

**AN ANALYSIS OF MAXIM VIOLATION BY TUTOR-TUTEES
CONVERSATION IN BILINGUAL PROGRAM OF THE SIXTH SEMESTER
STUDENTS AT IAIN SURAKARTA IN ACADEMIC YEAR 2018/2019**

THESIS

**Submitted as a Partial Requirements for the Undergraduate Degree in English
Education Department**



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2018**

ABSTRACT

Desi Lanjar Nurliana. 2018. *An Analysis of Maxim Violation used by Tutor-Tutees Conversation in Bilingual Program of The Sixth Semester Students at IAIN Surakarta in Academic Year 2018/2019*. Thesis. English Education Department Islamic Education and Teacher Training Faculty. State Islamic Institute of Surakarta

Advisor : Dr.Rochmad Budi Santoso, S.Pd, M.Pd.

Key Words : Maxim Violation, Tutor-Tutees Conversation, Bilingual Program

The objectives of this research are (1) to describe the kinds of maxim violation used by the tutor and tutees in English conversation in Bilingual Program at IAIN Surakarta, (2) to describe the reasons of the tutors and tutees of Bilingual Program violate the maxims in utterances at English conversation.

The research was conducted from 20th December 2017 until 29th April 2018 on Bilingual Program at IAIN Surakarta. The researcher was do research in seven meeting with the group of bilingual program. It was descriptive qualitative research. The subjects of this research were five group of Bilingual program. The data is collected from the observation and interview. The data of research (conversation record) were analyzed by reducing the data, presenting the data, analyzing the data by using Grice's Maxim Violation theory and taking the conclusion and verification. This research used metodological triangulation to get an appropriate data in order that the result of the study is reliable and valid.

Based on the objective stated the researcher found that first, there were twenty three data contain the maxim violation and two data showed the violation of clash between maxim of quantity and maxim of relevance and also the clash between maxim of quantity and maxim of manner. Then, the left of twenty three data are; five data of violation maxim of quality, four data of violation maxim of quantity, seven data of violation maxim of relevance, and eight data of violation maxim of manner.

Second, there are three kinds of reason used by the tutors and tutees when they violate the maxim. There are ten data used privacy reason when violating the maxim. Then eight data shows the reason of using the utterance for education and seven data contains the reason of warning. This research is expected to provide additional view and information for tutor, other researcher, and language users who are interested in the study of maxim violation.

Third, this research is suggested for some sides that are, (1) tutor and tutees as a thesis object. It is visible that the tutor and tutees need to learn more about the rule of conversation. It is hoped that in future both can used the utterances properly and capable to make a meaningful conversation. (2) the other researchers, there are several reason that causing the maxim violation used by the teacher and student in English class conversation. It is hoped that this research can be a references for the other researcher who wants to conduct further research about maxim violation. (3) language users, the researcher hopes that the analysis in this research will be useful sharpen the other language users' understanding about Cooperative Principle, they must be able to apply it in their daily conversation and maintain it in social's interaction.

ABSTRAK

Desi Lanjar Nurliana. 2018. *Analisis tentang Pelanggaran Maxim yang digunakan dalam Percakapan Tutor-Tutees di Program Bilingual Siswa Semester Keenam di IAIN Surakarta Tahun Ajaran 2018/2019*. Skripsi. Fakultas Ilmu Tarbiyah dan Keguruan. Institut Agama Islam Negeri Surakarta.

Pembimbing: Dr.Rochmad Budi Santoso, S.Pd, M.Pd.

Kata Kunci: Maxim Violation, Tutor-Tutees Conversation, Bilingual Program

Tujuan penelitian ini adalah (1) mendeskripsikan jenis-jenis pelanggaran maxim yang digunakan oleh tutor dan tutee dalam percakapan bahasa inggris di Program Bilingual IAIN Surakarta, (2) mendeskripsikan alasan tutor dan tutees di Program Bilingual melanggar prinsip-prinsip dalam tuturan di percakapan bahasa Inggris.

