the classroom. Dialogues are interactions between two or more students about a topic that is discussed in class (Berg, 2018). One method for performing conversation is to instruct students to work in pairs of two or more students, with each person playing a role based on the character in the dialogue. In student textbooks, dialogue is essential not only for language learning but also for enhancing communication skills and cross-cultural understanding. Key functions include:

1. Facilitating Language Practice

Dialogues in textbooks provide students with opportunities to practice language in context. According to Aljani (2021), using dialogue techniques can greatly assist students in increasing their courage to speak in public and increasing their knowledge. Direct dialogue practice can also add new vocabulary to students. This engagement is essential for developing speaking and listening skills, as it encourages learners to use vocabulary and grammar structures in meaningful ways.

2. Promoting Communicative Competence

As highlighted by Lim (2019), effective EFL textbooks should include dialogues that enhance communicative competence. This involves not just the ability to produce grammatically correct sentences but also the capacity to engage in conversations that are appropriate and relevant to various contexts. Dialogues help students learn how to initiate conversations, respond appropriately, and navigate social interactions, which are critical skills for effective communication.

3. Authentic Language Models

Textbooks serve as authentic language models in English language education, providing learners with exposure to real-life language use and contextually relevant examples. This function is crucial for developing students' linguistic skills and their ability to communicate effectively in various situations. "Textbook dialogues serve as models of authentic and contextual language use, demonstrating how language operates in real-life situations. These models provide students with exposure to natural discourse patterns and essential pragmatic features" Burns & Richards (2018).

4. Supporting Vocabulary Acquisition

Textbook dialogues typically incorporate thematic vocabulary relevant to the context of the conversation. This method aids vocabulary retention and usage. As stated by Nabung (2023), "thematic dialogues not only enhance vocabulary learning but also provide contextual clues that help students understand how words function within sentences." This contextualization makes it easier for learners to remember and apply new vocabulary in their speech.

5. Building Confidence in Speaking

Engaging with dialogues allows students to practice speaking in a low-pressure environment. According to Derwing et al. (2020), "structured speaking activities based on dialogues can significantly reduce anxiety among learners, helping them gain confidence in their speaking abilities." This confidence is crucial for encouraging active participation in class discussions and real-life conversations.

From several explanations above, we can conclude that dialogue is an important engagement exercise to improve English speaking skills in the classroom. It is a common occurrence in society or throughout the teaching-learning process. As a result, in order to establish a perfect communication and avoid ambiguity, the dialogue must be done as smoothly as possible.

2.4 Discourse Analysis

Discourse refers to a unity of complete language that generally wider than a sentence by spoken or written. The term discourse analysis was first introduced by Zellig Haris in 1952 as a way of analyzing connected speech and writing. According to Herman (2022) defines discourse analysis as a broad field of study that looks at and analyzes the language that is naturally spoken and written by members of a society. Referring to the definitions above, it can be known that discourse has an important role in society. Therefore, it seems that the analysis of the discourse is required. It seeks to investigate and analyze the use of discourse in at least one of three ways: language beyond the level of a sentence, language behaviors linked to social activities, language as a system of thought, and, more often than not, all of them simultaneously (Bolaji & Bolaji, 2022). It means that discourse analysis is used to analyze the meaning beyond the sentenced written or conveyed.

However, sometimes discourse analysis is used in analyzing discourse, which can include various approaches such as conversation analysis, narrative analysis, speech acts, and so on (Vamshi et al., 2024). According to definitions above,

discourse analysis is a method for analyzing spoken and written discourse in everyday social contexts.

2.5 *Kurikulum Merdeka*

2.5.1 Definition

The education curriculum in Indonesia has undergone several changes. Recently, the Indonesian government has introduced a new curriculum, namely *Kurikulum Merdeka*. According to Barlian et al. (2022), *Kurikulum Merdeka* was developed as a curriculum that is more flexible and focuses on core material as well as shaping student character and competencies. The concept of *Kurikulum Merdeka* is an embodiment that makes students an essential center of learning (student-centered learning). Opportunities and obstacles to foster creativity, invention, teamwork, and independence can be found throughout education Ahmad Zainuri et al. (2023)

The existence of the *Kurikulum Merdeka*, which enhances the previous curriculum, offers hope for the restoration of students' learning by taking into account the importance of learning and each student's individuality. This curriculum has at least three benefits, including: First, it focuses on the core of learning and essential material so that there is a more meaningful deepening and development of competencies; second, there is independence for teachers and students; teachers are free to teach according to the achievements and development of students; and third, it gives teachers and students opportunities to engage in independent learning so that they can explore every topic and subtopic; and finally, it is designed to help students develop their critical thinking and problem-solving skills. location and time, also included is a Project on the *Kurikulum Merdeka* (Fauzan et al., 2023)

2.5.2 English Subject *Kurikulum Merdeka*

According to Kemendikbudristek (2022), English is one of the main languages used globally in education, commerce, business, science, law, tourism, international relations, health, and technology, among others. Learning English gives learners, the opportunity to interact with citizens from different cultural backgrounds. Therefore, the freedom in teaching and learning activities becomes a key factor in advancing students' English proficiency. By allowing educators the flexibility to design lessons that cater to their students' unique needs and local contexts, *Kurikulum Merdeka* empowers teachers to create more engaging and relevant learning experiences.

The existence of this curriculum gives freedom to schools. One of them is being able to develop their own teaching tools (Rahayu et al., 2022). This teaching tools used to help students improve their language skills. In *Kurikulum Merdeka*, learning activity is designed to help students improve their English language skills in six key areas: listening, speaking, reading viewing, writing, and presenting inclusively, in a variety of contexts (Pouw & Mulyanti, 2023). Therefore, every school in Indonesia uses teaching sources and materials primarily from textbooks provided by the government or recommended by the Ministry of Education.

Textbooks have traditionally been the primary teaching tool in Indonesia, considered crucial for independent learning programs. They shape the curriculum's content, methods, and classroom procedures. Publishers strive to provide textbooks that align with the current curriculum, and the Ministry of Education and Culture also offers an English textbook titled "English for Nusantara."

By enrolling in English language programs at the primary and secondary education levels of the national education curriculum, students can increase their understanding of the world around them, themselves, social interactions, culture, and career options. Additionally, there were jobs available everywhere. When students become fluent in the language, they can access.

2.5.3 Learning Objective

Learning objectives are learning competencies that students must achieve in each phase. In *Kurikulum Merdeka*, learning outcomes are divided into 6 phases according to school level. Phase A for grades 1 and 2, Phase B for grades 3 and 4, Phase C for grades 5 and 6, Phase D for junior high school, Phase E for grade 10 high school, and Phase F for grades 11 and 12 high school (Kemendikbudristek, 2022).

Phase D of *Kurikulum Merdeka* corresponds to the Common European Framework Reference (CEFR) B1 level, which represents an intermediate level of language proficiency. At this stage, students are expected to understand the main points of clear standard input on familiar matters regularly encountered in school, leisure, and daily life. They should be able to deal with most situations likely to arise while traveling in areas where the language is spoken. Additionally, students are encouraged to produce simple connected text on topics that are familiar or of personal interest and describe experiences, events, dreams, hopes, and ambitions, as well as briefly give reasons and explanations for opinions and plans. The dialogues in textbooks for this phase are crafted to meet these learning objectives, providing opportunities for students to practice and enhance their communicative competencies in alignment with CEFR B1 standards.

2.6 Previous Studies

Several previous studies found that research on cooperative principles analysis has been widely carried out. However, there are not many studies that focus on analyzing English textbook based on *Kurikulum Merdeka*. The first research was conducted by Teguh et al. (2023) under the title “The Cooperative Principle (Maxims) in the Dialogues of English Textbook Entitled “Bahasa Inggris Think Globally Act Locally” for Ninth Grade Students of Junior High School”. The method used in this research is descriptive-qualitative approach. The objective of this research is to obtain the types of maxims used in dialogues and the application in junior high school textbook entitled “Bahasa Inggris Think Globally Act Locally” for Ninth Grade Students of Junior High School”. The results revealed that the maxim of quantity was 84.9%, the maxim of quality was 67.9%, the maxim of relation was 98.1%, and the maxim of manner was 88.7%.

Another research focuses on analyzing cooperative principle on English textbook was conducted by Hasanah et al. (2021) with the main analysis object is dialogues of “When English Rings a Bell” English textbook. This study employed a descriptive-qualitative approach to analyze the types of maxims and the flouting of maxims in the dialogues of the English textbook for eighth-grade junior high school students. The results showed that all four maxims—quantity, quality, relevance, and manner—were present in the textbook dialogues, with the maxim of quality being the most frequently observed. Meanwhile, the flouting of maxims was also identified, with the maxim of quantity being the most frequently flouted, while the maxim of quality was never flouted. The study concluded that the textbook was designed to encourage students to be honest in meaningful conversations.

On the other hand, Yusro et al. (2020) use the cooperative principle to analyze interaction in an EFL classroom setting. In addition to analyzing the observance of the maxim, this research also attempted to analyze the non-observance maxim to gain a deeper understanding of how the cooperative principles are applied in

classroom interactions. The result showed that the frequency of observance of cooperative principles is 119 times (63%) and 71 times (37%) for non-observance.

Another research about cooperative principles was conducted by Djihar & Rudianto (2024) entitled “The Pragmatic Analysis of Flouting the Cooperative Principle in The Movie ‘Free Guy’”. This research only focuses on analyzing flouting of maxims appeared in this movie’s dialogue script. Qualitative method was chosen by the researcher to conduct this research because the data produced words, sentences, and phrases. As the result, the use of flouting the maxim of relation, quantity, and manner is the most frequently used in this film due to helps create comic situations that can entertain the audience in comedy films.

After comparing the four studies, there is a GAP in terms of cooperative principle analyzed by the researcher. The difference from the four previous studies findings lies in the object of research, while the similarities between the four previous studies above are both emphasizing on cooperative principle. It is still rare for research to examine English language textbooks based on the *Kurikulum Merdeka* in Indonesia using Grice's cooperative principle theory analysis. Therefore, this study will focus on analyzing English textbook entitle “English for Nusantara” which used in the latest curriculum in Indonesia, *Kurikulum Merdeka*.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the methods used by researchers when conducting this research. The explanation of the concept in this study is divided into 6 parts, namely research method, research design, source of the data, technique of collecting the data, technique of coding the data, and technique of analyzing the data.

3.1 Research Method

This study employed a qualitative method to explore and analyze the type of observance and non-observance maxim appear in *Kurikulum Merdeka* English textbook used in EFL classroom. This method chosen in order to analyze subjective meaning or the social production of issues, events, or practices by collecting non-standardized data and analyzing texts and images rather than numbers and statistics. Qualitative method also used to gain deep information and comprehensive understanding of the data with the focus on providing context and classifying the dialogue into several classes of maxim.

3.2 Research Design

The research design used for this study is discourse analysis. Discourse Analysis (DA) is an analytical framework developed for studying actual text and speech in the communicative environment. It is frequently regarded as a general method, theory, or critique related to social constructionism or social power. When it is restricted to linguistic issues, discourse analysis focuses on the record (spoken or written) of the process by which language is used in some contexts to express intention (Yule, 1996). This design is appropriate for this research, as this research aims to investigate the type of maxim applied and the interpretation in the dialogue of an English textbook.

3.3 Data Source

The source of the data in this research obtained from an English textbook entitle “English for Nusantara Grade VIII”. The data taken from the form of words, sentences, clauses, and expressions. Furthermore, the textbook was published by *Pusat Perbukuan Indonesia* which is a company that directly connected to the Ministry of Education, Culture, Research, and Technology Indonesia. To support the analysis of maxim in terms of cooperative principles, the researcher focused on the dialogue contained in this book. Therefore, the textbook is chosen to be the data source.

3.4 Technique of Data Collection

In qualitative research, there are several techniques that are frequently used, such as documents, subject life, subject matter, text publication, etc. (Royadi et al., 2019). Therefore, in collecting the data, the researcher used documentation in English textbook specifically the dialogues that are available in the textbook entitled "English for Nusantara Grade VIII" published by *Pusat Perbukuan Indonesia*. The steps taken by the researcher in collecting the data are as follows:

- 1) Observing the English textbook used in grade VIII of junior high school based on *Kurikulum Merdeka*.
- 2) Reading and skimming the textbook
- 3) Finding the conversation contained in the textbook
- 4) Assigning the dialogues using maxim of Grice’s Cooperative Principle
- 5) Coding and classifying the dialogues using maxim of Grice’s Cooperative Principle

3.5 Technique of Coding the Data

The researcher provides the specific code on the data used to make it easier for the researcher to analyze each data and display the data entry more efficiently. The code used is divided into 4 types:

C: Code used for the chapter

P: Codes used for the page number

D: Code used for the dialogue

U: Code used for the utterance

For example; (C1, P13, D1, U3) refers to the chapter 1, page number 13, the dialogue number 1, and the utterance number 3.

3.6 Technique of Data Analysis

There are several phases involved in data analysis of this research. The steps are as follow:

- 1) Identifying and classifying the data or the dialogues based on the categorization of maxims refers to the theory of Grice's Cooperative Principle.
- 2) Analyzing the data using the theory of cooperative principle which proposes by Grice (maxim of quantity, quality, relevance, and manner).
- 3) Considering the context of the conversation in order to identify the type of maxim applied in each dialogue.
- 4) Describing the context of dialogue as the way to recognize the background knowledge regarding the involvement of maxim in each dialogue.
- 5) Presenting the analysis result of the data descriptively.

Table 3. 1 *Data Summary of the Types of Maxim*

No	Grice's Cooperative Principle	Frequency	Percentage (%)
1	Observance of Maxim		
2	Non-Observance of Maxim		
Total			

Table 3. 2 *Data Summary of the Types of Observance Maxim*

No	Type of Maxim	Frequency	Percentage
1	Maxim of Quality		...%
2	Maxim of Quantity		...%
3	Maxim of Relevance		...%
4	Maxim of Manner		...%
Total			100%

Table 3. 3 *Data Summary of the Types of Non-observance Maxim*

No	Type of Maxim	Frequency	Percentage
1	Flouting		...%
2	Violating		...%
3	Infringing		...%
4	Opting Out		...%
5	Suspending		...%
Total			100%

The percentage (%) each classification of cooperative principle calculated by a formula as follows:

$$n = \frac{fx}{N} \times 100\%$$

Where, n = Percentage of types

fx = Total types of frequency of the sub category

N = Total types of all category

3.7 Sample

The following table is the sample of the analysis of cooperative principle

A. Maxim of Quantity

<p>Girl: Did you win the marble in spoon race?</p> <p>Boy: Yes, I did.</p> <p>Girl: Congratulations! What did you do to win the game?</p> <p>Boy: <i>I just kept my balance and my pace.</i></p> <p>Girl: Did you win the krupuk race?</p> <p>Boy: Unfortunately, I didn't win.</p> <p>Girl: Oh, I'm sorry</p> <p>Boy: That's okay</p>

The dialogue above adheres to the maxim of quantity. This is evident in Boy's response to Girl's question, "*What did you do to win the game?*" Boy answers, "*I just kept my balance and my pace.*" In this exchange, Boy provides a clear and concise explanation of his strategy for winning. He does not make a more informative contribution by adding unnecessary details about the game or his overall experience. Based on the context of the situation, the dialogue takes place after Girl congratulates Boy on his victory in the game. Boy effectively satisfies Girl's inquiry by focusing on the key elements that contributed to his success, keeping his response relevant and straightforward.

B. Maxim of Quality

<p>Galang: <i>According to the news, the flood hit Kota Amuntai after a heavy rain.</i></p> <p>Ara: Did it rain for hours, kak Galang?</p> <p>Galang: It rained heavily for almost two hours.</p> <p>Sinta: Were many houses under water?</p> <p>Galang: In some areas, some houses were almost under water!</p>

The dialogue above adheres to the maxim of quality. Galang: "***According to the news, the flood hit Kota Amuntai after a heavy rain.***" Galang provides information that he believes to be true, as it comes from a reliable source, the news. His statement is aligned with the ongoing conversation about the flood and gives a factual explanation for the event. There is no reason to doubt the truthfulness of Galang's statement, making it consistent with the maxim of quality.

C. Maxim of Relevance

<p>Son: Dad, please tell me more about the Panjat Pinang</p> <p>Dad: At that time, the committee put a lot of prizes like sarong, groceries, radio, TV, and even a bike on the top of the tree.</p> <p>Son: Wow! It's really hard to climb the tree, isn't it?</p> <p>Dad: Yes, it is. The tree was full of grease.</p> <p><i>Son: Did you get to the top of the tree?</i></p> <p>Dad: At first, I didn't. Many climbers also failed to climb up because the tree was slippery. That was the funniest part, though.</p>
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The dialogue above obeys the maxim of relation. The dad says, "***Yes, it is. The tree was full of grease,***" and the son responds, "***Did you get to the top of the tree?***" The son's question is directly related to the dad's statement about the tree being greasy. The greasy condition implies a potential challenge in climbing the tree, making the son's question about reaching the top both logical and relevant. This continuation ensures the conversation stays on topic, maintaining a clear and meaningful connection between the dad's statement and the son's response, thus adhering to the maxim of relation.

D. Maxim of Manner

Galang: First, turn on the faucet and wash our hands with running water.

Next, turn off the faucet.

Apply the hand soap.

After that, rub our hands together starting from the backs of hands.

Between the fingers. Turn on the water and wash our hands with clean water.

Turn off the faucet.

Last, dry our hands with a towel.

Monita: Let me try now.

Andre: Let me try too.

The dialogue above follows the maxim of manner. Galang's instructions are clear, organized, and presented in a sequence that is easy to follow. He uses concise steps to guide Pipit on how to wash hands properly, making sure each step is simple and logically connected to the next. By breaking down the instructions, he avoids any ambiguity, ensuring the information is easily understood. This structured approach helps maintain clarity and prevents confusion. The sequence also respects the expectation of clarity and order in communication, making it highly effective.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the study based on the analysis of textbook dialogues and discusses them in relation to the theoretical framework. Each finding is followed by a discussion to interpret the results and relate them to previous studies and relevant theories.

4.1 Research Findings

In this chapter, the researcher will present the findings from the research and analysis. The research findings describe the outcomes of data collection and analysis. The data in this study were taken from an English textbook titled English for Nusantara Grade VIII, published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. This textbook is designed for eighth-grade students in junior high schools and aligns with the *Kurikulum Merdeka*. It contains various types of texts and dialogues intended to promote students' communicative competence in English. For the purpose of this study, a total of 16 dialogues from the textbook were selected and analyzed based on Grice's Cooperative Principle.

Based on the cooperative principle analysis, out of 16 dialogues, 141 maxims analysis were identified. In addition, some conversations consist of more than one type of observance and non-observance maxim. Grice's Cooperative Principle of Observance maxim consists of four maxims: quantity, quality, relation, and manner. These maxims serve as guidelines for effective communication. When speakers follow these maxims properly, it is referred to as the observance of maxims. This means the speaker provides the right amount of information, ensures its truthfulness, stays relevant, and communicates clearly. On the other hand, non-observance of maxims occurs when speakers do not fully adhere to one or more maxims. This can occur for various reasons, such as intentional flouting for humor

or indirectness, violation to mislead, infringement due to external factors, or opting out for privacy. When a maxim is not observed, the listener often has to infer the intended meaning beyond the literal words.

The following table presents the distribution of observance and non-observance of maxims identified in the analyzed dialogues.

Table 4. 1 *Data Summary of the Types of Maxims*

No	Grice's Cooperative Principle	Frequency	Percentage (%)
1	Observance of Maxim	135	95,8%
2	Non-Observance of Maxim	6	4,2%
Total		141	100%

Based on the table above, it can be seen that generally, all of the speakers involved in every dialogue are able to observe 4 maxims proposed by Grice. This observance maxim appears in conversations with the 4 characteristics; the quantity of information provided is in accordance with what the questioner needs (maxim of quantity), contains honesty or according to facts (maxim of quality), is relevant to the topic of conversation (maxim of relevance), and the communication that occurs is clear without the appearance of ambiguity (maxim of manner). Observance maxim appears in every dialog text in the book. With this large percentage, it can be concluded that all dialogs contained in this textbook comply with Grice's Cooperative Principle theory. Here are some examples of observance maxims:

Data C1.D3.P34.U3

Girl: What do you remember about the Independence Day celebration?

Boy: I attended flag hoisting ceremony at school. I also played some games and joined our school parade

Girl: What game did you participate in the Independence Day celebration?

Boy: I participated in the marble in spoon race and krupuk eating race

The dialogue above obeys the maxim of relation. The girl's question is directly relevant to the boy's statement about playing some games on Independence Day, as she is seeking more details about the games he mentioned participating in. Her question logically follows from the boy's description of the event and helps to continue the conversation in a focused and meaningful way. By asking about the games, the girl ensures that the topic remains related to the activities the boy mentioned, adhering to the maxim of relation.

To be clear, here is another example of observance maxim found in the dialog in this textbook:

Data C1.D4.P39.U3

Pipit: Hi, everyone, how was the game?

Andre, Monita, and Galang: It was awesome!

Pipit: I agree! It was the best Independence Day celebration ever in our school.

Monita: It was! There were many fun games like the Kerupuk race, tug of war, and marble in spoon race.

This dialogue adheres to the maxim of quality. In the exchange, Pipit adds, "***I agree! It was the best Independence Day celebration ever in our school.***" Pipit's statement reflects a genuine belief about the event, affirming that it was indeed a memorable celebration. This context implies that the group has just experienced an event they found enjoyable and significant. By expressing their shared enthusiasm, they provide truthful and justified information about their feelings regarding the celebration. This adherence to the maxim of quality ensures that their contributions are authentic and based on their actual experiences, fostering a positive and engaging conversation about a meaningful event in their lives.

Conversely, non-observance of this maxim occurs when utterances in conversation violate the four characteristics of observance maxims. An example is as follows:

Data C4.D14.P206.U16

Andre: What did the plastic trash do to the sea animals?

Monita: Many sea animals like dolphins or sea lions ate the plastic or became entangled in plastic.

Andre: It just made me remember about a team of scientists rescuing a sea turtle.

Monita: What happened to the sea turtle?

Andre: I'll just give you the link to the YuTub video. It's so tragic!

The above conversation includes one type of non-observance maxim, namely flouting maxim of quantity because the interlocutor answers the question not in accordance with the quantity of answers required by the speaker and can be categorized as violating the maxim.

4.1.1 Observance Maxim

Table 4.1.1 *Data Summary of the Types of Observance Maxim*

No	Type Observance Maxim	Frequency	Percentage
1	Maxim of Quantity	34	24,1 %
2	Maxim of Quality	42	29,8 %
3	Maxim of Relevance	53	37,6 %
4	Maxim of Manner	6	4,3 %
Total		135	95,8%

According to the table above, the analysis of maxim observance in the textbook dialogues revealed that the maxim of relevance was the most frequently observed. The second most observed maxim was the maxim of quality, followed by the maxim of quantity, and the maxim of manner was the least observed. The findings indicate that the dialogues in the textbook

prioritize relevance and quality in communication, while clarity and conciseness are less emphasized.

A. Maxim of Relevance

Four types of maxims are specifically mentioned in 141 utterances, with 135 data of observance maxim with the maxim of relevance has the highest place with 53 data (37,6%) in terms of Gricean maxim applications. It means that the dialog is mostly relevant utterance by utterance. This high frequency indicates that conversations in the textbook primarily emphasize maintaining contextually appropriate and directly related responses between speakers. For example:

Data C1.D1.P26.U7

Son: It was good, Dad. Today, our school celebrated Independence Day and we had some games like, marble in spoon race, sack race, and tug of war.

Dad: That sounds fun!

Son: Yes, absolutely. I won the marble in spoon race.

Dad: Nice, congratulations!

Son: Thank you, Dad. By the way, what game did you join when celebrating Independence Day?

This dialogue fulfilled maxim of relevance. It could be seen when the topic of the dialogue is about Indonesia Independence Day, the speaker will not ask or provide information that is not appropriate to the topic and does not fit the context. The listener also responds to what is said by the speaker without ignoring the topic and context of the dialogue. The phenomenon also happens in reality. When conducting a dialogue, the information conveyed should not deviate from the topic and context because it will cause failure in achieving the goal of the dialogue. The relevance must be obeyed to make the utterances given connected.

Data C1.D4.P39.U8

Andre: We had some winners from our class. Galang came first for the marble in spoon race.

Galang: Yes. It was a tight game between me and Monita.

Monita: Yeah, I came second. But, I beat Galang in the Krupuk race

Pipit: Hahaha... That was fun. I remember you almost choked.

Monita: Hahaha...That's true

The dialogue above obeys the maxim of relation. The *Monita* says, "*Yeah, I came second. But, I beat Galang in the Krupuk race.*" and the *Pipit* responds, "*Hahaha... That was fun. I remember you almost choked.*" Pipit's response is relevant to Monita's comment about the Krupuk race. By recalling Monita almost choking, Pipit connects the comment to a specific and humorous detail from the race. This maintains the relevance of the conversation, adhering to the maxim of relation by staying on topic and furthering the discussion in a light-hearted manner.

B. Maxim of Quality

Moreover, the maxim of quality ranks second with 42 instances (29,8%). This finding reflects the textbook's effort to ensure truthful and evidence-based communication. Dialogues under this maxim typically involve factual statements or well-supported opinions. The interlocutors convey the information honestly, objectively, and accurately. It is appropriate with the requirement of the maxim of quality which must contain the right information because manipulation will damage the effectiveness of dialogue. The accuracy of the utterances conveyed can be seen from the context of its dialogue.

Here is the example of dialogue obeys maxim of quality in the textbook:

Data C4.D12.P187.U4

At Sungai Lestari.

Galang: Mom, what's the name of this river?

Posma: It's Sungai Lestari.

Pak Rahmansyah: When I was your age, I often came down to this river.

Galang: But it does not look very clean. Was the river this dirty back then? Did you swim in the river?

Pak Rahmansyah: I did! The river was quite clean back then.

This dialogue obeys the maxim of quality. It can be seen when Pak Rahmansyah shared his experience swimming in the river, Galang responded by discussing the dirty condition of the river. Galang's response contains the truth because it is in accordance with what they saw at that time. Hence, Galang 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 C5.D15.P239.U2

Monita: Pipit, look at these models! They are so beautiful.

Pipit: You're right. They're white and tall. They have no flaws at all.

Monita: They are just perfect.

Pipit: I wish I looked like them.

Monita: So do I

Pipit: They put on makeup. Should we put on makeup?

Monita: I think so.

The dialogue above adheres to the maxim of quality. ***Pipit: "You're right. They're white and tall. They have no flaws at all."*** Pipit agrees with Monita's statement and adds further details, emphasizing the physical

features of the models. Her description, though somewhat exaggerated ("no flaws at all"), is likely her honest interpretation of what he sees. Assuming Pipit believes her statement to be true, her response adheres to the maxim of quality by providing an accurate, if idealized, representation of the models, without intending to mislead or deceive.

C. Maxim of Quantity

The maxim of quantity occurs in 34 instances (24,1%), making it the third most observed maxim. This suggests that the dialogues are generally concise and provide sufficient information without unnecessary elaboration. The speakers do not exaggerate and overstated other information in the conversation. As in reality, the audience will become confused about what the speaker has said if they are given additional information that doesn't need to be clarified. Here is the example:

Data C4.D12.P187.U2

At Sungai Lestari.

Galang: Mom, what's the name of this river?

Posma: It's Sungai Lestari.

The dialogue above adheres to the maxim of quantity. This is evident in Galang's question which seeks a straightforward piece of information. Posma responds, "***It's Sungai Lestari,***" providing a clear and concise answer without unnecessary elaboration. Based on the context of the situation, this dialogue occurs as Galang and Posma are likely near a river, and Galang is curious about its name. Posma's response effectively satisfies Galang's inquiry, ensuring that the information shared is relevant and to the point. Both participants maintain clarity in their communication, with Galang asking a direct question and Posma providing an informative answer that enhances Galang's understanding of their surroundings.

Data C3.D8.113.U5

Andre: Okay. Oh, wait! Let's put our trash in the trash can first

Monita: You're right. Here is a trash can!

Andre: It is full already. The trash is all over the place.

Monita: But the one right there is full too.

Andre: Yeah... It's full of plastic waste from snack wrappers and straws.

The dialogue above adheres to the maxim of quantity. This is evident in Monita's statement acknowledges a previous point and introduces a solution to the problem of litter and Andre responds it. In this exchange, both Monita and Andre provide relevant and concise information about the situation regarding the trash can. Based on the context of the situation, the dialogue occurs as Monita and Andre address an issue they have encountered, likely in a public space or during an event. Monita identifies the trash can as a potential solution for disposing of waste, while Andre points out that it is already full and ineffective for their needs. Their responses are straightforward, focusing on the immediate problem without unnecessary elaboration, effectively conveying their observations and concerns about cleanliness in their environment.

D. Maxim of Manner

In addition, the maxim of manner is the least frequently observed, with only 6 instances (4.3%). While rare, its presence ensures clarity and avoids ambiguity when it does appear. The interlocutors show that they convey the information clearly, orderly, and unambiguously. This phenomenon is appropriate with the conversation that usually happens in real-life situation and daily activities, which the information expressed should be obvious and not obscured. It is useful for the interlocutors to avoid misunderstanding, which probably happens in the dialogue. Here is the example of maxim of manner found in the dialogue of textbook:

Data C4.D9.P136.U1

Galang: First, turn on the faucet and wash our hands with running water.

Next, turn off the faucet.

Apply the hand soap.

After that, rub our hands together starting from the backs of hands.

Between the fingers. Turn on the water and wash our hands with clean water.

Turn off the faucet.

Last, dry our hands with a towel.

Monita: Let me try now.

Andre: Let me try too.

This dialogue obeys the maxim of manner. Galang's instructions are clear, organized, and presented in a sequence that is easy to follow. He uses concise steps to guide Pipit on how to wash hands properly, making sure each step is simple and logically connected to the next. By breaking down the instructions, he avoids any ambiguity, ensuring the information is easily understood. This structured approach helps maintain clarity and prevents confusion. The sequence also respects the expectation of clarity and order in communication, making it highly effective.

Data C4.D13.P193.U15

Galang: According to the news, the flood hit Kota Amuntai after a heavy rain.

Ara: Did it rain for hours, kak Galang?

Galang: It rained heavily for almost two hours.

Sinta: Were many houses under water?

Galang: In some areas, some houses were almost under water!

The dialogue above adheres to the maxim of manner. Sinta asks, "*Were many houses under water?*" and Galang responds with, "*In some areas, some houses were almost under water!*" Galang's response is clear and provides specific information about the situation. By saying "in some areas," Galang avoids ambiguity and gives a direct answer, making the explanation easy to understand. His statement is concise and relevant to the question, following the maxim of manner by presenting the information in an orderly and clear way.

4.1.2 Non-Observance Maxim

According to Grice, there are five ways of failing to observe the maxims, which are; flouting a maxim, violating a maxim, infringing a maxim, opting out a maxim, and suspending a maxim. In this research, the researcher found some dialogues that breaks the maxims, specifically flouting maxims. The dialogue flouts the maxim of relevance, quantity, and manner. However, violating a maxim, infringing a maxim, opting out of a maxim, and suspending a maxim is not discovered in this research. Moreover, on the table 4.1 above shown that the percentage of non-observance of maxim is only 4,2 %. For more details, the table below will detail the frequency and percentage of the non-observance maxim type.

Table 4.1.2 *Data Summary of the Types of Non-Observance Maxim*

No	Type of Non-Observance Maxim	Frequency	Percentage
1	Flouting Maxim of Quantity	2	1,4 %
2	Flouting Maxim of Relevance	3	2,1 %
3	Flouting Maxim of Manner	1	0,7 %
4	Flouting Maxim of Quality	0	0 %
Total		6	4,2 %

The table analysis shown that there are 6 instances of flouting maxims in the textbook dialogues, with 2 data of flouting maxim of quantity, 3 data of flouting maxim of relevance, 1 data of flouting maxim of manner and no data of flouting maxim of quality. These instances indicate that some utterances deviate from the expected cooperative norms, either deliberately or unintentionally, which can lead to potential misunderstandings. The flouting of this maxim may happen as a mistake, but some of them are intentionally made as natural teaching materials and can bring the conversation atmosphere to life according to the real world.

A. Flouting Maxim of Relevance

This occurs when a speaker gives a response that is irrelevant to the topic of discussion. It can be used to divert the conversation, avoid sensitive topics, or imply hidden meanings. Even though the response may seem off-topic, the listener usually grasps the implied message behind it. 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. Here are some examples of flouting maxim of relevance appeared in the textbook:

Data C3.D11.P150.U3

Monita: Hey Guys! Check this post out! It's about throwing out trash.

This girl wrote about how to sort it.

Galang: Well, we are starting to do that. We agree with her.

Andre: Yes. More and more teenagers are aware of the need to save the earth.

Monita: You're right. Let's keep on doing it. It's not going to be easy.

Pipit: Yes, but we must not give up! By the way, thanks, Galang. You showed me the way to save water.

Pipit's statement "*By the way, thanks, Galang. You showed me the way to save water.*" violates the maxim of relevance. The conversation at this point is focused on sorting trash and taking actions to save the earth, which Andre referred to by talking about teenagers becoming more aware of the environment. However, Pipit's comment about saving water shifts the focus away from the main topic of waste management and environmental awareness, making it less relevant to the discussion. While "save water" means to conserve water or to reduce excessive water usage and certainly related to environmental conservation, the way Pipit phrases it ("save water") introduces a new, somewhat off-topic subject compared to the ongoing discussion about waste sorting and Earth-saving actions. Therefore, this shift in topic is an example of a violation of the maxim of relevance, as it doesn't contribute directly to the ongoing conversation.

Data C5.D15.P240.U8

Pipit: They put on make/up. Should we put on makeup?

Monita: I think so.

Rami: I just overheard. You know, we are beautiful just the way we are, with or without makeup. By the way, I'm listening to a new story on a podcast. Let's listen to it.

Pipit and Monita: Alright!

This dialogue violates the maxim of relevance. The **maxim of relevance** states that contributions to a conversation should be relevant to the topic being discussed. In this case, the group is discussing makeup and beauty, but Rami's comment shifts the conversation to a completely different topic: listening to a podcast. This shift makes Rami's statement seem unrelated and disrupts the flow of the discussion. While it's possible Rami wanted to change the subject, the comment appears disconnected from the ongoing conversation about makeup and beauty, which makes it a violation of the maxim of relevance.

B. Flouting Maxim of Quantity

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. There are 2 instances of maxim of quantity flouted in this textbook as follows:

Data C4.D14.P205.U3

Galang: Hi Monita, what's going on?

Monita: Oh, Hi Galang. Hi Andre. I'm well, thanks. Where have you two been?

Galang: Around. We saw you sitting by yourself, looking at your phone so seriously

Andre: What did you look at? Was it something interesting?

Monita: Oh, I just watched a YuTub video about plastic in the oceans.

The dialogue ***Galang: "Around. We saw you sitting by yourself, looking at your phone so seriously"*** partially violates the maxim of quantity. According to the maxim of quantity, one should provide the right amount of information—neither too much nor too little. In this case, Galang's response gives more information than what Monita asked for. She only asked where they had been, and Galang expanded on that by mentioning that they saw her sitting by herself and looking at her phone seriously.

However, this excess information could be seen as a deliberate choice to add more context or to make the conversation feel more natural, as in real-life interactions, people often share additional details unintentionally or to make the conversation flow more naturally. Thus, while it does slightly violate the maxim of quantity, it can be seen as an attempt to keep the conversation lively and engaging.

Data C4.D14.P206.U16

Monita: Many sea animals like dolphins or sea lions ate the plastic or became entangled in plastic.

Andre: It just made me remember about a team of scientists rescuing a sea turtle.

Monita: What happened to the sea turtle?

Andre: I'll just give you the link to the YuTub video. It's so tragic!

In this dialogue, Andre's response, "*I'll just give you the link to the YouTube video. It's so tragic!*", can be interpreted as a flouting of the Maxim of Quantity. Instead of directly answering Monita's question about what happened to the sea turtle, Andre withholds detailed information and offers to share a video link instead. By not providing enough information in his response, Andre expects Monita to infer the seriousness of the situation from his emotional reaction and the fact that the video is described as tragic. This indirectness suggests that the event might be too upsetting to describe in detail or that he believes the video itself will communicate the message more effectively.

C. Flouting Maxim of Manner

The Maxim of Manner is flouted when a speaker deliberately uses ambiguous, vague, or overly complicated language. This can be done to express discomfort, deliver subtle criticism, or create a humorous effect. The listener is typically able to infer the intended meaning from the lack of clarity. In this textbook, there is one case of flouting maxim of manner that is deliberately created by the author to create a real impression in the conversation. For more details, here is an example:

Data C3.D10.P142.U5

Galang: Hi, Pipit.

Pipit: Hi, Galang.

Galang: Why are you washing your hands?

Pipit: Because, viruses are everywhere. We need to wash our hands often.

Galang: Well, I know that. But, why do you do it like that?

Pipit: Like what? I'm rubbing my hands with soap for 60 seconds.

Galang: Yes, but you're leaving the faucet running. It wastes the water.

This dialogue violates the maxim of manner. The maxim of manner suggests that the speaker should avoid ambiguity and make their message clear and orderly. In this case, Galang's question is vague because it doesn't clearly specify what part of Pipit's behavior is being questioned. Pipit might not immediately understand what "like that" refers to—whether it's the act of washing hands, the technique used, or something specific like leaving the faucet running. This lack of clarity can confuse the listener and disrupt the flow of communication. A clearer question, such as “*Why are you leaving the faucet running while washing your hands?*”, would adhere better to the maxim of manner by directly addressing the issue without ambiguity.

D. Flouting Maxim of Quality

The Maxim of Quality is flouted when a speaker intentionally gives information that is false or lacks sufficient evidence. Examples include using sarcasm or hyperbole to convey a particular meaning. Although the literal meaning may not be true, the listener often understands the underlying intention behind the statement. Speaker who flouts the maxim of quality when they imply the information which is not suitable with the fact.

In this study, there are no examples of flouting the Maxim of Quality in the dialogues in this textbook. Most of the dialogues contain facts according to the topic of discussion, supporting opinions from interlocutors to emphasize the authenticity of the events being discussed, and expressions expressed by the speaker on a matter. This indicates that the dialogues in this textbook are in accordance with the facts, as they are, without any intentional exaggeration, sarcasm, or false statements that would violate the Maxim of Quality. The speakers consistently provide truthful information that aligns with real-world knowledge and the context of the conversations. This adherence to factual accuracy not only supports the educational purpose of the textbook but also helps students develop a clear understanding of how to communicate sincerely and reliably in English. By maintaining the truthfulness of the content, the textbook ensures that learners are exposed to honest and straightforward examples of dialogue, fostering trust and clarity in language learning.

The six instances of non-observance maxims offer opportunities for educators to highlight pragmatic nuances, such as implied meanings or conversational implicatures, enhancing learners' ability to navigate complex communicative situations. These examples can also serve as teaching points to discuss cultural and situational variations in language use and provide opportunities for students to engage with pragmatic nuances, such as implied meanings and conversational implicatures, enriching their understanding of natural communication patterns.

4.2 Discussion

The discussion explains about the result of the data analysis on the previous point. As the data shown in the table 4.1, it can be considered that the Gricean maxims are adhered to in this textbook. In other words, the conversations between the interlocutors flow smoothly. The maxim of relevance takes the highest place in this textbook and this is in line with the research conducted by Teguh et al. (2023) that 98.1% of the dialog in the “English Think Globally Act Locally” textbook complies with the maxim of relevance and is in accordance with the needs of junior high school students.