Penelitian dilakukan dari 20 Desember 2017 hingga 29 April 2018 tentang Program Bilingual di IAIN Surakarta. Peneliti melakukan penelitian dalam tujuh pertemuan dengan kelompok program dua bahasa. Penelitian ini adalah penelitian kualitatif deskriptif. Subjek penelitian ini adalah lima kelompok program Bilingual. Data dikumpulkan dari observasi dan wawancara. Data penelitian (catatan percakapan) dianalisis dengan mengurangi data, menyajikan data, menganalisis data dengan menggunakan teori Pelanggaran Maxim oleh Paul Grice dan mengambil kesimpulan dan verifikasi. Penelitian ini menggunakan metodologi triangulasi untuk mendapatkan data yang tepat agar hasil penelitian dapat diandalkan dan valid.

Berdasarkan object penelitian, peneliti menemukan bahwa pertama, ada dua puluh tiga data berisi pelanggaran maksimum dan dua data menunjukkan pelanggaran campuran antara maksimum kuantitas dan maksimum relevansi dan juga campuran antara maksimum kuantitas dan pepatah cara. Kemudian, dua puluh tiga data tersebut adalah; lima data pelanggaran maksimum kualitas, empat data pelanggaran maksimum kuantitas, tujuh data pelanggaran maksimum relevansi, dan delapan data pelanggaran terhadap cara.

Kedua, ada tiga macam alasan yang digunakan oleh para tutor dan tutee ketika mereka melanggar maxim. Ada sepuluh data yang menggunakan alasan privasi ketika melanggar maxim. Kemudian delapan data menunjukkan alasan menggunakan tuturan untuk alasan pendidikan dan tujuh data berisi alasan peringatan. Penelitian ini diharapkan dapat memberikan pandangan dan informasi tambahan untuk tutor,

peneliti lain, dan pengguna bahasa yang tertarik dalam studi tentang pelanggaran maksimum.

Ketiga, penelitian ini disarankan untuk beberapa pihak yaitu, (1) Tutor dan tutee sebagai objek penelitian. Terlihat bahwa tutor dan tutee perlu belajar lebih banyak tentang aturan percakapan. Diharapkan bahwa di masa depan keduanya dapat menggunakan ucapan dengan benar dan mampu membuat percakapan yang bermakna. (2) Peneliti lainnya, ada beberapa alasan yang menyebabkan pelanggaran maksimum yang digunakan oleh guru dan siswa dalam percakapan bahasa Inggris. Diharapkan penelitian ini dapat menjadi referensi bagi peneliti lain yang ingin melakukan penelitian lebih lanjut tentang pelanggaran maksimum. (3) Pengguna bahasa, peneliti berharap bahwa analisis dalam penelitian ini akan berguna untuk mempertajam pemahaman pengguna bahasa lain tentang Prinsip Kooperatif, mereka harus dapat menerapkannya dalam percakapan sehari-hari dan memeliharanya dalam interaksi sosial.

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RATIFICATION

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DEDICATION

This thesis is dedicated to :

1. My beloved parents
2. My lovely sister and brother
3. My best friend, Joan Nofila Nurlinita
4. No Name Family
5. Genius Class Family
6. PPM Al-Musawwa Family

MOTTO

“Berdo’a tanpa usaha adalah sombong, Usaha tanpa berdo’a adalah bohong”

(Anonymous)

“Fall seven times, stand up eight”

(Japanese, Proverb)

But if they turn away, Say : “(Allah) sufficeth me: there is no god but He: On Him is my trust, He is the Lord of the Throne (of Glory) Supreme!

(QS. At-Taubah: 129)

“Sesungguhnya jika kamu bersyukur, pasti Kami akan menambahkan (nikmat) kepadamu, dan jika kamu mengingkari (nikmat-Ku) maka sesungguhnya azab-Ku sangat pedih.”

(QS. Ibrahim:7)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “An Analysis of Maxim Violation Used By Tutor-Tutees Conversation in Bilingual Program of The Sixth Semester Students at IAIN Surakarta in Academic Year 2018/2019”. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

I also certify that any help for my research work, preparation of the thesis itself, sources and literature used for the thesis have been fully and properly cited. It contains no material which has been accepted for the award of any other degree previously submitted in IAIN Surakarta or any other situation, nor it been submitted as part of requirements for the degree except as fully acknowledged within the text.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, November 15th 2018