The dominant occurrence of maxim of relevance is in line with the needs of 8th grade students. Based on the textbook entitled “English for Nusantara Grade VIII”, the learning outcomes that are a reference for successful learning in accordance with the *Kurikulum Merdeka* are Phase D. In this phase, students are expected to achieve various competencies which include Mastery of the basics of knowledge in various subjects and the ability to solve contextual problems using the concepts and skills that have been learned. Based on the Common European Framework of Reference (CEFR) theory, phase D is equivalent to level B1 where students are expected to understand the main points of a clear conversation and be able to interact with native speakers even though what they learn is still basic. Therefore, the application of maxim of relevance becomes the main point for students to learn English in class so that it is easy to understand and the content of the conversation is in line with the topic being discussed. Because the material taught is still basic, this will greatly help the learning process in class to avoid miscommunication and reduce student confusion in understanding the conversation.

On the other hand, another research conducted by Hasanah et al. (2021) examined the cooperative principle analysis in the dialogue of an English textbook with the title “When English Rings a Bell”. The results show that the occurrence of the maxim of quality is very dominant from the other 3 maxim which indicates that the dialogue in the textbook focuses on the moral value and honesty meaning of each utterance. Therefore, this study concludes that the book publisher and the Ministry of Education (*Kemendikbudristek*) wrote the book for encouraging students to be as good and as honest as possible, along with encouraging them to practice English speaking.

The difference in the results of the Cooperative Principle analysis between the dialog in the “English for Nusantara” textbook in this study and “When English Rings a Bell” studied by Hasanah et al. (2021) is due to differences in curriculum in the preparation of textbooks. Unlike the “English for Nusantara” book which was compiled based on the needs of the *Kurikulum Merdeka*, the “When English Rings a Bell” book was compiled based on the *Kurikulum 2013*, where the main difference is in the learning outcomes in the classroom. Pouw & Mulyanti (2023) argue that in the *Kurikulum 2013*, English teaching emphasizes character development and four language skills: listening, speaking, reading, and writing and does not refer to the Common European Framework Reference (CEFR), while the *Kurikulum Merdeka* targets students' ability to understand and use language in a broader and practical context and refers to CEFR level B1. Therefore, in the 2013 Curriculum coursebook, it is more suitable to use the dominant maxim of quality as it emphasizes honesty in conversation according to the learning outcomes in character development and spiritual attitudes. On the other hand, the maxim of relevance and manner are more suitable for use in the dialog of teaching materials in the *Kurikulum Merdeka* as it focuses more on learning conversations that are clear, relevant to real life, and students can understand the main points of the conversation.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter presents the summary of the research findings and provides suggestions based on the results. It aims to conclude the study by highlighting the main points discovered through the analysis and offering recommendations for future research, textbook development, and teaching practices.

5.1 Conclusion

According to the findings presented in the previous chapter, this study examines the presence of Grice's Cooperative Principle in the student English textbook English for Nusantara Grade VIII. The results indicate that approximately 95.8% of the utterances in the textbook adhere to the theory. This suggests that most dialogues in the book consist of conversations in which each utterance is relevant to the interlocutor, does not exaggerate, avoids ambiguity, and aligns with the facts related to the topic of discussion.

However, around 4.2% of the dialogues deviate from the Cooperative Principle. These deviations fall under the category of flouting maxims. While some instances appear entirely irrelevant to the topic, most seem to be intentional, aiming to create a more natural and realistic conversational atmosphere. This strategy reflects the author's effort to simulate authentic language use, helping students better understand pragmatic nuances in real-life communication.

Furthermore, the dialogues in this textbook predominantly adhere to the maxim of relevance. This means that most utterances are contextually appropriate and directly related to the topic being discussed. Such alignment is consistent with the learning objectives for eighth-grade students in the *Kurikulum Merdeka*, which emphasize the ability to engage in meaningful and coherent communication. By ensuring that the dialogues maintain relevance, the textbook effectively supports students in developing their interactional competence, enabling them to participate in conversations with clarity and purpose.

5.2 Suggestion

After conducting this research, there are some points to highlight as suggestions for future use.

5.2.1 For Textbook Writers, Authors, and Publishers

- Pay attention and consider again the cooperative principle theory in the dialog that will be presented in the textbook. This would enhance students' ability to communicate effectively and understand nuances of clarity.
- Review and revise instances of flouting maxims to ensure they serve a pedagogical purpose, such as teaching irony or indirect speech, rather than confusing students.

5.2.2 For Teachers

- Teachers are supposed to be innovators in teaching dialogue by focusing on the cooperative principle (maxims) that must be implemented in the dialogue, so that students can implement it in their daily communication after acquiring it from the teachers.
- Use the textbook dialogues as an opportunity to teach students about both the observance and flouting of Gricean maxims. Highlighting examples can help students understand the dynamics of effective and creative communication.

5.2.3 For the Future Researchers

Based on the research, suggestions for future researchers who want to research textbooks are to cover other aspects in the textbook. This research only covers maxim analysis on dialog written in textbooks. Moreover, the dialog written in the book is not the only source for students to learn dialog. There are books that have inserted links containing dialog-based teaching materials from digital platforms. Thus, the enrichment of additional research sources will be useful for further research.

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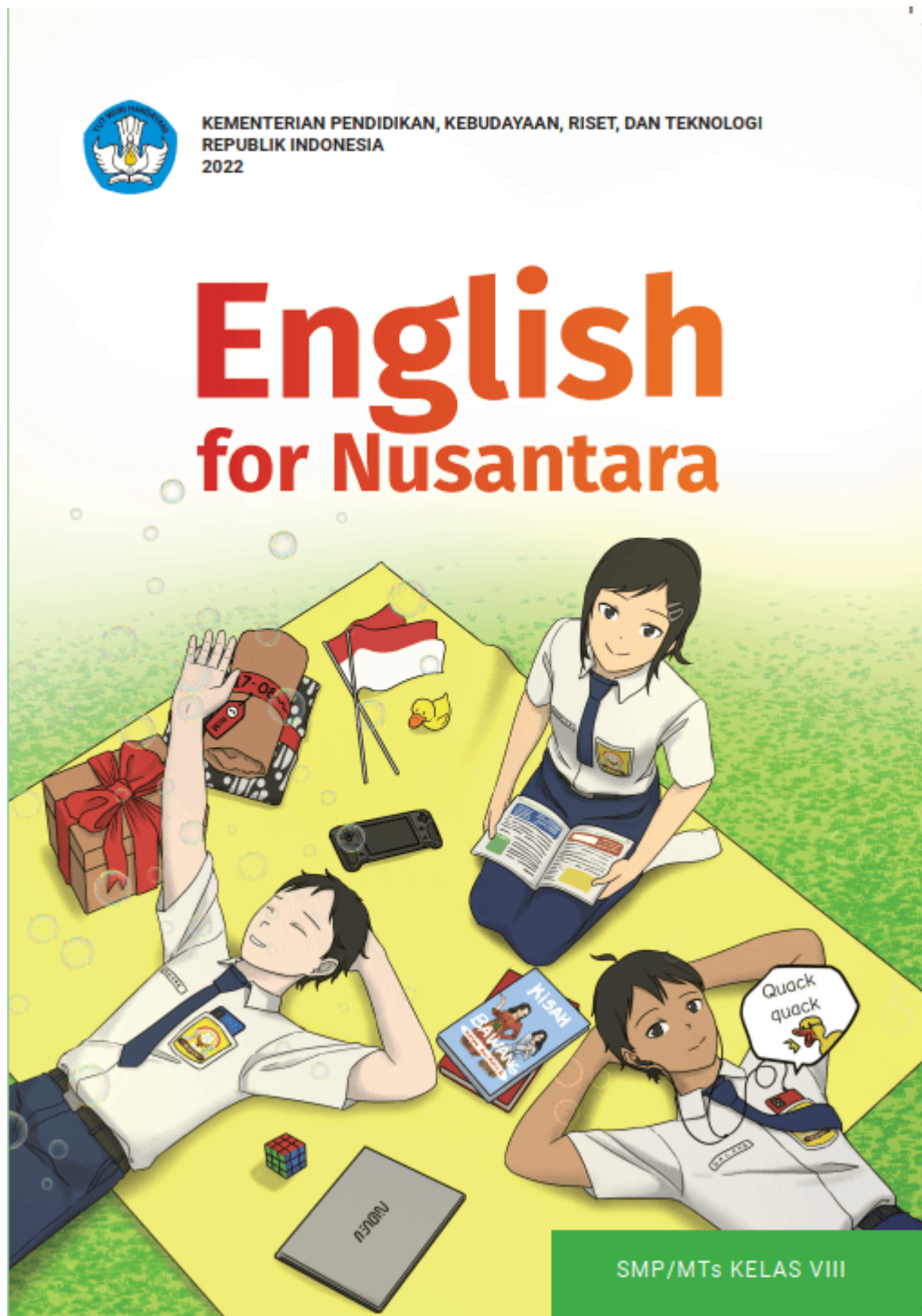
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APPENDICES

APPENDIX 1

English Textbook Entitled *English for Nusantara Grade VIII*

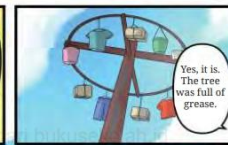
b Listen to Audio 1.1. Galang and his father are talking about the Independence Day celebration. See the **Word Box**.

WORDS

Word Box
 celebrate (base form) - celebrated (past form); merayakan
 hold (base form) - held (past form); mengadakan
 win (base form) - won (past form); memenangkan / menjuarai
 amazing; luar biasa
 congratulation; (ucapan) selamat
 during; selama (sesuatu sedang berlangsung)



Chapter 1 | The Beginning 25



26 English for Nusantara | untuk SMP/MTs Kelas VIII

Section 6 - Speaking
 Unit 1. The Champion of Panjat Pinjat

a. We ask and give information about activities or events in the past. Learn how to ask and respond to the questions using the expressions in Comic Strip 1.3.



34 English for Nusantara | untuk SMP/MTs Kelas VIII

The day after the independence day celebration



Chapter 1 | The Beginning 39

APPENDIX 2

The Result of Cooperative Principle Analysis

A. Observance Maxim

1. Maxim of Quantity

a) Data C1.D1.P25.U3

Son: Assalamu'alaikum

Dad: Wa'alaikumusalam. How was your school, son?

Son: It was good, Dad. Today, our school celebrated Independence Day and we had some games like, marble in spoon race, sack race, and tug of war.

The dialogue above observes the maxim of quantity. In this context, the conversation occurs between a father and his son, with the father asking, "***How was your school, son?***" The son replies, "***It was good, Dad. Today, our school celebrated Independence Day and we had some games like marble in spoon race, sack race, and tug of war.***" The son's response provides sufficient and relevant information to answer the father's question. This makes his response adequately informative without being overly detailed, thereby fulfilling the maxim of quantity.

b) Data C1.D1.P26.U5

Son: Assalamu'alaikum

Dad: Wa'alaikumusalam. How was your school, son?

Son: It was good, Dad. Today, our school celebrated Independence Day and we had some games like, marble in spoon race, sack race, and tug of war.

Dad: That sounds fun!

Son: Yes, absolutely. I won the marble in spoon race.

The dialogue above obeys the maxim of quantity. Based on the context, the father expresses enthusiasm by saying, *“That sounds fun!”* The son responds with, *“Yes, absolutely. I won the marble in spoon race.”* The son’s response provides sufficient information to add value to the conversation. He not only agrees with his father’s comment but also shares a specific detail about his achievement in the game, ensuring the response is informative without being excessive. This adherence to the maxim of quantity makes the conversation complete and contextually appropriate.

c) **Data C1.D1.P26.U8**

Son: Yes, absolutely. I won the marble in spoon race.

Dad: Nice, congratulations!

Son: Thank you, Dad. By the way, what game did you join when celebrating Independence Day?

Dad: Panjat Pinang. My team got many prizes from climbing the Pinang tree!

The dialogue above obeys the maxim of quantity. Based on the context, the son acknowledges his father’s congratulatory comment with a polite response and follows up with a question about the game that his Dad joined when celebrating Independence Day, inviting the father to share his experience. The father responds with, *“Panjat Pinang. My team got many prizes from climbing the Pinang tree!”* He not only mentions the specific game he participated in (*Panjat Pinang*) but also adds a relevant detail about the outcome, namely, that his team won many prizes. This additional information enriches the conversation without being excessive, making it both informative and engaging. By adhering to the maxim of quantity, the father ensures his response is appropriate, complete, and adds value to the discussion.

d) Data C1.D2.P28.U2

Son: Dad, please tell me more about the Panjat Pinang

Dad: At that time, the committee put a lot of prizes like sarong, groceries, radio, TV, and even a bike on the top of the tree.

Son: Wow! It's really hard to climb the tree, isn't it?

Dad: Yes, it is. The tree was full of grease.

The father's response adheres to the maxim of quantity. Based on the context, the son requests more details about the *Panjat Pinang* game. The father responds with, "**At that time, the committee put a lot of prizes like sarong, groceries, radio, TV, and even a bike on the top of the tree.**" The father's response adheres to the maxim of quantity by providing sufficient but not excessive information. When the son asks about Panjat Pinang, the father describes the prizes placed atop the tree, including sarong, groceries, radio, TV, and a bike. This detailed yet concise explanation satisfies the son's curiosity, making the conversation engaging and contextually appropriate.

e) Data C1.D2.P28.U6

Son: Dad, please tell me more about the Panjat Pinang

Dad: At that time, the committee put a lot of prizes like sarong, groceries, radio, TV, and even a bike on the top of the tree.

Son: Wow! It's really hard to climb the tree, isn't it?

Dad: Yes, it is. The tree was full of grease.

Son: Did you get to the top of the tree?

Dad: At first, I didn't. Many climbers also failed to climb up because the tree was slippery. That was the funniest part, though.

This dialogue obeys the maxim of quantity. The son question is directly related to the previous discussion about the difficulty of climbing the greased tree. The father responds with, "**At first, I didn't. Many climbers also failed to climb up because the tree was slippery. That was the funniest part, though.**" This

response adheres to the maxim of quantity because it provides a detailed and adequate answer to the son's question. The father explains his initial difficulty in climbing the tree and elaborates further by describing the challenges faced by other climbers. He also adds a humorous observation about the situation, making the response more engaging and complete.

f) Data C1.D2.P29.U10

<p>Son: So, what did you do then?</p> <p>Dad: <i>First, we made a human ladder and wiped off the grease bit by bit.</i></p> <p>Son: Then, What?</p> <p>Dad: One of us finally got to the top and threw the prizes to the ground.</p>

The dialogue above obeys the maxim of quantity. This is evident in the response given by Dad to Son's question, "***First, we made a human ladder and wiped off the grease bit by bit.***" In this exchange, Dad provides a clear and concise explanation of the actions taken during the **lomba panjat pinang**, and effectively addresses that curiosity by detailing the initial step of creating a human ladder to help participants reach the top of the greased pole. By focusing on the essential actions, Dad adheres to the maxim of quantity by giving an informative and relevant contribution without overwhelming his son with unnecessary details about the entire event or additional context that was not asked for.

g) Data C1.D2.P29.U12

<p>Son: So, what did you do then?</p> <p>Dad: First, we made a human ladder and wiped off the grease bit by bit.</p> <p>Son: Then, What?</p> <p>Dad: <i>One of us finally got to the top and threw the prizes to the ground.</i></p>

The dialogue above adheres to the maxim of quantity. This is evident in Dad's response to Son's question, "***One of us finally got to the top and threw the***

prizes to the ground." In this exchange, Dad provides a clear and concise description of a key moment in the *lomba panjat pinang*. He does not make a more informative contribution by adding unnecessary details about the entire event or other participants. Based on the context of the situation, the dialogue occurs during a conversation between Son and Dad after participating in the competition.

h) Data C1.D3.P34.U2

Girl: What do you remember about the Independence Day celebration?
Boy: I attended flag hoisting ceremony at school. I also played some games and joined our school parade
 Girl: What game did you participate in the Independence Day celebration?
 Boy: I participated in the marble in spoon race and krupuk eating race

The dialogue above adheres to the maxim of quantity. This is evident in Boy's response to Girl's question, "*I attended the flag hoisting ceremony at school. I also played some games and joined our school parade.*" In this exchange, Boy provides a clear and concise summary of his experiences during the celebration. He does not make a more informative contribution by adding unnecessary details about each activity. Based on the context of the situation, the dialogue takes place as Girl and Boy reminisce about their experiences during the Independence Day celebration.

i) Data C1.D3.P34.U4

Girl: What do you remember about the Independence Day celebration?
 Boy: I attended flag hoisting ceremony at school. I also played some games and joined our school parade
 Girl: What game did you participate in the Independence Day celebration?
Boy: I participated in the marble in spoon race and krupuk eating race

The dialogue above adheres to the maxim of quantity. This is evident in Boy's response to Girl's question, "*What game did you participate in during the Independence Day celebration?*" Boy answers, "*I participated in the marble in spoon race and krupuk eating race.*" In this exchange, Boy provides a clear and concise list of the games he took part in. He does not make a more informative contribution by adding unnecessary details about the rules or experiences of each game. Based on the context of the situation, the dialogue occurs as Girl and Boy discuss their activities during the Independence Day celebration. Boy effectively satisfies Girl's inquiry by focusing on the specific games he participated in, keeping his response relevant and to the point.

j) **Data C1.D3.P35.U8**

Girl: Did you win the marble in spoon race?

Boy: Yes, I did.

Girl: Congratulations! What did you do to win the game?

Boy: *I just kept my balance and my pace.*

Girl: Did you win the krupuk race?

Boy: Unfortunately, I didn't win.

Girl: Oh, I'm sorry

Boy: That's okay

The dialogue above adheres to the maxim of quantity. This is evident in Boy's response to Girl's question, "*What did you do to win the game?*" Boy answers, "*I just kept my balance and my pace.*" In this exchange, Boy provides a clear and concise explanation of his strategy for winning. He does not make a more informative contribution by adding unnecessary details about the game or his overall experience. Based on the context of the situation, the dialogue takes place after Girl congratulates Boy on his victory in the game. Boy effectively satisfies Girl's inquiry by focusing on the key elements that contributed to his success, keeping his response relevant and straightforward.

k) Data C1.D3.P35.U10

Girl: Did you win the krupuk race?

Boy: *Unfortunately, I didn't win.*

Girl: Oh, I'm sorry

Boy: That's okay

The dialogue above adheres to the maxim of quantity. This is evident in Boy's response to Girl's question, "***Unfortunately, I didn't win.***" In this exchange, Boy provides a clear and direct answer to Girl's question without adding unnecessary information. He does not make a more informative contribution by elaborating on the reasons for his loss or details about the race itself. Based on the context of the situation, the dialogue occurs as Girl inquires about Boy's performance in a specific event during the Independence Day celebration.

l) Data C1.D4.P39.U2

Pipit: Hi, everyone, how was the game?

Andre, Monita, and Galang: It was awesome!

Pipit: I agree! It was the best Independence Day celebration ever in our school.

Monita: It was! There were many fun games like the Kerupuk race, tug of war, and marble in spoon race.

The dialogue above reflects the excitement of participating in traditional games during Indonesia's Independence Day celebrations. When Pipit asks, and Andre, Monita, and Galang respond with "***It was awesome!***" it highlights the enjoyment and camaraderie that these activities foster among participants. The enthusiasm expressed by the group indicates that these games not only provide entertainment but also serve as a reminder of Indonesia's rich cultural heritage and the values of teamwork and cooperation that are celebrated on this special day.

m) Data C1.D4.P39.U4

Pipit: I agree! It was the best Independence Day celebration ever in our school.

Monita: It was! There were many fun games like the Kerupuk race, tug of war, and marble in spoon race.

Andre: We had some winners from our class. Galang came first for the marble in spoon race.

The dialogue above adheres to the maxim of quantity. This is evident in Pipit's response to Monita when he says, "***It was! There were many fun games like the Kerupuk race, tug of war, and marble in spoon race.***" In this exchange, both Pipit and Monita provide clear and concise statements about their enjoyment of the celebration. They do not make more informative contributions by elaborating on every detail of the games or their experiences. Based on the context of the situation, the dialogue occurs as friends reflect on their memorable experiences during the Independence Day celebration at school. By focusing on their shared enjoyment and mentioning specific games, they effectively keep their responses relevant and to the point.

n) Data C1.D4.P40.U11

Andre: By the way, did you join a parade in your neighborhood?

Pipit: No. I like watching the parade

Andre: Me, too.

Monita: But I love parade! I like wearing costumes.

The dialogue above adheres to the maxim of quantity. This is evident in Andre's question and Pipit's response, "***No. I like watching the parade.***" In this exchange, Pipit provides a clear and direct answer to Andre's inquiry without adding unnecessary information. He does not elaborate on why he prefers watching rather than participating, which keeps his response concise. Based on the context of the situation, the dialogue occurs as friends discuss their

experiences during the Independence Day celebrations. Pipit effectively satisfies Andre's question by expressing his preference for watching the parade, maintaining relevance and clarity in his response.

o) Data C1.D4.P40.U12

Andre: By the way, did you join a parade in your neighborhood?

Pipit: No. I like watching the parade

Andre: Me, too.

Monita: But I love parade! I like wearing costumes.

The dialogue above adheres to the maxim of quantity. This is evident in Pipit's response to Andre's question about joining the parade, Andre then adds, "***Me, too.***" In this exchange, both Pipit and Andre provide concise answers that directly address the topic of their preferences regarding the parade. Pipit clearly states his preference for watching rather than participating, while Andre succinctly agrees with him. Based on the context of the situation, this dialogue takes place as friends share their thoughts on the Independence Day celebrations. Their responses are relevant and straightforward, effectively conveying their shared enjoyment of watching the parade.

p) Data C2.D5.P72.U2

Monita: Hi, Galang. I'm listening to a story. The title is The Ugly Duckling. It's an assignment from Ibu Ida. Remember?

Galang: My goodness! I almost forgot about it. Can we listen to it together?

Monita: Sure thing. I'll use the loudspeaker then.

The dialogue above adheres to the maxim of quantity. This is evident in Monita's response to Galang's inquiry about the story, Galang then replies, "***My goodness! I almost forgot about it. Can we listen to it together?***" In this exchange, Monita provides a clear answer about her current activity and its

context, while Galang acknowledges his forgetfulness regarding the assignment and expresses a desire to join her. Based on the context of the situation, the dialogue occurs as friends discuss their assignment related to the story. Both participants keep their responses relevant and straightforward, effectively conveying their thoughts without unnecessary elaboration.

q) Data C2.D6.P88.U6

Andre: Yeah, I also feel the same. What about you, Mon?
 Monita: Well, I actually feel angry with the yellow ducklings.
Teacher: The story is not finished yet. I'm going to share the last part of the story
 Students: Yeay!!

The dialogue above adheres to the maxim of quantity. This is evident in Monita's statement that she shares her feelings concisely, while the Teacher provides a necessary clarification about the ongoing narrative. Based on the context of the situation, the dialogue occurs during a storytelling session in the classroom. The Teacher's response indicates that there is more to the story that may change Monita's perspective. Both participants keep their contributions relevant and focused, with Monita expressing her feelings and the Teacher guiding the discussion toward the conclusion of the story, ensuring that students understand that their interpretations may evolve as they learn more.

r) Data C2.D6.P88.U9

Teacher: The story is not finished yet. I'm going to share the last part of the story
 Students: Yeay!!
 Monita: What will happen to the Ugly Duckling, Bu?
Teacher: You will find out soon, here is the ending of the story.

The dialogue above adheres to the maxim of quantity. This is evident in the Teacher responds about the end of the story. In this exchange, Monita asks a direct question that shows her curiosity about the story, while the Teacher provides a brief response that builds anticipation without revealing too much. Their exchange takes place during a storytelling session, where students are eager to discover the ending. The Teacher's reply keeps the suspense alive, ensuring continued engagement. Both contributions remain relevant, emphasizing the value of patience and exploration in understanding a narrative.

s) **Data C3.D8.113.U5**

Andre: Okay. Oh, wait! Let's put our trash in the trash can first
 Monita: You're right. Here is a trash can!
Andre: It is full already. The trash is all over the place.
 Monita: But the one right there is full too.
 Andre: Yeah... It's full of plastic waste from snack wrappers and straws.

The dialogue above adheres to the maxim of quantity. This is evident in Monita's statement introduces a solution to the problem of litter. Andre then responds, "*It is full already. The trash is all over the place.*" In this exchange, Monita and Andre provide relevant and concise information about the trash can situation. Monita identifies it as a disposal solution, while Andre notes that it is already full. Their responses are direct and focused on the issue without unnecessary details, effectively addressing their concern about cleanliness.

t) **Data C3.D8.113.U6**

Monita: You're right. Here is a trash can!
 Andre: It is full already. The trash is all over the place.
Monita: But the one right there is full too.
 Andre: Yeah... It's full of plastic waste from snack wrappers and straws.

The dialogue above adheres to the maxim of quantity. This is evident in Andre's statement which clearly describes the problem they are facing with the trash can. Monita responds, "***But the one right there is full too,***" adding relevant information about another trash can nearby. Andre and Monita assess their surroundings in a public area where littering is an issue. Andre highlights the overflowing trash can, while Monita notes another full one, indicating a broader waste disposal problem. Their concise exchanges effectively convey their shared concern about cleanliness and the need for a solution.

u) Data C3.D8.114.U7

Andre: It is full already. The trash is all over the place.

Monita: But the one right there is full too.

Andre: Yeah... It's full of plastic waste from snack wrappers and straws.

The dialogue above adheres to the maxim of quantity. This is evident in Monita's statement which adds relevant information about another trash can that is also overflowing. Andre responds, "***Yeah... It's full of plastic waste from snack wrappers and straws,***" providing specific details about the type of waste contributing to the problem. Monita and Andre assess their environment, noticing litter from snacks. Monita highlights the waste issue, while Andre emphasizes the prevalence of plastic trash. Their concise exchange effectively conveys concerns about cleanliness and environmental impact, reflecting their awareness of waste disposal challenges.

v) Data C3.D10.P142.U3

Galang: Why are you washing your hands?

Pipit: Because, viruses are everywhere. We need to wash our hands often.

Galang: Well, I know that. But, why do you do it like that?

Pipit: Like what? I'm rubbing my hands with soap for 60 seconds.

The dialogue above adheres to the maxim of quantity. This is evident in Galang's question directed at Pipit, who is in the act of washing. Pipit's response is implied as relevant to the context, which likely involves hygiene practices after an activity. Based on the context of the situation, this dialogue occurs as Galang observes Pipit washing his hands. Galang's inquiry is straightforward and seeks clarification about Pipit's actions. His question encourages a discussion about hygiene and cleanliness, emphasizing the importance of washing hands, especially in communal settings. Both participants keep their contributions relevant and focused, effectively addressing the topic without unnecessary elaboration.

w) **Data C3.D10.P143.U6**

Pipit: Because, viruses are everywhere. We need to wash our hands often.

Galang: Well, I know that. But, why do you do it like that?

Pipit: Like what? I'm rubbing my hands with soap for 60 seconds.

Galang: Yes, but you're leaving the faucet running. It wastes the water.

The dialogue above adheres to the maxim of quantity. This is evident in Galang's statement which seeks clarification about Pipit's specific method of washing his hands. Pipit responds, "***Like what? I'm rubbing my hands with soap for 60 seconds,***" providing a clear explanation of his actions. Based on the context of the situation, this dialogue occurs as Galang observes Pipit washing his hands and questions the technique being used. Galang acknowledges the importance of handwashing but is curious about Pipit's approach. Pipit explains the recommended duration for effective germ removal, keeping the exchange focused and relevant. Their conversation underscores the significance of proper hygiene practices without unnecessary details.

x) **Data C3.D11.P150.U1**

Monita: Hey Guys! Check this post out! It's about throwing out trash. This girl wrote about how to sort it.

Galang: Well, we are starting to do that. We agree with her.

Andre: Yes. More and more teenagers are aware of the need to save the earth.

The dialogue above adheres to the maxim of quantity. This is evident in Monita's statement which provide a clear and concise introduction to the topic, inviting her friends to engage with the content without overwhelming them with unnecessary details. Based on the context of the situation, this dialogue occurs as Monita shares an informative post about waste management practices with her friends. Monita's message effectively summarizes the post's focus on sorting trash, encouraging discussion and awareness about environmental responsibility. Both participants maintain relevance and clarity in their contributions, fostering a productive conversation about an important topic without extraneous information.

y) **Data C4.D12.P187.U1**

At Sungai Lestari.

Galang: Mom, what's the name of this river?

Posma: It's Sungai Lestari.

Pak Rahmansyah: When I was your age, I often came down to this river.

Galang's question, "***Mom, what's the name of this river?***" adheres to the maxim of quantity because it is clear, concise, and provides just enough information for his mother to understand what he wants to know. He directly asks for the name of the river without including unnecessary details or overly broad phrasing. His question is appropriately structured to elicit a relevant response, ensuring that the conversation remains efficient and focused.

z) **Data C4.D12.P187.U2**

Galang: Mom, what's the name of this river?

Posma: It's Sungai Lestari.

Pak Rahmansyah: When I was your age, I often came down to this river.

The dialogue above adheres to the maxim of quantity. This is evident in Galang's question which seeks a straightforward piece of information. Posma responds, "***It's Sungai Lestari,***" providing a clear and concise answer without unnecessary elaboration. Based on the context of the situation, this dialogue occurs as Galang and Posma are likely near a river, and Galang is curious about its name. Posma's response effectively satisfies Galang's inquiry, ensuring that the information shared is relevant and to the point. Both participants maintain clarity in their communication.

aa) **Data C4.D12.P187.U8**

Galang: Were there others that went to the the river?

Pak Rahmansyah: A lot of kids swam and played in the river.

Galang: How did it become so dirty like this? Did people throw their trash into this river?

Bu Posma: Well, that is one of the causes. People also started to use a lot of plastic. And plastic does not decay easily.

The dialogue above adheres to the maxim of quantity. The dialogue reflects a conversation between Galang and Pak Rahmansyah regarding the presence of other children at the river. Galang asks and Pak Rahmansyah replies, "***A lot of kids swam and played in the river.***" This exchange highlights the social aspect of the activity, indicating that the river is a popular spot for children to gather and enjoy recreational activities. Based on the context of the situation, this dialogue likely takes place in a setting where Galang is curious about the community's engagement with the river, possibly after visiting or hearing about it.

bb) Data C4.D12.P188.U10

Galang: How did it become so dirty like this? Did people throw their trash into this river?

Bu Posma: Well, that is one of the causes. People also started to use a lot of plastic. And plastic does not decay easily.

Pak Rahmansyah: Plastic trash began to litter a lot of places. It made this river dirty.

The dialogue between Galang and Bu Posma addresses the issue of river pollution. Galang asks and Bu Posma responds, ***"Well, that is one of the causes. People also started to use a lot of plastic. And plastic does not decay easily."*** Bu Posma's statement adheres to the maxim of quantity by providing relevant and sufficient information without unnecessary elaboration. Her mention of plastic not decaying easily highlights an important environmental concern, emphasizing the lasting impact of plastic waste. This exchange underscores awareness of pollution issues and the need for responsible waste management. By discussing the persistence of plastic in the environment, the dialogue encourages the importance of reducing waste to protect ecosystems.

cc) Data C4.D13.P193.U3

Galang: According to the news, the flood hit Kota Amuntai after a heavy rain.

Ara: Did it rain for hours, kak Galang?

Galang: It rained heavily for almost two hours.

The dialogue above adheres to the maxim of quantity. In the exchange, Ara asks, ***"Did it rain for hours, kak Galang?"*** to which Galang responds, ***"It rained heavily for almost two hours."*** Galang's answer is concise and directly addresses Ara's question without providing unnecessary information. Based on the context of the situation, this dialogue likely occurs after a heavy rainfall event, with Ara seeking confirmation about the duration and intensity of the

rain. Galang's response indicates that the rain lasted a considerable amount of time, which is relevant to Ara's inquiry. By keeping his answer straightforward and focused, Galang effectively communicates the essential information regarding the rain without elaborating beyond what was asked.

dd) Data C4.D14.P205.U1

Galang: Hi Monita, what's going on?

Monita: Oh, Hi Galang. Hi Andre. I'm well, thanks. Where have you two been?

The dialogue above adheres to the maxim of quantity as Galang's question, "***Hi Monita, what's going on?***" seeks a clear and relevant response without unnecessary detail. His inquiry is concise and appropriate to the situation, allowing Monita to provide the necessary information. This exchange demonstrates effective communication by maintaining relevance and ensuring that only essential information is shared, keeping the conversation natural and purposeful. By doing so, Galang creates an open-ended opportunity for Monita to share her thoughts or experiences.

ee) Data C4.D14.P205.U5

Andre: What did you look at? Was it something interesting?

Monita: Oh, I just watched a YouTube video about plastic in the oceans.

Andre: How much plastic was there in the oceans?

Monita: The video showed a lot of plastic trash in the oceans.

The dialogue above adheres to the maxim of quantity. In the exchange, Andre asks and Monita responds, "***Oh, I just watched a YouTube video about plastic in the oceans.***" which directly addresses Andre's question without providing unnecessary details. Based on the context of the situation, this dialogue likely occurs during a casual conversation where Andre seeks to know what Monita has been engaged with recently. Monita's response is concise, informing Andre

about the topic of the video while also implying its relevance and importance. By keeping her reply focused and informative, she effectively engages in the conversation without elaborating beyond what was asked, demonstrating an awareness of the significant issue of plastic pollution in marine environments.

ff) Data C4.D14.P205.U7

Andre: What did you look at? Was it something interesting?

Monita: Oh, I just watched a YouTube video about plastic in the oceans.

Andre: How much plastic was there in the oceans?

Monita: The video showed a lot of plastic trash in the oceans.

This dialogue adheres to the maxim of quantity. In the exchange, Andre asks, and Monita responds, "***The video showed a lot of plastic trash in the oceans.***" Monita's answer directly addresses Andre's question without providing excessive information, keeping the conversation focused and relevant. This dialogue likely takes place in public area. Andre seeks specific information about the extent of plastic waste in the oceans, and Monita's response emphasizes the seriousness of the issue without unnecessary detail. This exchange demonstrates effective communication, ensuring that the message remains clear and to the point. By adhering to the maxim of quantity, both participants contribute meaningfully to the conversation while encouraging further discussion on an important global issue.

gg) Data C4.D14.P206.U13

Andre: What did the plastic trash do to the sea animals?

Monita: Many sea animals like dolphins or sea lions ate the plastic or became entangled in plastic.

Andre: It just made me remember about a team of scientists rescuing a sea turtle.

This dialogue adheres to the maxim of quantity. In the exchange, Andre asks, *"What did the plastic trash do to the sea animals?"* and Monita responds, *"Many sea animals like dolphins or sea lions ate the plastic or became entangled in plastic."* Monita's answer provides a clear and direct response to Andre's question without unnecessary elaboration, effectively conveying the impact of plastic pollution on marine life. This conversation likely takes place in a public area. Monita's answer contains the information needed by Andre. This answer is the purpose of the dialogue above, which is to find out the impact of plastic trash to the sea animals. The information provided is not more informative than the question asked to Monita.

hh)Data C5.D15.P239.U7

Pipit: They put on makeup. Should we put on makeup?

Monita: I think so.

In this dialogue, Monita's response, *"I think so,"* adheres to the maxim of quantity. When Pipit asks, *"Should we put on makeup?"* Monita's reply provides a clear and concise affirmation without unnecessary elaboration. This indicates her agreement with Pipit's suggestion to wear makeup, reflecting a shared interest in enhancing their appearance. The context of the conversation suggests that both characters are admiring models and contemplating adopting similar beauty practices. By saying "I think so," Monita not only supports Pipit's idea but also encourages exploration of makeup as a means of self-expression. Her response is straightforward, allowing the conversation to remain focused on their discussion about beauty without introducing extraneous details.

2. Maxim of Quality

a) Data C1.D4.P39.U3

Pipit: Hi, everyone, how was the game?
 Andre, Monita, and Galang: It was awesome!
Pipit: I agree! It was the best Independence Day celebration ever in our school.
 Monita: It was! There were many fun games like the Kerupuk race, tug of war, and marble in spoon race.

This dialogue adheres to the maxim of quality. In the exchange, Andre, Monita, and Galang exclaim, "***It was awesome!***" to which Pipit adds, "***I agree! It was the best Independence Day celebration ever in our school.***" Pipit's statement reflects a genuine belief about the event, affirming that it was indeed a memorable celebration. This context implies that the group has just experienced an event they found enjoyable and significant. By expressing their shared enthusiasm, they provide truthful and justified information about their feelings regarding the celebration. This adherence to the maxim of quality ensures that their contributions are authentic and based on their actual experiences.

b) Data C1.D4.P39.U5

Monita: It was! There were many fun games like the Kerupuk race, tug of war, and marble in spoon race.
Andre: We had some winners from our class. Galang came first for the marble in spoon race.
 Galang: Yes. It was a tight game between me and Monita.

This dialogue adheres to the maxim of quality. In the exchange, Monita states about the games and Andre adds, "***We had some winners from our class. Galang came first for the marble in spoon race.***" Monita's response affirms the enjoyable nature of the Independence Day celebration and provides specific

examples of the games that were played, reflecting her genuine enthusiasm for the event. Andre's comment about Galang's victory highlights a true achievement from their class, reinforcing a sense of pride and camaraderie among the group. Both participants share accurate and relevant information about their experiences, which enhances the conversation and fosters a positive atmosphere. This adherence to the maxim of quality ensures that their contributions are based on their actual experiences during the celebration, allowing for an engaging discussion about a meaningful event in their lives.

c) **Data C1.D4.P39.U6**

Andre: We had some winners from our class. Galang came first for the marble in spoon race.

Galang: Yes. It was a tight game between me and Monita.

Monita: Yeah, I came second. But, I beat Galang in the Krupuk race

This dialogue adheres to the maxim of quality, which emphasizes truthfulness and the provision of information that can be backed by evidence. In the exchange between Andre and Galang, Andre announces a winner from their class. Galang's response, "***Yes. It was a tight game between me and Monita,***" adds further detail without introducing falsehoods, acknowledging his competitor and describing the nature of the competition. This conversation likely takes place in a school setting during a class activity, where students participate in races or competitions. Andre's comment serves to recognize Galang's achievement, promoting encouragement and camaraderie among students. By adhering to the maxim of quality, both Andre and Galang ensure that their conversation remains truthful and relevant while fostering a positive atmosphere in their school community.

d) **Data C1.D4.P39.U7**

Andre: We had some winners from our class. Galang came first for the marble in spoon race.

Galang: Yes. It was a tight game between me and Monita.

Monita: Yeah, I came second. But, I beat Galang in the Krupuk race

This dialogue adheres to the maxim of quality. Galang states a competitive spirit, then Monita adds, "***Yeah, I came second. But, I beat Galang in the Krupuk race,***" providing factual details about her performance. The context likely involves a school event with various competitions fostering friendly rivalry and sportsmanship. Their exchange reflects typical interactions in educational settings, where students celebrate each other's achievements while sharing their experiences. By adhering to the maxim of quality, they ensure their communication remains truthful and meaningful, enhancing social bonds within their class community.

e) **Data C1.D4.P40.U9**

Monita: Yeah, I came second. But, I beat Galang in the Krupuk race

Pipit: Hahaha... That was fun. I remember you almost choked.

Monita: Hahaha... That's true

Andre: By the way, did you join a parade in your neighborhood?

This dialogue adheres to the maxim of quality. Pipit begins with a lighthearted remark referring to a humorous incident that occurred in the competition. Monita responds affirmatively, "***Hahaha... That's true,***" validating Pipit's memory and contributing to the playful tone of the conversation. The context suggests that they are reminiscing about a shared experience, possibly during celebration where laughter and enjoyment were prevalent. By adhering to the maxim of quality, they ensure their communication is both engaging and truthful, fostering a positive atmosphere and strengthening their social bonds within the group.

f) **Data C1.D4.P40.U13**

Pipit: No. I like watching the parade

Andre: Me, too.

Monita: But I love parade! I like wearing costumes.

Galang: I love parade, too. It's fun.

This dialogue adheres to the maxim of quality, which emphasizes truthfulness and the sharing of accurate information. Pipit begins by expressing her preference, then Monita adds her perspective with enthusiasm: ***"But I love parade! I like wearing costumes."*** Her response not only acknowledges the previous statements but also introduces her personal passion for parades, specifically highlighting her enjoyment of wearing costumes. This indicates a deeper emotional connection to the event. By adhering to the maxim of quality, she ensures that her communication is both genuine and engaging, enriching the group's discussion and fostering a sense of shared enthusiasm for the event.

g) **Data C1.D4.P40.U14**

Pipit: No. I like watching the parade

Andre: Me, too.

Monita: But I love parade! I like wearing costumes.

Galang: I love parade, too. It's fun.

The dialog above complies with the maxim of quality. this can be seen from Galang's response which says ***"I love parades, too. It's fun"*** which indicates a statement that contains the truth because Galang expresses his feelings towards the parade. The context likely involves a discussion about an upcoming school or community parade, where students can showcase their creativity and spirit. By adhering to the maxim of quality, both Monita and Galang ensure their communication is genuine and engaging, fostering a positive atmosphere and strengthening their social bonds as they celebrate their mutual love for parades.

h) **Data C2.D5.P72.U3**

Galang: Hi, Monita. What are you doing?

Monita: Hi, Galang. I'm listening to a story. The title is The Ugly Duckling. It's an assignment from Ibu Ida. Remember?

Galang: My goodness! I almost forgot about it. Can we listen to it together?

Monita: Sure thing. I'll use the loudspeaker then.

This dialogue adheres to the maxim of quality, which emphasizes truthfulness and accuracy. Galang's exclamation, "***My goodness! I almost forgot about it,***" shows his honesty about forgetting the assignment related to The Ugly Duckling. His follow-up question, "***Can we listen to it together?***" expresses a willingness to collaborate with Monita. The context likely takes place in a school setting where students work together on assignments. By adhering to the maxim of quality, Galang ensures his communication is sincere, fostering teamwork and shared learning.

i) **Data C2.D6.P88.U2**

Teacher: Have you listened to the story of The Ugly Duckling? Did you enjoy it?

Galang: Yes, Bu. But, it was sad.

Pipit: I feel sorry for the Ugly Duckling.

This dialogue adheres to the maxim of quality, which emphasizes truthfulness and the sharing of accurate information. The teacher begins by asking about the story. This question invites students to reflect on their experience with the story and share their thoughts. Galang responds, "***Yes, Bu. But, it was sad,***" indicating that he has indeed listened to the story and providing an honest assessment of his feelings about it. His acknowledgment of the story's sadness highlights his emotional engagement with the narrative, which explores themes of bullying, identity, and transformation. The context likely involves a

classroom setting where students are encouraged to analyze literature and share their perspectives. By adhering to the maxim of quality, Galang ensures that his communication is both genuine and insightful, contributing to a richer dialogue about the story and enhancing the learning experience.

j) Data C2.D6.P88.U3

Teacher: Have you listened to the story of The Ugly Duckling? Did you enjoy it?

Galang: Yes, Bu. But, it was sad.

Pipit: I feel sorry for the Ugly Duckling.

Pipit's statement adheres to the maxim of quality, which emphasizes truthfulness and sincerity in communication. When Pipit says, "***I feel sorry for the Ugly Duckling,***" he expresses a genuine emotional response to the story. His statement reflects his true feelings without exaggeration or falsehood, demonstrating an honest reaction to the duckling's struggles. The context likely involves a classroom setting where students are encouraged to analyze literature and share their perspectives. This sincerity ensures meaningful communication, fostering engagement in the discussion about the story.

k) Data C2.D6.P88.U5

Teacher: Have you listened to the story of The Ugly Duckling? Did you enjoy it?

Galang: Yes, Bu. But, it was sad.

Pipit: I feel sorry for the Ugly Duckling.

Andre: Yeah, I also feel the same. What about you, Mon?

Monita: Well, I actually feel angry with the yellow ducklings.

This dialogue adheres to the maxim of quality, which emphasizes truthfulness and accuracy. Andre agrees with Galang and Pipit, showing he shares their emotional response to *The Ugly Duckling*. His question invites Monita's thoughts, encouraging discussion. Monita responds, "***Well, I actually feel angry with the yellow ducklings,***" expressing her frustration. This introduces a different perspective and highlights themes of injustice in the story. Their honest responses make the discussion more meaningful, encouraging further exploration of emotions related to bullying and acceptance. This conversation likely takes place in a classroom, where students are discussing their feelings about the story as part of a literature lesson.

1) **Data C2.D6.P88.U7**

Monita: Well, I actually feel angry with the yellow ducklings.

Teacher: The story is not finished yet. I'm going to share the last part of the story

Students: Yeay!!

This dialogue adheres to the maxim of quality, which emphasizes truthfulness and accurate information. The teacher's announcement indicating that there is more to learn, which creates anticipation among the students. Their enthusiastic response, "***Yeay!!***" reflects genuine excitement and engagement with the narrative. This reaction suggests that the students are invested in the story and eager to hear how it concludes, highlighting their emotional connection to the characters and themes presented. The context likely involves a classroom setting where storytelling is an integral part of the learning experience, fostering a sense of community and shared enjoyment among the students. By expressing their enthusiasm, the students contribute to a positive atmosphere that encourages participation and reinforces their interest in literature.

m) Data C2,D7.P98.U1

Pipit: I feel sorry for the Ugly Duckling.

Galang: Yeah, I also feel the same. What about you, Mon?

Monita: Well, I actually feel angry with the yellow ducklings.

The dialogue above adheres to the maxim of quality. In this dialogue, Pipit conveys her feeling about the story “the Ugly Duckling.” She said “***I feel sorry for the Ugly Duckling***” which indicate her feeling and can be classified as truthful information. The context likely involves a classroom setting where students are encouraged to express their feelings about literature, fostering a supportive environment for exploring complex emotions and themes. By adhering to the maxim of quality, Pipit ensures that his communication is genuine and meaningful, enhancing the overall dialogue among his peers.

n) Data C2,D7.P98.U3

Pipit: I feel sorry for the Ugly Duckling.

Galang: Yeah, I also feel the same. What about you, Mon?

Monita: Well, I actually feel angry with the yellow ducklings.

The dialogue above obeys the maxim of quality. In the dialogue, Galang asks Monita “***What about you, Mon?***” and Monita answers “***Well, I actually feel angry with the yellow ducklings.***” Monita believes that what she said is true. It can be seen from the context in the dialogue. By articulating her feelings, Monita not only shares her viewpoint but also encourages her classmates to consider the impact of the yellow ducklings' actions on the Ugly Duckling. By adhering to the maxim of quality, Monita ensures that her communication is both genuine and thought-provoking, enriching the overall dialogue.

o) Data C2,D7.P98.U5

Pipit: What's the ending of the story?

Monita: The audio stopped here.

Galang: That's too bad.

This dialogue adheres to the maxim of quality, which emphasizes truthfulness and the sharing of accurate information. Pipit asks a question about the ending of the story and Monita responds, "***The audio stopped here,***" providing a factual account of their current situation, which explains why they do not have access to the ending at that moment. Her response highlights the limitation they face in completing their assignment and underscores her role in the conversation as someone who is also invested in the story. By adhering to the maxim of quality, both Pipit and Monita ensure their communication is clear and relevant, contributing to a meaningful and truthful dialogue about the story.

p) Data C2,D7.P98.U6

Pipit: What's the ending of the story?

Monita: The audio stopped here.

Galang: That's too bad.

This dialogue adheres to the maxim of quality, which emphasizes truthfulness and the sharing of accurate information. Monita provide a straightforward explanation for why they cannot continue with the story and Galang follows with, "***That's too bad,***" expressing empathy for the situation and reinforcing Monita's sentiment. His reaction adheres to the maxim of quality by honestly expressing disappointment, reflecting a shared understanding of the situation. Their exchange highlights engagement with the story and fosters meaningful communication. This interaction also encourages further discussion about their feelings and interpretations of the narrative.

q) **Data C2,D7.P98.U8**

Pipit: What's the ending of the story?
 Monita: The audio stopped here.
 Galang: That's too bad.
 Pipit: Let's make the ending of the story then.
Galang: That's a great idea.

The dialogue above obeys the maxim of quality. In the dialogue, Pipit says, ***"Let's make the ending of the story then,"*** and Galang responds, ***"That's a great idea."*** Pipit believes that her suggestion is a good way to address the unfinished story they were discussing. It can be seen from the context in the dialogue that both Pipit and Galang are genuinely engaged in the story and want to creatively contribute to completing it. Galang agrees with Pipit's idea, and his enthusiasm shows that he genuinely supports the suggestion. Based on the context, their statements are sincere and relevant to the situation, adhering to the principle of truthfulness.

r) **Data C3.D8.113.U4**

Andre: Okay. Oh, wait! Let's put our trash in the trash can first
Monita: You're right. Here is a trash can!
 Andre: It is full already. The trash is all over the place.

The dialogue above obeys the maxim of quality. In the dialogue, Andre states to put the trash and Monita responds, ***"You're right. Here is a trash can!"*** Andre genuinely believes that disposing of their trash properly is the right thing to do, showing his concern for cleanliness and responsibility. Monita agrees and points out a nearby trash can, confirming her acknowledgment of Andre's suggestion. Based on the context, both statements are sincere, truthful, and relevant to the situation of managing waste responsibly.

s) **Data C3.D8.114.U10**

Andre: Yeah... It's full of plastic waste from snack wrappers and straws.

Monita: That's too bad. We should reduce the use of plastic from now on. It's bad for the environment.

Andre: And it's not good for our health either. How about we bring our own container next time?

Monita: Good idea, Andre! Let's do that.

The dialogue above obeys the maxim of quality. In the dialogue, Monita's last response, "Good idea, Andre! Let's do that," adheres to the maxim of quality because it is truthful and expresses her genuine agreement with Andre's suggestion. She does not provide false or misleading information but instead acknowledges the validity of Andre's idea and commits to taking action. This response also reinforces their shared concern for the environment and promotes a practical solution to reducing plastic waste.

t) **Data C3.D10.P142.U4**

Galang: Why are you washing your hands?

Pipit: Because, viruses are everywhere. We need to wash our hands often.

Galang: Well, I know that. But, why do you do it like that?

The dialogue above obeys the maxim of quality. In the dialogue, Galang asks, "***Why are you washing your hands?***" and Pipit responds, "***Because viruses are everywhere. We need to wash our hands often.***" Pipit's response is truthful and based on the widely known fact that washing hands helps prevent the spread of viruses and maintain hygiene. Her statement provides a factual reason for her action, making it relevant and sincere in the context of promoting good hygiene practices. This conversation takes place in a school, where students are likely reminded about the importance of cleanliness and health.

u) **Data C3.D10.P143.U7**

Galang: Well, I know that. But, why do you do it like that?
 Pipit: Like what? I'm rubbing my hands with soap for 60 seconds.
Galang: Yes, but you're leaving the faucet running. It wastes the water.
 Pipit: Oh yes! I forgot about it. From now on, I will turn the faucet off when I rub my hands. Thank you for reminding me, Galang.

The dialogue above obeys the maxim of quality. In the dialogue, Pipit confuses Galang and Galang responds, "**Yes, but you're leaving the faucet running. It wastes the water.**" Pipit's statement is sincere and based on her belief that she is following proper handwashing practices by rubbing her hands with soap for an adequate duration. Galang's response is also truthful, pointing out a fact that leaving the faucet running while washing hands wastes water. Both statements are grounded in observable reality and relevant to the discussion, adhering to the principle of truthfulness.

v) **Data C3.D10.P143.U8**

Galang: Well, I know that. But, why do you do it like that?
 Pipit: Like what? I'm rubbing my hands with soap for 60 seconds.
 Galang: Yes, but you're leaving the faucet running. It wastes the water.
Pipit: Oh yes! I forgot about it. From now on, I will turn the faucet off when I rub my hands. Thank you for reminding me, Galang.

The dialogue above obeys the maxim of quality. In the dialogue, Galang says, "**Yes, but you're leaving the faucet running. It wastes the water,**" and Pipit responds, "**Oh yes! I forgot about it. From now on, I will turn the faucet off when I rub my hands. Thank you for reminding me, Galang.**" Galang's statement is truthful and points out an observable fact about leaving the faucet running. Pipit's response acknowledges her oversight and sincerely commits to changing her behavior. Both statements are relevant, sincere, and based on factual observations, adhering to the principle of truthfulness.

w) Data C3.D11.P150.U3

Monita: Hey Guys! Check this post out! It's about throwing out trash. This girl wrote about how to sort it.

Galang: Well, we are starting to do that. We agree with her.

Andre: Yes. More and more teenagers are aware of the need to save the earth.

The dialogue obeys the maxim of quality. In the dialogue, Andre responds, "***Yes. More and more teenagers are aware of the need to save the earth.***" Andre's response is truthful and aligns with the context of the conversation, which is focused on environmental awareness and actions like sorting trash. His statement highlights a real and observable trend—that teenagers are increasingly concerned with saving the earth. The response is based on a fact that can be supported by evidence, ensuring relevant to the discussion.

x) Data C3.D11.P150.U3

Monita: Hey Guys! Check this post out! It's about throwing out trash. This girl wrote about how to sort it.

Galang: Well, we are starting to do that. We agree with her.

Monita: You're right. Let's keep on doing it. It's not going to be easy.

Pipit: Yes, but we must not give up! By the way, thanks, Galang. You showed me the way to save water.

The dialogue above obeys the maxim of quality. In this exchange, Pipit responds Monita by saying, "***Yes, but we must not give up! By the way, thanks, Galang. You showed me the way to save water.***". She acknowledges that the task will be difficult, but emphasizes the importance of persistence, which aligns with a genuine understanding of the challenges they are facing. Her statement about saving water reflects her true appreciation for Galang's guidance. The information presented is believable and grounded in reality,

making it a sincere contribution to the ongoing conversation about environmental responsibility. Therefore, Pipit's statements are truthful, sincere, and contextually appropriate.

y) **Data C4.D12.P187.U4**

Pak Rahmansyah: When I was your age, I often came down to this river.
Galang: *But it does not look very clean. Was the river this dirty back then? Did you swim in the river?*
 Pak Rahmansyah: I did! The river was quite clean back then.

The dialogue above adheres to the maxim of quality because Galang's response is truthful and relevant to the conversation. He accurately observes that the river does not look clean and seeks clarification about its past condition by asking Pak Rahmansyah whether it was as dirty back then and if he used to swim in it. His curiosity is based on observable reality, making his inquiries both sincere and meaningful. This exchange also encourages reflection on the impact of human activities on nature.

z) **Data C4.D12.P187.U5**

Pak Rahmansyah: When I was your age, I often came down to this river.
 Galang: But it does not look very clean. Was the river this dirty back then?
 Did you swim in the river?
Pak Rahmansyah: *I did! The river was quite clean back then.*

The dialogue above adheres to the maxim of quality. Pak Rahmansyah says "***I did! The river was quite clean back then,***" and it is truthful and provides an accurate account based on his past experience. He shares his memories of swimming in the river, which was clean at that time, and his answer aligns with the context of the conversation about the river's condition. This exchange follows the maxim of quality because both speakers offer truthful and reliable information that is relevant to the topic being discussed.

aa) Data C4.D12.P188.U12

At Sungai Lestari.

Pak Rahmansyah: A lot of kids swam and played in the river.

Galang: How did it become so dirty like this? Did people throw their trash into this river?

Bu Posma: Well, that is one of the causes. People also started to use a lot of plastic. And plastic does not decay easily.

The dialogue above adheres to the maxim of quality. Bu Posma states "***Well, that is one of the causes. People also started to use a lot of plastic. And plastic does not decay easily.***" Bu Posma's response is truthful and explains the reasons behind the river's pollution, specifically mentioning the widespread use of plastic. This information is reliable, aligning with the context of the conversation and providing a plausible cause for the river's current state. Both speakers offer accurate information in line with the topic of discussion, which adheres to the maxim of quality.

bb) Data C4.D13.P193.U1

Galang: According to the news, the flood hit Kota Amuntai after a heavy rain.

Ara: Did it rain for hours, kak Galang?

Galang: It rained heavily for almost two hours.

The dialogue above adheres to the maxim of quality. Galang says "***According to the news, the flood hit Kota Amuntai after a heavy rain.***" He provides information that he believes to be true, as it comes from a reliable source, the news. His statement is aligned with the ongoing conversation about the flood and gives a factual explanation for the event. There is no reason to doubt the truthfulness of Galang's statement, making it consistent with the maxim of quality.

cc) Data C4.D13.P193.U7

Galang: In some areas, some houses were almost under water!

Sinta: Were the people there safe?

Galang: The news showed firefighters and soldiers working together to rescue the people there. They put elderly people and young children on rubber boats.

Ara: Oh, poor them!

The dialogue above adheres to the maxim of quality. Galang answers by saying ***"The news showed firefighters and soldiers working together to rescue the people there. They put elderly people and young children on rubber boats."***

Galang's statement presents information that he believes to be true, as it is based on a news report. He conveys the actions of the firefighters and soldiers accurately, providing details that support the claim. This is a truthful and clear representation of the rescue efforts, in line with the maxim of quality, which encourages sharing information that is truthful and well-founded.

dd)Data C4.D13.P194.U9

Galang: The news showed firefighters and soldiers working together to rescue the people there. They put elderly people and young children on rubber boats.

Ara: Oh, poor them!

Sinta: I really didn't know about the flooded houses. I thought the rainwater flooded only the streets. Did the flood last for long?

The dialogue above adheres to the maxim of quality. Sinta says ***"I really didn't know about the flooded houses. I thought the rainwater flooded only the streets. Did the flood last for long?"*** Sinta expresses her genuine confusion and curiosity regarding the flooding situation, asking a question she believes is relevant to her understanding. Her question is based on her prior knowledge, which may have been limited, and she seeks to clarify the situation. This shows

that she is engaging in the conversation honestly and sincerely, which aligns with the maxim of quality, emphasizing truthful and relevant communication.

ee) **Data C4.D13.P194.U11**

Galang: The news said at first it flooded only the streets. But, after an hour the rainwater went up and quickly got into houses.

Pak Rahmansyah: Rescuers found the next day that almost all gutters were full of trash, especially plastic trash. The gutters got clogged and made the rainwater drain very slowly.

Bu Posma: That's why you must always throw your trash into the bin!

The dialogue above adheres to the maxim of quality. In this dialogue, Pak Rahmansyah provides accurate and truthful information regarding the cause of the flooding by saying "***Rescuers found the next day that almost all gutters were full of trash, especially plastic trash. The gutters got clogged and made the rainwater drain very slowly.***" He explains that the gutters were clogged with trash, particularly plastic, which slowed down the drainage of rainwater. His response is based on factual knowledge, and he offers a clear, truthful account of the situation. This shows that he is speaking with sincerity and providing relevant information, which aligns with the maxim of quality.

ff) **Data C4.D14.P206.U9**

Monita: The video showed a lot of plastic trash in the oceans.

Andre: How did it happen?

Monita: It said people used a lot of plastic and didn't really reuse or recycle it.

Galang: Also, a lot of people litter

Monita: True, in the end the plastic trash found its way to the oceans. It's bad for the oceans and the animals there.

The dialogue above follows the maxim of quality. In this dialogue, Monita says *"It said people used a lot of plastic and didn't really reuse or recycle it,"* shares information from a source, presumably a video or article, that discusses the excessive use of plastic and the lack of recycling. Monita conveys this information truthfully, as she is repeating the message presented in the source. Her statement aligns with the maxim of quality because she is accurately sharing the content without exaggeration or fabrication, ensuring that the information is both reliable and relevant to the ongoing discussion about plastic use and environmental issues.

gg) Data C4.D14.P206.U11

Monita: It said people used a lot of plastic and didn't really reuse or recycle it.

Galang: Also, a lot of people litter

Monita: True, in the end the plastic trash found its way to the oceans. It's bad for the oceans and the animals there.

Andre: What did the plastic trash do to the sea animals?

The dialogue above adheres to the maxim of quality. Monita states *"True, in the end the plastic trash found its way to the oceans. It's bad for the oceans and the animals there"* and it is based on the true and factual impact of plastic pollution on oceans, which aligns with the maxim of quality because she is providing accurate information. She acknowledges the harmful effects of plastic waste, which is well-documented and widely known. Monita's response remains truthful, ensuring that the conversation maintains its reliability and is grounded in facts, especially as it relates to environmental concerns.

hh) Data C5.D15.P239.U1

Monita: Pipit, look at these models! They are so beautiful.

Pipit: You're right. They're white and tall. They have no flaws at all.

Monita: They are just perfect.

The dialogue above adheres to the maxim of quality. ***Monita: "Pipit, look at these models! They are so beautiful."*** Monita's statement about the models being beautiful reflects her personal opinion and observation. Assuming she believes what she says to be true, it adheres to the maxim of quality, as it is not misleading or false. In this context, Monita is offering her honest perspective, based on her perception of the models. Thus, it complies with the principle of truthfulness in conversation.

ii) Data C5.D15.P239.U2

Monita: Pipit, look at these models! They are so beautiful.

Pipit: You're right. They're white and tall. They have no flaws at all.

Monita: They are just perfect.

Pipit: I wish I looked like them.

Monita: So do I

Pipit: They put on makeup. Should we put on makeup?

Monita: I think so.

The dialogue above adheres to the maxim of quality. Pipit agrees with Monita's statement and adds further details by saying ***"You're right. They're white and tall. They have no flaws at all,"*** emphasizing the physical features of the models. Her description, though somewhat exaggerated ("no flaws at all"), is likely her honest interpretation of what he sees. Assuming Pipit believes her statement to be true, her response adheres to the maxim of quality by providing an accurate, if idealized, representation of the models, without intending to mislead or deceive.

jj) Data C5.D15.P239.U3

Monita: Pipit, look at these models! They are so beautiful.

Pipit: You're right. They're white and tall. They have no flaws at all.

Monita: They are just perfect.

Pipit: I wish I looked like them.

Monita: So do I

The dialogue above adheres to the maxim of quality. ***Monita: "They are just perfect."*** Monita's statement reflects her personal view and interpretation of the models. Assuming she genuinely believes the models are perfect, her statement aligns with the maxim of quality because it is presented as her truthful perception, without any intent to deceive. The use of the word "perfect" might be a subjective expression of admiration, but it remains consistent with her belief about the models.

kk)Data C5.D15.P239.U4

Monita: Pipit, look at these models! They are so beautiful.

Pipit: You're right. They're white and tall. They have no flaws at all.

Monita: They are just perfect.

Pipit: I wish I looked like them.

Monita: So do I

Pipit: They put on makeup. Should we put on makeup?

Monita: I think so.

The dialogue above adheres to the maxim of quality. ***Monita: "They are just perfect."*** Monita is expressing her opinion about the models, and she truly believes they are perfect. There is no intention to deceive, making her statement align with the maxim of quality. ***Pipit: "I wish I looked like them."*** Pipit's response also follows the maxim of quality, as she is honestly expressing a desire to resemble the models. Both statements are truthful reflections of their personal views, making the conversation adhere to the maxim of quality.

ll) **Data C5.D15.P239.U5**

Monita: They are just perfect.
 Pipit: I wish I looked like them.
Monita: So do I
 Pipit: They put on makeup. Should we put on makeup?
 Monita: I think so.

The dialogue above adheres to the maxim of quality. **Pipit: "I wish I looked like them."** Pipit is truthfully expressing her wish to resemble the models. **Monita: "So do I."** Monita's response confirms her agreement with Pipit's statement, indicating that she also shares the same desire. Both statements are honest reflections of their personal feelings, with no intent to deceive, which makes the conversation adhere to the maxim of quality.

mm) **Data C5.D16.P255.U1**

Monita: It's a good story, isn't it?
 Galang: Yes. It motivates me to work hard.
 Stephen: You're right. I was in the same situation once. I thought I was not good at anything But, I found out that I was good at playing basketball.
 Monita: In my case, I thought I was not good at fishing but Galang proved me wrong. He taught me how to fish well. Thanks, Galang.

The dialogue above adheres to the maxim of quality. **Monita: "It's a good story, isn't it?"** Monita is truthfully sharing her opinion about the story, suggesting that she finds it good. She also invites Galang to agree with her, reinforcing the belief that she is confident in her assessment. Her statement does not attempt to mislead or exaggerate, so it remains consistent with the maxim of quality.

nn) Data C5.D16.P255.U2

Monita: It's a good story, isn't it?

Galang: Yes. It motivates me to work hard.

Stephen: You're right. I was in the same situation once. I thought I was not good at anything But, I found out that I was good at playing basketball.

Monita: In my case, I thought I was not good at fishing but Galang proved me wrong. He taught me how to fish well. Thanks, Galang.

Stephen: Yeah, we just have to find what we like. Then, we have to practice.

The dialogue above adheres to the maxim of quality. ***Galang: "Yes. It motivates me to work hard."*** Galang's response is truthful and aligns with his personal reaction to the story. He affirms Monita's opinion and adds his own experience of how the story motivates him, which shows sincerity and reflects his true feelings. This response does not mislead or provide false information, adhering to the maxim of quality.

oo) Data C5.D16.P255.U3

Monita: It's a good story, isn't it?

Galang: Yes. It motivates me to work hard.

Stephen: You're right. I was in the same situation once. I thought I was not good at anything But, I found out that I was good at playing basketball.

Monita: In my case, I thought I was not good at fishing but Galang proved me wrong. He taught me how to fish well. Thanks, Galang.

The dialogue above adheres to the maxim of quality. ***Stephen: "You're right. I was in the same situation once. I thought I was not good at anything. But, I found out that I was good at playing basketball."*** Stephen's response is truthful and reflects his actual experience. He explains how he initially felt inadequate, but then discovered his talent in basketball, which is a sincere and valid statement. His response is consistent with the reality of his situation, adhering to the maxim of quality.

pp)Data C5.D16.P255.U4

Monita: It's a good story, isn't it?

Galang: Yes. It motivates me to work hard.

Stephen: You're right. I was in the same situation once. I thought I was not good at anything. But, I found out that I was good at playing basketball.

Monita: In my case, I thought I was not good at fishing but Galang proved me wrong. He taught me how to fish well. Thanks, Galang.

Stephen: Yeah, we just have to find what we like. Then, we have to practice.

Monita's response, "***In my case, I thought I was not good at fishing but Galang proved me wrong. He taught me how to fish well. Thanks, Galang,***" adheres to the Maxim of Quality. In this context, Monita shares a personal experience that is genuine and verifiable. She honestly admits her initial belief about not being good at fishing and then acknowledges Galang's role in helping her improve. Her gratitude towards Galang further reinforces the sincerity of her statement. Since there is no indication of exaggeration, deception, or unsupported claims, Monita's response exemplifies adherence to the Maxim of Quality by offering truthful and experience-based information within the conversation.

3. Maxim of Relevance/Relation

a) Data C1.D1.P25.U2

Son: Assalamu'alaikum

Dad: Wa'alaikumusalam. How was your school, son?

Son: It was good, Dad. Today, our school celebrated Independence Day and we had some games like, marble in spoon race, sack race, and tug of war.

The dialogue above obeys the maxim of relevance. Based on the context, the dialogue tells about a son greeting his father as he comes home, and the father responds appropriately. The son says, "***Assalamu'alaikum,***" which is a

common greeting in their cultural context. In response, the father says, *“Wa’alaikumusalam. How was your school, son?”* The father's reply is relevant to the context and builds on the son's greeting by shifting the conversation to the topic of the son’s day at school. This shows that the father's response is pertinent to their interaction and reflects his interest in the son’s activities.

b) Data C1.D1.P25.U4

Son: Assalamu’alaikum
 Dad: Wa’alaikumusalam. How was your school, son?
 Son: It was good, Dad. Today, our school celebrated Independence Day and we had some games like, marble in spoon race, sack race, and tug of war.
Dad: That sounds fun!

The dialogue above obeys the maxim of relevance. Based on the context, the son provides details about the activities at school, such as celebrating Independence Day and participating in those games. The father responds with, *“That sounds fun!”* This response is directly related to the son's description of the day and appropriately acknowledges the activities mentioned. By expressing interest and engaging with the topic introduced by the son, the father ensures his response remains contextually relevant to the conversation.

c) Data C1.D1.P26.U6

Son: Assalamu’alaikum
 Dad: Wa’alaikumusalam. How was your school, son?
 Son: It was good, Dad. Today, our school celebrated Independence Day and we had some games like, marble in spoon race, sack race, and tug of war.
 Dad: That sounds fun!
 Son: Yes, absolutely. I won the marble in spoon race.
Dad: Nice, congratulations!

The dialogue above obeys the maxim of relation. Based on the context, the son shares a personal achievement and the father's response, "**Nice, congratulations!**" is immediately relevant to the son's announcement of winning the race. It acknowledges the son's accomplishment in a positive and supportive way. The father's use of "Nice" and "congratulations" is contextually appropriate, as it provides a relevant and encouraging reaction to the son's success. By responding like that, the father keeps the conversation focused on the son's achievement, making the response not only relevant but also affirming the son's pride in his win. This ensures the conversation remains on topic and that the father's response is aligned with the context.

d) Data C1.D1.P26.U7

Son: It was good, Dad. Today, our school celebrated Independence Day and we had some games like, marble in spoon race, sack race, and tug of war.

Dad: That sounds fun!

Son: Yes, absolutely. I won the marble in spoon race.

Dad: Nice, congratulations!

Son: Thank you, Dad. By the way, what game did you join when celebrating Independence Day?

The dialogue above adheres to maxim of relation. Based on the context, the son acknowledges his father's congratulatory comment, "**Thank you, Dad,**" which is relevant to the conversation. He then shifts the conversation to a new topic by asking his father, "**what game did you join when celebrating Independence Day?**" This question is logically connected to the previous discussion about the Independence Day celebrations and the games that took place. The son's inquiry is contextually relevant, as it maintains the flow of the conversation by continuing the topic of the celebration and engaging the father in a similar experience. Thus, the maxim of relation is adhered to because the son's question is directly connected to the preceding conversation.

e) **Data C1.D1.P26.U9**

Son: Thank you, Dad. By the way, what game did you join when celebrating Independence Day?
 Dad: Panjat Pinang. My team got many prizes from climbing the Pinang tree!
Son: *Wow! Amazing.*

The dialogue above obeys the maxim of relation. Based on the context, the father shares his experience with *Panjat Pinang* during Independence Day, adding that his team won many prizes. The son responds with enthusiasm, saying, "***Wow! Amazing.***" This response is directly relevant to the father's statement, as it acknowledges and reacts positively to the father's achievement. By expressing amazement, the son keeps the conversation focused on the father's story and provides an appropriate and contextually relevant reaction, maintaining the flow of the dialogue.

f) **Data C1.D2.P28.U4**

Son: Dad, please tell me more about the Panjat Pinang
 Dad: At that time, the committee put a lot of prizes like sarong, groceries, radio, TV, and even a bike on the top of the tree.
 Son: Wow! It's really hard to climb the tree, isn't it?
Dad: *Yes, it is. The tree was full of grease.*

The dialogue obeys the maxim of relevance. When the son asks, "***Wow! It's really hard to climb the tree, isn't it?***" the father responds, "***Yes, it is. The tree was full of grease.***" The context of the dialogue is a son inquiring about the difficulty of climbing the tree in the traditional Panjat Pinang game. The father's response directly addresses the question by providing additional relevant information, explaining that the tree was covered in grease, which made it challenging to climb. This ensures that the conversation stays on topic and maintains relevance.

g) **Data C1.D2.P28.U5**

Son: Dad, please tell me more about the Panjat Pinang

Dad: At that time, the committee put a lot of prizes like sarong, groceries, radio, TV, and even a bike on the top of the tree.

Son: Wow! It's really hard to climb the tree, isn't it?

Dad: Yes, it is. The tree was full of grease.

Son: Did you get to the top of the tree?

Dad: At first, I didn't. Many climbers also failed to climb up because the tree was slippery. That was the funniest part, though.

The dialogue above obeys the maxim of relation. The dad says, "**Yes, it is. The tree was full of grease,**" and the son responds, "**Did you get to the top of the tree?**" The son's question is directly related to the dad's statement about the tree being greasy. The greasy condition implies a potential challenge in climbing the tree, making the son's question about reaching the top both logical and relevant. This continuation ensures the conversation stays on topic, maintaining a clear and meaningful connection between the dad's statement and the son's response, thus adhering to the maxim of relation.

h) **Data C1.D2.P29.U7**

Son: Did you get to the top of the tree?

Dad: At first, I didn't. Many climbers also failed to climb up because the tree was slippery. That was the funniest part, though.

Son: Did you give up?

Dad: No, we never gave up.

The dialogue above obeys the maxim of relation. In this exchange, the dad says, "**At first, I didn't. Many climbers also failed to climb up because the tree was slippery. That was the funniest part, though,**" and the son responds, "**Did you give up?**" The son's question is directly relevant to the dad's description of the

challenging and slippery nature of the climb. It follows logically from the dad's experience, as the difficulty described could lead someone to give up. By asking whether the dad gave up, the son keeps the conversation focused on the dad's story, ensuring relevance and adherence to the maxim of relation.

i) **Data C1.D2.P29.U8**

Son: Did you get to the top of the tree?
 Dad: At first, I didn't. Many climbers also failed to climb up because the tree was slippery. That was the funniest part, though.
 Son: Did you give up?
Dad: No, we never gave up.

The dialogue above obeys the maxim of relation. The son asks, "**Did you give up?**" and the dad responds, "**No, we never gave up.**" The son's question is directly relevant to the context of the dad's earlier story about the difficulty of climbing a greasy tree. The question is relevant to the topic being discussed because, given the slippery condition of the tree, it logically follows that the son would inquire whether the dad or the climbers gave up. The dad's response addresses the question clearly and meaningfully, maintaining the relevance of the conversation and adhering to the maxim of relation.

j) **Data C1.D2.P29.U9**

Son: Did you give up?
 Dad: No, we never gave up.
Son: So, what did you do then?
 Dad: First, we made a human ladder and wiped off the grease bit by bit.

This dialogue adheres to the maxim of relevance, which emphasizes the importance of staying on topic and providing information that is pertinent to the conversation. The Son's response, "**So, what did you do then?**" is directly relevant to Dad's statement. By asking this question, the Son seeks to

understand more about Dad's experiences and actions in the context of perseverance. This relevance enhances the dialogue, as it encourages Dad to elaborate on their experiences and share specific examples of how they maintained their determination. By focusing on this aspect of the conversation, the Son ensures that the discussion remains meaningful and centered around the theme introduced by Dad.

k) Data C1.D2.P29.U11

<p>Son: Did you give up?</p> <p>Dad: No, we never gave up.</p> <p>Son: So, what did you do then?</p> <p>Dad: First, we made a human ladder and wiped off the grease bit by bit.</p> <p><i>Son: Then, What?</i></p> <p>Dad: One of us finally got to the top and threw the prizes to the ground.</p>
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This dialogue adheres to the maxim of relevance. The Son's response, "***Then, what?***" directly follows Dad's explanation of their actions. By asking this question, the Son shows his eagerness to continue the narrative and learn more about the situation Dad is describing. His inquiry is relevant as it seeks to elicit further details about the process or outcome of their efforts. This engagement keeps the conversation focused on the actions taken and encourages Dad to elaborate on what happened next. The son's question shows active listening and reinforces the theme of problem-solving and teamwork introduced by Dad.

l) Data C1.D3.P34.U3

<p><i>Girl: What game did you participate in the Independence Day celebration?</i></p> <p>Boy: I participated in the marble in spoon race and krupuk eating race</p> <p>Girl: Did you win the marble in spoon race?</p> <p>Boy: Yes, I did.</p>
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The dialogue above obeys the maxim of relation. The boy shares his experience and the girl responds, "*What game did you participate in the Independence Day celebration?*" The girl's question is directly relevant to the boy's statement, as she is seeking more details about the games he mentioned participating in. Her question logically follows from the boy's description of the event and helps to continue the conversation in a focused and meaningful way. By asking about the games, the girl ensures that the topic remains related to the activities the boy mentioned, adhering to the maxim of relation.

m) Data C1.D3.P34.U5

Girl: What game did you participate in the Independence Day celebration?

Boy: I participated in the marble in spoon race and krupuk eating race

Girl: Did you win the marble in spoon race?

Boy: Yes, I did.

The dialogue above obeys the maxim of relation. The boy answers the girl's question and she responds, "*Did you win the marble in spoon race?*" The girl's question is directly relevant to the boy's statement because she is asking for more information about one of the events he mentioned. Since the boy shared his participation in the race, the girl's inquiry about whether he won follows logically and continues the conversation in a meaningful way. This keeps the discussion focused on the boy's experience in the race, adhering to the maxim of relation by maintaining relevance to the topic at hand.

n) Data C1.D3.P34.U6

Girl: Did you win the marble in spoon race?

Boy: Yes, I did.

Girl: Congratulations! What did you do to win the game?

Boy: I just kept my balance and my pace.

The dialogue above obeys the maxim of relation. The girl asks, "***Did you win the marble in spoon race?***" and the boy responds, "***Yes, I did.***" The boy's response is directly relevant to the girl's question about his performance in the race. The question logically follows from the conversation about the boy's participation in the race, and the boy's answer provides the information the girl is seeking. This keeps the conversation focused and meaningful, adhering to the maxim of relation by ensuring that the response stays relevant to the question asked.

o) Data C1.D3.P34.U7

Girl: Did you win the marble in spoon race?
 Boy: Yes, I did.
Girl: Congratulations! What did you do to win the game?
 Boy: I just kept my balance and my pace.
 Girl: Did you win the krupuk race?
 Boy: Unfortunately, I didn't win.

The dialogue above obeys the maxim of relation. The boy says, "***Yes, I did,***" and the girl responds, "***Congratulations! What did you do to win the game?***" The girl's question is directly relevant to the boy's previous answer about winning the race. After hearing that the boy won, the girl logically asks what actions or strategies he used to achieve victory. Her question continues the conversation by seeking more details about his experience, maintaining relevance to the topic of the game and the boy's success, and adhering to the maxim of relation by keeping the discussion focused on the subject at hand.

p) **Data C1.D3.P34.U9**

Boy: Yes, I did.
 Girl: Congratulations! What did you do to win the game?
 Boy: I just kept my balance and my pace.
Girl: Did you win the krupuk race?
 Boy: Unfortunately, I didn't win.

The dialogue above obeys the maxim of relation. The boy says, "***I just kept my balance and my pace,***" and the girl responds, "***Did you win the krupuk race?***" The girl's question is relevant to the boy's previous statement about his victory in the marble in spoon race. She is now shifting the conversation to inquire about the krupuk race, which the boy also mentioned participating in earlier. The question logically follows from the context and keeps the conversation focused on the boy's experiences, adhering to the maxim of relation by maintaining relevance to the topic of the races.

q) **Data C1.D3.P34.U11**

Girl: Did you win the krupuk race?
 Boy: Unfortunately, I didn't win.
Girl: Oh, I'm sorry
 Boy: That's okay

The dialogue above obeys the maxim of relation. The **boy** says, "***Unfortunately, I didn't win.***" and the **girl** responds, "***Oh, I'm sorry.***" The girl's response is relevant to the boy's statement, expressing sympathy for his loss. Her reaction is appropriately linked to the boy's statement about not winning, as it acknowledges his disappointment. This keeps the conversation meaningful and in context, adhering to the maxim of relation by maintaining the relevance of the response to the topic discussed.

r) **Data C1.D3.P34.U12**

Girl: Did you win the krupuk race?

Boy: Unfortunately, I didn't win.

Girl: Oh, I'm sorry

Boy: *That's okay*

The dialogue above obeys the maxim of relation. The *girl* says, "*Oh, I'm sorry.*" and the *boy* responds, "*That's okay.*" The boy's response is directly relevant to the girl's expression of sympathy. By saying "That's okay," the boy acknowledges the girl's apology and reassures her, keeping the conversation connected to the context of his earlier statement about not winning. This maintains the relevance of the exchange, adhering to the maxim of relation by ensuring the boy's response is fitting and on-topic.

s) **Data C1.D4.P39.U8**

Andre: We had some winners from our class. Galang came first for the marble in spoon race.

Galang: Yes. It was a tight game between me and Monita.

Monita: Yeah, I came second. But, I beat Galang in the Krupuk race

Pipit: *Hahaha... That was fun. I remember you almost choked.*

Monita: Hahaha...That's true

The dialogue above obeys the maxim of relation. Monita shares her experience and Pipit responds, "*Hahaha... That was fun. I remember you almost choked.*" Pipit's response is relevant to Monita's comment about the Krupuk race. By recalling Monita almost choking, Pipit connects the comment to a specific and humorous detail from the race. This maintains the relevance of the conversation, adhering to the maxim of relation by staying on topic and furthering the discussion in a light-hearted manner.

t) **Data C1.D4.P40.U10**

Monita: Yeah, I came second. But, I beat Galang in the Krupuk race

Pipit: Hahaha... That was fun. I remember you almost choked.

Monita: Hahaha...That's true

Andre: By the way, did you join a parade in your neighborhood?

Pipit: No. I like watching the parade

Andre: Me, too.

The dialogue above obeys the maxim of relation. Monita comments in response to Pipit's comment about her almost choking in the Krupuk race. Then, Andre asks, "***By the way, did you join a parade in your neighborhood?***" Although Andre shifts the topic from the Krupuk race to the parade, his question is still relevant to the context of the conversation, as it's a follow-up question related to the Independence Day celebrations, which they have been discussing. This shift in topic is smoothly connected, and it keeps the conversation on track, making Andre's question relevant and adhering to the maxim of relation.

u) **Data C1.D4.P40.U15**

Monita: But I love parade! I like wearing costumes.

Galang: I love parade, too. It's fun.

Monita: Well, Pipit and Andre, you should join us in our school parade next week.

The dialogue above obeys the maxim of relation. Galang says, "***I love parade, too. It's fun.***" and Monita responds, "***Well, Pipit and Andre, you should join us in our school parade next week.***" Monita's response is directly relevant to Galang's statement about enjoying parades. By suggesting that Pipit and Andre join them for the school parade, Monita is continuing the conversation in a way that aligns with the topic of parades, maintaining relevance and ensuring the exchange flows logically from Galang's comment. This adherence to the topic keeps the conversation meaningful and in line with the maxim of relation.

v) **Data C2.D6.P88.U4**

Teacher: Have you listened to the story of The Ugly Duckling? Did you enjoy it?

Galang: Yes, Bu. But, it was sad.

Pipit: I feel sorry for the Ugly Duckling.

Andre: Yeah, I also feel the same. What about you, Mon?

Monita: Well, I actually feel angry with the yellow ducklings.

The dialogue above obeys the maxim of relation. Pipit says, "*I feel sorry for the Ugly Duckling.*" and Andre responds, "*Yeah, I also feel the same. What about you, Mon?*" Andre's response is relevant to Pipit's statement as he agrees with Pipit's feeling of sympathy for the Ugly Duckling. Additionally, by asking Monita for her opinion, Andre is maintaining the conversation's focus on the same topic—the story of the Ugly Duckling. This keeps the conversation coherent and aligned with the maxim of relation, ensuring that the responses are connected and relevant to the ongoing discussion.

w) **Data C2.D6.P88.U8**

Monita: Well, I actually feel angry with the yellow ducklings.

Teacher: The story is not finished yet. I'm going to share the last part of the story

Students: Yeay!!

Monita: What will happen to the Ugly Duckling, Bu?

Teacher: You will find out soon, here is the ending of the story.

The dialogue above obeys the maxim of relation. The Teacher says that the story is not finished yet and Monita responds, "*What will happen to the Ugly Duckling, Bu?*" Monita's response is directly relevant to the teacher's statement about sharing the last part of the story. Since the teacher mentions that the story is not over yet, Monita's question about what will happen to the Ugly Duckling follows logically and keeps the conversation focused on the

topic of the story. This adherence to the ongoing discussion ensures that Monita's response is both meaningful and connected to the context, aligning with the maxim of relation.

x) Data C2.D7.P98.U2

Pipit: I feel sorry for the Ugly Duckling.
Galang: Yeah, I also feel the same. What about you, Mon?
 Monita: Well, I actually feel angry with the yellow ducklings.
 Pipit: What's the ending of the story?
 Monita: The audio stopped here.

The dialogue above obeys the maxim of relation. Pipit expresses sympathy for the Ugly Duckling, saying, "*I feel sorry for the Ugly Duckling.*" In response, Galang says, "*Yeah, I also feel the same. What about you, Mon?*" Galang's response is directly related to Pipit's comment, agreeing with the sentiment and then asking Monita for her opinion on the matter. The question about Monita's feelings is relevant because it follows naturally from the previous statements about the Ugly Duckling. By continuing the conversation in the same thematic direction, Galang maintains the relevance of the discussion and adheres to the maxim of relation.

y) Data C2.D7.P98.U7

Monita: The audio stopped here.
 Galang: That's too bad.
Pipit: Let's make the ending of the story then.
 Galang: That's a great idea.
 Monita: You're right. So, what will the ending be like?

This dialogue adheres to the maxim of relevance, which emphasizes the importance of staying on topic and providing information that is pertinent to the conversation. Monita begins by stating, "*The audio stopped here,*"

indicating a limitation in their ability to continue with the story. Galang responds and Pipit then suggests, "***Let's make the ending of the story then,***" introducing a creative solution to their predicament. This statement is directly relevant to the ongoing discussion, as it encourages collaboration and engagement with the narrative despite the interruption. Monita's initial statement about the audio stopping sets the stage for Pipit's idea, which keeps the conversation focused on the story and allows them to explore their creativity together.

z) Data C2.D7.P98.U9

Monita: The audio stopped here.
 Galang: That's too bad.
 Pipit: Let's make the ending of the story then.
 Galang: That's a great idea.
Monita: You're right. So, what will the ending be like?

The dialogue above adheres to the maxim of relation. Galang responds to ***Pipit's*** suggestion by saying, "***That's a great idea.***," showing that he agrees with the plan to create an ending for the story. Monita then asks, "***So, what will the ending be like?***," which is a direct follow-up question, seeking to continue the conversation and maintain relevance to the idea of making the story's ending. The flow of the dialogue remains coherent and relevant to the context.

aa) Data C3.D8.113.U2

Andre: Woah... I'm full.
Monita: Yeah, me too. Let's get back to our class.
 Andre: Okay. Oh, wait! Let's put our trash in the trash can first
 Monita: You're right. Here is a trash can!

The dialogue above adheres to the maxim of relation. Andre expresses that he is full, which is relevant to their previous activity, possibly eating or having a

meal. Monita responds by agreeing with Andre, saying "*Yeah, me too.*," and then suggesting, "*Let's get back to our class.*" This response is directly related to Andre's statement, as it acknowledges their current situation (having finished eating) and suggests the next appropriate action, which is to go back to class. The flow of the conversation remains coherent, and the response logically follows the context, maintaining relevance.

bb) Data C3.D8.114.U8

Andre: Yeah... It's full of plastic waste from snack wrappers and straws.
Monita: That's too bad. We should reduce the use of plastic from now on. It's bad for the environment.
 Andre: And it's not good for our health either. How about we bring our own container next time?
 Monita: Good idea, Andre! Let's do that.

The dialogue above adheres to the maxim of relation. Andre talks about the plastic waste in the trash can. Monita responds by expressing disappointment, "*That's too bad.*," and then suggests reducing plastic usage in the future. Her statement is relevant to Andre's observation because it is a direct response to the issue of plastic waste he raised. The conversation flows naturally, and Monita's response logically follows from the topic Andre introduced, maintaining relevance to the subject of plastic waste and the environment.

cc) Data C3.D8.113.U9

Monita: That's too bad. We should reduce the use of plastic from now on. It's bad for the environment.
Andre: And it's not good for our health either. How about we bring our own container next time?
 Monita: Good idea, Andre! Let's do that.

The dialogue above adheres to the maxim of relevance. Monita's statement about reducing plastic usage aligns with the ongoing conversation about the trash and waste around them. Andre's response, "*And it's not good for our health either. How about we bring our own container next time?*" is a relevant continuation, as it directly addresses the issue of plastic waste and suggests a practical solution, thereby maintaining the continuity of the conversation. Both responses are closely tied to the topic of environmental impact and health, ensuring the relevance of their exchange.

dd)Data C4.D9.P137.U2

Galang: First, turn on the faucet and wash our hands with running water.
 Next, turn off the faucet.
 Apply the hand soap.
 After that. rub our hands together starting from the backs of hands.
 Between the fingers. Turn on the water and wash our hands with clean water.
 Turn off the faucet.
 Last, dry our hands with a towel.
Monita: Let me try now.
 Andre: Let me try too.

The dialogue above adheres to the maxim of relevance. Monita's response, "**Let me try now.**" is directly relevant to the preceding instructions given by Galang. Galang provides a clear step-by-step process for washing hands, and Monita's reply signals her intention to follow these instructions and attempt the process herself. This maintains the relevance of the conversation, as Monita is reacting to the task at hand and moving the interaction forward in a meaningful way.

ee) **Data C4.D9.P137.U3**

Galang: First, turn on the faucet and wash our hands with running water.
 Next, turn off the faucet.
 Apply the hand soap.
 After that, rub our hands together starting from the backs of hands.
 Between the fingers. Turn on the water and wash our hands with clean water.
 Turn off the faucet.
 Last, dry our hands with a towel.
 Monita: Let me try now.
Andre: Let me try too.

The dialogue above adheres to the maxim of relevance. Monita's response, "*Let me try now.*" is relevant as it follows Galang's detailed instructions on how to wash hands. Andre's reply, "*Let me try too.*" is also relevant because it is a natural continuation of Monita's desire to try, showing his willingness to participate in the activity as well. Both responses are directly related to the ongoing task of washing hands and reflect the flow of the conversation.

ff) **Data C3.D10.P142.U1**

Galang: Hi, Pipit.
Pipit: Hi, Galang.
 Galang: Why are you washing your hands?
 Pipit: Because, viruses are everywhere. We need to wash our hands often.

The dialogue above adheres to the maxim of relevance. Galang's greeting, "*Hi, Pipit.*" is a simple introduction to the conversation, and Pipit's response, "*Hi, Galang.*" is relevant as it acknowledges Galang's greeting. Both utterances maintain the relevance of the conversation, as they serve to initiate the exchange without deviating from the social norm of responding to a greeting. The conversation remains on-topic as both parties engage with the customary response.

gg) Data C3.D10.P143.U9

Pipit: Like what? I'm rubbing my hands with soap for 60 seconds.
 Galang: Yes, but you're leaving the faucet running. It wastes the water.
 Pipit: Oh yes! I forgot about it. From now on, I will turn the faucet off when I rub my hands. Thank you for reminding me, Galang.
Galang: You are very welcome, Pipit.

The dialogue above adheres to the maxim of relevance. Pipit acknowledges Galang's reminder about turning off the faucet and commits to improving their actions, which is directly relevant to the topic of proper hand-washing. Galang's response, "***You are very welcome, Pipit.***" is relevant because it acknowledges Pipit's gratitude, maintaining the conversational flow and showing that Galang is engaged and appreciative of Pipit's response. Both exchanges stay on topic and contribute meaningfully to the ongoing conversation about hand-washing and water conservation.

hh) Data C3.D11.P150.U2

Monita: Hey Guys! Check this post out! It's about throwing out trash. This girl wrote about how to sort it.
Galang: Well, we are starting to do that. We agree with her.
 Andre: Yes. More and more teenagers are aware of the need to save the earth.
 Monita: You're right. Let's keep on doing it. It's not going to be easy.

The dialogue above adheres to the maxim of relevance. Monita introduces a post about sorting trash, which is directly related to the ongoing conversation about the environment and waste management. Galang's response, "***Well, we are starting to do that. We agree with her,***" is relevant because it acknowledges the importance of sorting trash and shows alignment with the post's message. The conversation remains focused on the topic at hand, ensuring that both participants contribute to the discussion in a meaningful way.

ii) Data C4.D12.P187.U3

Galang: Mom, what's the name of this river?

Posma: It's Sungai Lestari.

Pak Rahmansyah: *When I was your age, I often came down to this river.*

Galang: But it does not look very clean. Was the river this dirty back then?
Did you swim in the river?

Pak Rahmansyah: I did! The river was quite clean back then.

The dialogue above adheres to the maxim of relevance. Posma answers Galang's question directly, saying, "***It's Sungai Lestari.***" This is relevant because it provides the exact information Galang was asking for, which is the name of the river. Following this, Pak Rahmansyah contributes to the conversation by saying, "***When I was your age, I often came down to this river.***" This statement is relevant because it offers personal context, connecting to the river and its history, thereby further enriching the discussion about ***Sungai Lestari*** and its significance.

jj) Data C4.D12.P187.U6

Galang: But it does not look very clean. Was the river this dirty back then?
Did you swim in the river?

Pak Rahmansyah: I did! The river was quite clean back then.

Galang: *Were there others that went to the river?*

Pak Rahmansyah: A lot of kids swam and played in the river.

The dialogue above adheres to the maxim of relevance. Pak Rahmansyah answers Galang's question directly, saying, "***I did! The river was quite clean back then.***" This is relevant because it provides a personal experience about the river, indicating that it was once clean. In response, Galang asks, "***Were there others that went to the river?***" This question is also relevant as it follows up on Pak Rahmansyah's statement, further exploring the social aspect of the river's past, which connects to the ongoing conversation about its current state.

kk) Data C4.D12.P187.U8

Galang: But it does not look very clean. Was the river this dirty back then?
Did you swim in the river?

Pak Rahmansyah: I did! The river was quite clean back then.

Galang: Were there others that went to the river?

Pak Rahmansyah: A lot of kids swam and played in the river.

Galang: How did it become so dirty like this? Did people throw their trash into this river?

Bu Posma: Well, that is one of the causes. People also started to use a lot of plastic. And plastic does not decay easily.

The dialogue above adheres to the maxim of relevance. Pak Rahmansyah answers Galang's question directly by saying a fact according to his experience in the past. This information relates to the river's past state, providing context to the conversation. In response, Galang asks why the river become dirty. This question is relevant because it logically follows the discussion about the river's former state, explaining about the river's current condition. It shows curiosity about the reasons behind the pollution, maintaining the focus on the topic of the river's cleanliness.

ll) Data C4.D13.P193.U2

Galang: According to the news, the flood hit Kota Amuntai after a heavy rain.

Ara: Did it rain for hours, kak Galang?

Galang: It rained heavily for almost two hours.

Sinta: Were many houses under water?

Galang: In some areas, some houses were almost under water!

The dialogue above adheres to the maxim of relevance. Galang starts by sharing information about the flood hitting Kota Amuntai after heavy rain, which introduces the topic of the flood. In response, Ara asks, "***Did it rain for***

hours, kak Galang?” This question is directly relevant because it seeks more specific information about the cause of the flood, which was heavy rain, and ties into the ongoing conversation about the event. Ara's question follows naturally from the topic Galang introduced, thus maintaining relevance in the exchange.

mm) Data C4.D13.P193.U4

Galang: According to the news, the flood hit Kota Amuntai after a heavy rain.

Ara: Did it rain for hours, kak Galang?

Galang: It rained heavily for almost two hours.

Sinta: Were many houses under water?

Galang: In some areas, some houses were almost under water!

The dialogue above adheres to the maxim of relevance. Galang provides specific information about the heavy rain, answering Ara's question with details about the duration of the rain. Following that, Sinta asks, “***Were many houses under water?***”, which is directly related to the ongoing conversation about the flood. Sinta’s question seeks to gain more insight into the consequences of the rain, keeping the conversation relevant to the flood and its impact. The question aligns with the prior information, making it a relevant contribution to the discussion.

nn)Data C4.D13.P193.U6

Galang: According to the news, the flood hit Kota Amuntai after a heavy rain.

Ara: Did it rain for hours, kak Galang?

Galang: It rained heavily for almost two hours.

Sinta: Were many houses under water?

Galang: In some areas, some houses were almost under water!

Sinta: *Were the people there safe?*

Galang: The news showed firefighters and soldiers working together to rescue the people there. They put elderly people and young children on rubber boats.

The dialogue above adheres to the maxim of relevance. Galang answers Sinta's question by providing information about the flooding, saying that in some areas, houses were nearly submerged. This answer directly addresses the topic at hand. Sinta then asks, "***Were the people there safe?***", which is a relevant follow-up question to the discussion about the flood. It naturally builds on Galang's response by inquiring about the safety of the people affected by the flood, maintaining the conversation's relevance.

oo) Data C4.D13.P194.U8

Galang: The news showed firefighters and soldiers working together to rescue the people there. They put elderly people and young children on rubber boats.

Ara: *Oh, poor them!*

Sinta: I really didn't know about the flooded houses. I thought the rainwater flooded only the streets. Did the flood last for long?

Galang: The news said at first it flooded only the streets. But, after an hour the rainwater went up and quickly got into houses.

The dialogue above adheres to the maxim of relevance. Galang provides a relevant and detailed answer about the rescue efforts during the flood, explaining how firefighters and soldiers helped by placing elderly people and children on rubber boats. Ara then responds with "***Oh, poor them!***", which is a relevant and empathetic reaction to Galang's description. Ara's response shows sympathy for the people affected by the flood, thus staying on-topic and maintaining the relevance of the conversation.

pp)Data C4.D13.P194.U12

Galang: The news said at first it flooded only the streets. But, after an hour the rainwater went up and quickly got into houses.

Pak Rahmansyah: Rescuers found the next day that almost all gutters were full of trash, especially plastic trash. The gutters got clogged and made the rainwater drain very slowly.

Bu Posma: That's why you must always throw your trash into the bin!

The dialogue above adheres to the maxim of relevance. ***Pak Rahmansyah*** provides relevant information about the clogged gutters, explaining how trash, particularly plastic, caused rainwater to drain slowly. This directly relates to the conversation about the flood and environmental issues. ***Bu Posma*** then responds with ***“That's why you must always throw your trash into the bin!”***, which is a relevant and appropriate statement that connects the earlier information about trash blocking the gutters to the importance of proper waste disposal.

qq)Data C4.D14.P205.U2

Galang: Hi Monita, what's going on?

Monita: Oh, Hi Galang. Hi Andre. I'm well, thanks. Where have you two been?

Galang: Around. We saw you sitting by yourself, looking at your phone so seriously

The dialogue above adheres to the maxim of relation. Galang asks Monita what's going on, which is a relevant question to start a conversation. Monita responds appropriately by acknowledging Galang's greeting, introducing herself as well, and answering the implied question about how she is doing. She also asks Galang and Andre where they have been, which is relevant to continuing the conversation and seeking information about their activities. The exchange follows a logical and connected flow.

rr) Data C4.D14.P205.U4

Galang: Hi Monita, what's going on?

Monita: Oh, Hi Galang. Hi Andre. I'm well, thanks. Where have you two been?

Galang: Around. We saw you sitting by yourself, looking at your phone so seriously

Andre: What did you look at? Was it something interesting?

Monita: Oh, I just watched a YouTube video about plastic in the oceans.

The dialogue above adheres to the maxim of relation. Galang answers Monita's question by providing a brief explanation of where he and Andre have been, which is directly related to the inquiry about their whereabouts. Andre then follows up with a relevant question regarding what Monita was looking at on her phone by saying "***What did you look at? Was it something interesting?***". The focus stays on Monita's action, maintaining continuity and relevance in the conversation, as both responses build on the earlier part of the dialogue.

ss) Data C4.D14.P205.U6

Galang: Around. We saw you sitting by yourself, looking at your phone so seriously

Andre: What did you look at? Was it something interesting?

Monita: Oh, I just watched a YouTube video about plastic in the oceans.

Andre: How much plastic was there in the oceans?

Monita: The video showed a lot of plastic trash in the oceans.

The dialogue above adheres to the maxim of relation. Monita responds directly to Andre's inquiry by explaining what she was watching, which is a video about plastic in the oceans. Andre then asks a follow-up question about the amount of plastic in the oceans, which is directly related to the topic Monita just introduced. The conversation stays relevant to the subject of plastic in the oceans, and both responses are logically connected.

tt) Data C4.D14.P205.U8

Monita: The video showed a lot of plastic trash in the oceans.

Andre: How did it happen?

Monita: It said people used a lot of plastic and didn't really reuse or recycle it.

Galang: Also, a lot of people litter

The dialogue above adheres to the maxim of relation. Monita says, "***The video showed a lot of plastic trash in the oceans.***" which directly answers Andre's question, "***How much plastic was there in the oceans?***" After Monita's response, Andre follows up with a relevant question, "***How did it happen?***" which logically connects to the information Monita just provided about plastic trash in the oceans. Andre's question maintains relevance by seeking an explanation for the situation Monita described, ensuring that the conversation stays on topic and is logically structured.

uu) Data C4.D14.P206.U10

Monita: The video showed a lot of plastic trash in the oceans.

Andre: How did it happen?

Monita: It said people used a lot of plastic and didn't really reuse or recycle it.

Galang: Also, a lot of people litter

The dialogue above adheres to the maxim of relation. Monita states, "***It said people used a lot of plastic and didn't really reuse or recycle it,***" which directly follows from Andre's earlier question about how the plastic ended up in the oceans. Galang then contributes with a relevant point, "***Also, a lot of people litter,***" which logically extends the conversation by adding another factor contributing to plastic pollution. Both responses are connected to the main topic of plastic waste in the oceans, maintaining relevance throughout the exchange.

vv) Data C4.D14.P206.U12

Galang: Also, a lot of people litter

Monita: True, in the end the plastic trash found its way to the oceans. It's bad for the oceans and the animals there.

Andre: What did the plastic trash do to the sea animals?

Monita: Many sea animals like dolphins or sea lions ate the plastic or became entangled in plastic.

The dialogue above adheres to the maxim of relation. Monita says, "***True, in the end the plastic trash found its way to the oceans. It's bad for the oceans and the animals there,***" which directly addresses the impact of plastic on the oceans and its inhabitants. Andre then asks, "***What did the plastic trash do to the sea animals?***", which is a relevant follow-up question, focusing on the effect of plastic on the animals in the ocean, as mentioned by Monita. The question is linked to the ongoing topic, making the conversation flow logically and maintaining relevance.

ww) Data C4.D14.P206.U14

Andre: What did the plastic trash do to the sea animals?

Monita: Many sea animals like dolphins or sea lions ate the plastic or became entangled in plastic.

Andre: It just made me remember about a team of scientists rescuing a sea turtle.

The dialogue above obeys the maxim of relation. It can be seen when Andre responds Monita by saying "***It just made me remember about a team of scientists rescuing a sea turtle.***" In the dialogue, it can be seen that Andre's response is relevant to the topic being discussed about sea animals being affected by plastic pollution. Andre's contribution maintains the relevance by sharing a related memory about scientists rescuing a sea turtle. The context of the situation explains about a conversation regarding the impact of plastic

pollution on marine life. His response is appropriate as it maintains the conversation's focus while providing a related example that builds on the previous statement.

xx) Data C4.D14.P206.U15

Andre: What did the plastic trash do to the sea animals?

Monita: Many sea animals like dolphins or sea lions ate the plastic or became entangled in plastic.

Andre: It just made me remember about a team of scientists rescuing a sea turtle.

Monita: What happened to the sea turtle?

Andre: I'll just give you the link to the YuTub video. It's so tragic!

The dialogue above obeys the maxim of relation. It can be seen when Monita asks "***What happened to the sea turtle?***" in response to Andre's statement about scientists rescuing a sea turtle. In the dialogue, it can be seen that Monita's question is directly relevant to Andre's previous statement about the sea turtle rescue. Monita's question is appropriate as it maintains the topic of conversation by asking for more details about the specific incident Andre just mentioned. The context of the situation explains about Andre sharing a memory about scientists rescuing a sea turtle, and Monita responding with a relevant follow-up question to learn more about that situation. Her question clearly relates to and builds upon Andre's statement by seeking additional information about the same sea turtle, making it a highly relevant contribution to the ongoing conversation.

yy) **Data C5.D15.P240.U6**

Monita: Pipit, look at these models! They are so beautiful.
 Pipit: You're right. They're white and tall. They have no flaws at all.
 Monita: They are just perfect.
 Pipit: I wish I looked like them.
 Monita: So do I
Pipit: They put on makeup. Should we put on makeup?
 Monita: I think so.

The dialogue above partially adheres to the maxim of relevance. Pipit's question, "*Should we put on makeup?*" is related to their previous discussion about the models and their appearance. However, it shifts the focus from their admiration for the models to the practical question of whether they should wear makeup. This question, while connected to the conversation, slightly deviates from the original emotional tone of wishing to look like the models. Nonetheless, the shift is not completely irrelevant, as it pertains to appearance and the desire to emulate the models, which is still part of the broader topic of beauty and self-image.

zz) **Data C5.D15.P240.U9**

Pipit: They put on makeup. Should we put on makeup?
 Monita: I think so.
 Rami: I just overheard. You know, we are beautiful just the way we are, with or without makeup. By the way, I'm listening to a new story on a podcast. Let's listen to it.
Pipit and Monita: Alright!

The dialogue above adheres to the maxim of relevance. Pipit and Monita respond positively to Rami's suggestion to listen to a podcast by saying, "*Alright!*". Their response is directly relevant to Rami's idea, indicating that they are interested in the new topic and willing to participate. This shows that

their responses maintain the flow of the conversation and are contextually appropriate, without deviating from the main discussion or introducing irrelevant information. Their reply indicates they are ready to transition from discussing beauty to listening to the podcast, making their responses relevant to the context of the conversation.

aaa) Data C5.D16.P255.U5

Monita: It's a good story, isn't it?

Galang: Yes. It motivates me to work hard.

Stephen: You're right. I was in the same situation once. I thought I was not good at anything But, I found out that I was good at playing basketball.

Monita: In my case, I thought I was not good at fishing but Galang proved me wrong. He taught me how to fish well. Thanks, Galang.

Stephen: Yeah, we just have to find what we like. Then, we have to practice.

The dialogue above adheres to the maxim of relevance. Monita's statement is directly related to the ongoing conversation about discovering one's strengths and abilities. Stephen's response, "***Yeah, we just have to find what we like. Then, we have to practice,***" is highly relevant to Monita's experience of learning how to fish. It continues the theme of practicing and improving, which fits perfectly with Monita's story about how Galang helped her. The responses are pertinent to the topic of developing skills, ensuring the conversation remains on track and coherent.

4. Maxim of Manner

a) Data C2.D5.P72.U4

Galang: Hi, Monita. What are you doing?
 Monita: Hi, Galang. I'm listening to a story. The title is The Ugly Duckling. It's an assignment from Ibu Ida. Remember?
 Galang: My goodness! I almost forgot about it. Can we listen to it together?
Monita: Sure thing. I'll use the loudspeaker then.

Monita's response obeys the maxim of manner. When she says, "***Sure thing. I'll use the loudspeaker then.***", she is being clear and straightforward. Her sentence is concise, directly addressing Galang's request to listen to the podcast together. She provides a simple and understandable solution by explaining that she will use the loudspeaker, ensuring the conversation remains easy to follow without ambiguity or unnecessary details. This response adheres to the maxim of manner by presenting the information in a clear and organized way.

b) Data C3.D8.113.U3

Andre: Woah... I'm full.
 Monita: Yeah, me too. Let's get back to our class.
Andre: Okay. Oh, wait! Let's put our trash in the trash can first
 Monita: You're right. Here is a trash can!

The dialogue above obeys the maxim of manner. When Andre says, "***Okay. Oh, wait! Let's put our trash in the trash can first,***" he is providing a clear and easy-to-understand instruction. The sentence is direct and concise, guiding the conversation to an actionable step—disposing of the trash. By doing this, he makes sure that the conversation stays well-organized and follows a logical progression. Monita's response is also clear and relevant, directly agreeing with Andre's suggestion and moving the conversation forward without any confusion.

c) Data C4.D9.P136.U1

Galang: First, turn on the faucet and wash our hands with running water.
Next, turn off the faucet.
Apply the hand soap.
After that, rub our hands together starting from the backs of hands.
Between the fingers. Turn on the water and wash our hands with clean water.
Turn off the faucet.
Last, dry our hands with a towel.

Monita: Let me try now.

The dialogue above follows the maxim of manner. Galang's instructions are clear, organized, and presented in a sequence that is easy to follow. He uses concise steps to guide Pipit on how to wash hands properly, making sure each step is simple and logically connected to the next. By breaking down the instructions, he avoids any ambiguity, ensuring the information is easily understood. This structured approach helps maintain clarity and prevents confusion. The sequence also respects the expectation of clarity and order in communication, making it highly effective.

d) Data C4.D12.P188.U11

Galang: How did it become so dirty like this? Did people throw their trash into this river?

Bu Posma: Well, that is one of the causes. People also started to use a lot of plastic. And plastic does not decay easily.

Pak Rahmansyah: Plastic trash began to litter a lot of places. It made this river dirty.

Pak Rahmansyah's response adheres to the maxim of manner because he clearly explains the reason behind the river's pollution. He says, "***Plastic trash began to litter a lot of places. It made this river dirty.***" This statement is

concise and direct, providing an understandable cause-and-effect relationship. By mentioning that plastic trash started to litter many places, he clarifies how it contributed to the pollution of the river in a straightforward manner. His explanation avoids unnecessary complexity, making it easy for listeners to grasp the point.

e) **Data C4.D13.P193.U15**

Galang: According to the news, the flood hit Kota Amuntai after a heavy rain.

Ara: Did it rain for hours, kak Galang?

Galang: It rained heavily for almost two hours.

Sinta: Were many houses under water?

Galang: In some areas, some houses were almost under water!

The dialogue above adheres to the maxim of manner. Sinta asks, "***Were many houses under water?***" and Galang responds with, "***In some areas, some houses were almost under water!***" Galang's response is clear and provides specific information about the situation. By saying "in some areas," Galang avoids ambiguity and gives a direct answer, making the explanation easy to understand. His statement is concise and relevant to the question, following the maxim of manner by presenting the information in an orderly and clear way.

f) **Data C4.D13.P194.U10**

Sinta: I really didn't know about the flooded houses. I thought the rainwater flooded only the streets. Did the flood last for long?

Galang: The news said at first it flooded only the streets. But, after an hour the rainwater went up and quickly got into houses.

The dialogue above adheres to the maxim of manner. Sinta asks, "***Did the flood last for long?***" and Galang responds with, "***The news said at first it flooded only the streets. But, after an hour the rainwater went up and quickly got into***

houses." Galang's response is clear and organized. He first addresses Sinta's misconception about the flood, then provides a clear timeline of how the situation escalated. The use of "at first" and "after an hour" helps break down the information in a structured and easy-to-understand manner. This clarity and straightforwardness follow the maxim of manner, making the conversation effective and comprehensible.

B. Non-Observance Maxim

1. Flouting Maxim of Quantity

a) Data C4.D14.P205.U3

Galang: Hi Monita, what's going on?

Monita: Oh, Hi Galang. Hi Andre. I'm well, thanks. Where have you two been?

Galang: Around. We saw you sitting by yourself, looking at your phone so seriously

Andre: What did you look at? Was it something interesting?

Monita: Oh, I just watched a YuTub video about plastic in the oceans.

The dialogue ***Galang: "Around. We saw you sitting by yourself, looking at your phone so seriously"*** partially violates the maxim of quantity. According to the maxim of quantity, one should provide the right amount of information—neither too much nor too little. In this case, Galang's response gives more information than what Monita asked for. She only asked where they had been, and Galang expanded on that by mentioning that they saw her sitting by herself and looking at her phone seriously.

However, this excess information may be a deliberate choice to add context or make the conversation feel more natural, as in real-life interactions people often share extra details unintentionally or to keep the conversation flowing. Thus, while it slightly violates the maxim of quantity, it can be seen as an attempt to keep the conversation lively and engaging.

b) Data C4.D14.P206.U16

Andre: What did the plastic trash do to the sea animals?

Monita: Many sea animals like dolphins or sea lions ate the plastic or became entangled in plastic.

Andre: It just made me remember about a team of scientists rescuing a sea turtle.

Monita: What happened to the sea turtle?

Andre: I'll just give you the link to the YouTube video. It's so tragic!

Andre's response, "*I'll just give you the link to the YouTube video. It's so tragic!*", violates the **maxim of quantity** in addition to violating the **maxim of relevance**.

The **maxim of quantity** suggests that a response should provide as much information as is needed, but no more. In this case, Andre goes beyond what was necessary by offering a YouTube link and adding extra information about the video being "tragic," which wasn't specifically requested by Monita. Monita only asked what happened to the sea turtle, and instead of directly answering, Andre provides additional information in the form of a video link, which may be seen as an excess of detail.

Thus, while the information provided could be relevant, it provides more than what was needed to directly answer Monita, violating the **maxim of quantity**.

2. Flouting Maxim of Relevance/Relation

a) Data C2.D7.P98.U4

Pipit: I feel sorry for the Ugly Duckling.

Galang: Yeah, I also feel the same. What about you, Mon?

Monita: Well, I actually feel angry with the yellow ducklings.

Pipit: What's the ending of the story?

Monita: The audio stopped here.

Pipit's question "*What's the ending of the story?*" violates the maxim of relevance. According to the maxim of relevance, each participant in a conversation is expected to make their contributions relevant to the current topic or discussion. In this case, the conversation had shifted to Monita's feelings about the yellow ducklings, with both Galang and Monita discussing their emotions.

Pipit's question about the ending of the story, though still related to the larger story, is not directly relevant to the emotional responses being shared at that moment. It introduces a new focus on the conclusion of the story, which diverts attention away from the ongoing discussion about emotions, making it less relevant in that specific context. Therefore, Pipit's question can be considered a violation of the maxim of relevance.

b) Data C3.D11.P150.U3

Monita: Hey Guys! Check this post out! It's about throwing out trash. This girl wrote about how to sort it.

Galang: Well, we are starting to do that. We agree with her.

Andre: Yes. More and more teenagers are aware of the need to save the earth.

Monita: You're right. Let's keep on doing it. It's not going to be easy.

Pipit: Yes, but we must not give up! By the way, thanks, Galang. You showed me the way to save water.

Pipit's statement "*By the way, thanks, Galang. You showed me the way to save water.*" violates the maxim of relevance. The conversation at this point is focused on sorting trash and taking actions to save the earth, which Andre referred to by talking about teenagers becoming more aware of the environment. However, Pipit's comment about saving water shifts the focus away from the main topic of waste management and environmental awareness, making it less relevant to the discussion.

While saving water is certainly related to environmental conservation, the way Pipit phrases it ("save water") introduces a new, somewhat off-topic subject compared to the ongoing discussion about waste sorting and Earth-saving actions. Therefore, this shift in topic is an example of a violation of the maxim of relevance, as it doesn't contribute directly to the ongoing conversation.

c) **Data C5.D15.P240.U8**

Pipit: They put on makeup. Should we put on makeup?

Monita: I think so.

Rami: I just overheard. You know, we are beautiful just the way we are, with or without makeup. By the way, I'm listening to a new story on a podcast. Let's listen to it.

Pipit and Monita: Alright!

This dialogue violates the maxim of relevance. The **maxim of relevance** states that contributions to a conversation should be relevant to the topic being discussed. In this case, the group is discussing makeup and beauty, but Rami's comment shifts the conversation to a completely different topic: listening to a podcast. This shift makes Rami's statement seem unrelated and disrupts the flow of the discussion.

While it's possible Rami wanted to change the subject, the comment appears disconnected from the ongoing conversation about makeup and beauty, which makes it a violation of the maxim of relevance.

3. Flouting Maxim of Manner

a) Data C3.D10.P142.U5

Galang: Hi, Pipit.

Pipit: Hi, Galang.

Galang: Why are you washing your hands?

Pipit: Because, viruses are everywhere. We need to wash our hands often.

Galang: Well, I know that. But, why do you do it like that?

Pipit: Like what? I'm rubbing my hands with soap for 60 seconds.

Galang: Yes, but you're leaving the faucet running. It wastes the water.

This dialogue violates the maxim of manner. The **maxim of manner** suggests that the speaker should avoid ambiguity and make their message clear and orderly. In this case, Galang's question is vague because it doesn't clearly specify what part of Pipit's behavior is being questioned. Pipit might not immediately understand what "like that" refers to—whether it's the act of washing hands, the technique used, or something specific like leaving the faucet running. This lack of clarity can confuse the listener and disrupt the flow of communication.

A clearer question, such as “**Why are you leaving the faucet running while washing your hands?**”, would adhere better to the **maxim of manner** by directly addressing the issue without ambiguity.

Appendix 3

Curriculum Vitae



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Garut, Indonesia

Tentang Saya

Saya adalah individu yang berpengalaman di bidang pelayanan pelanggan dengan kemampuan komunikasi interpersonal yang baik, empati tinggi, dan orientasi kuat terhadap kepuasan pelanggan. Saya senantiasa berusaha memberikan kontribusi positif melalui sikap proaktif, tanggung jawab tinggi, dan komitmen terhadap kualitas kerja. Berbekal latar belakang akademik yang solid dan pengalaman organisasi, saya siap beradaptasi dengan cepat terhadap lingkungan kerja baru dan terus berkembang secara profesional.

Pendidikan

SMP Negeri 2 Garut	2015 - 2018
SMA Negeri 6 Garut Jurusan Matematika dan Ilmu Pengetahuan Alam	2018 - 2021
Institut Pendidikan Indonesia Garut Prodi Pendidikan Bahasa Inggris	2021 - 2025

Pengalaman Organisasi dan Kerja

Operational Staff/Frontliner

Rental Aja | 2025 - Sekarang

- Melayani pelanggan secara langsung dalam proses penyewaan kamera, lensa, motor, dan perangkat elektronik lainnya dengan sikap ramah dan profesional.
- Mengelola transaksi penyewaan serta pencatatan administrasi secara teliti dan rapi, baik manual maupun menggunakan sistem digital.

Staff Kementerian Pendidikan

BEM KBM IPI Garut | 2024 - 2025

- Merancang dan menyusun program kerja di bidang pendidikan dan kajian ilmiah yang inovatif dan relevan dengan kebutuhan mahasiswa.
- Mengumpulkan data terkait kegiatan pendidikan untuk evaluasi program.

Ketua

Program Kampus Mengajar Batch 8 | 2024

- Mengatur komunikasi efektif antara anggota kelompok, dosen pembimbing, dan pihak sekolah mitra, termasuk kepala sekolah dan guru.
- Menyusun laporan perkembangan kegiatan secara berkala kepada dosen pembimbing dan pihak Kampus Mengajar.

Ketua Pelaksana

English Contest 2023 | 2023

- Mengatur dan mendistribusikan tugas kepanitiaan kepada panitia yang bersangkutan
- Mengoordinasi dan mengatur hal-hal teknis di lapangan saat acara berlangsung

Kemampuan

Soft Skill

- Manajemen waktu
- Problem-Solving
- Kemampuan Berorganisasi
- Komunikasi dan Kerja sama

Hard Skill

- Microsoft Word
- Microsoft Excel
- Microsoft Powerpoint

Bahasa

- Bahasa Indonesia (ahli)
- Bahasa Inggris (fasih)
- Bahasa Jepang (dasar)