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Alhamdulillah, all praises be to Allah SWT, the single power, the Lord of the universe, master of the day of judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “AN ANALYSIS OF MAXIM VIOLATION USED BY TUTOR-TUTEES CONVERSATION IN BILINGUAL PROGRAM OF THE SIXTH SEMESTER STUDENTS AT IAIN SURAKARTA IN ACADEMIC YEAR 2018/2019”

. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, suggestions from several sides. Thus, the researcher would like to express her thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to :

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, November 15th 2018

The researcher

Desi Lanjar Nurliana

ABSTRACT

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CHAPTER 1

INTRODUCTION

A. Background of The Study

Human beings are social creatures that always require interaction among the others to accomplish their needs. The way of human beings interacts with the others called language. People use language in communication to express their ideas, feelings and thoughts, either in spoken or written forms. According to Steinberg (2007:115), definition of a language is an unified system of signs words that allows people to think, share meaning and define reality.

Communication is one form of language use where people make utterances to each other. The goal of communication is to give information to the others. People have to communicate with others because communication is the basic matter in life. In other words, it can be said that without communication, life is meaningless. With interaction, people can get a new information, knowledge and foreign things in this life. Communication is particular interest today because of rapid developments in new technologies for producing and transmitting or sending information (Steinberg, 2007: 1). Furthermore, communication is the activity as listening, speaking, writing or reading. In the term of communication there must be at least two people who are involved. People communicate in two different ways, namely: directly and indirectly. Direct communication occurs in

everyday conversation. Conversation is a cooperative behavior, and therefore proceeds by rules of cooperative conduct (Grice, 1975:49). Learning how to be better communicators is important to all of us in both our private and public lives. Better communication means better understanding of ourselves and others; less isolation from those around us; and more productive, happy lives. (Savignon, 1983:4).

In a conversation, hearer wants to get the implied meaning of the speaker. The information may be undelivered if the hearer did not get what the speaker actually wants to share. To understand the speaker's meaning, as a hearer, the linguist needed to clarify a study about it named "*pragmatics*".

Pragmatics is the study of "invisible" meaning, or how we recognize what is meant even it isn't actually said or written (Yule,2010). Pragmatics leads us to be more conscious about someone meaning in everyday conversation. In addition, to make the hearer and speaker understand others meaning, they need to consider for what they are saying and follow the principle which is called maxim. According to Grice (1975:61), maxim is a short statement of a general truth, principle, or rule of behavior. The maxims are includes in the Gricean Cooperative principle as the core of the rules.

Paul Grice introduced four principles to get the implied meaning of the speaker in a conversation. The principles are: Maxim of Quantity, Maxim of quality, Maxim of Relevance, and Maxim of Manner. In reality, people feel hard

to obey the whole principles of maxims. They fail in observing the maxim and finally broke the maxim. Breaking the maxim named as non-observances. There are five non-observances; flouting, violating, opting out, suspending, and also infringing. One of the non-observances which mostly occur in everyday life is Maxim Violation.

Maxim violation means that the speaker intends to mislead the hearer. The speaker speaks the truth but implies what is false (Thomas 1995: 72). It can be concluded that when someone violating the maxim he intends to tell a lie or pretend that what he said is the truth.

The condition of Maxim Violation could be encountered in any context of conversation. One of them was a conversation between tutor and tutees in Bilingual Program. In teaching learning process the conversation between tutor and tutees became very important for the success of the learning. Tutee will easily understand the material if they know the whole information given by their tutor. A good conversation made the learning process easier. However, if there is no good conversation, both will miscommunicate each other.

It was a good occasion if the interaction between the tutor and tutees run well and the implied meaning is understandable by them. However, the interaction which happens in the classroom did not run as that well, even more in Bilingual Program. That is caused, in Bilingual Program at IAIN Surakarta, the tutors are mostly purely Indonesian and not a native speaker of English. That is why, the communication between the tutors and tutees are not understandable,

especially in English. It is caused by the fact that English is not acquired as their first language. It becomes their second or foreign language. Moreover, the students must be lack of knowledge about that language.

The researcher had selected the group of bilingual program based on same grade semester between tutor and tutees. In this case, the researcher found maxim violation problem. The teaching and learning process in the bilingual class between tutor and tutees from different department. It is appropriate with the goal of a researcher who wants to investigate about maxim violation. In this period, the researcher takes the sixth semester students in academic year 2018/2019. Then, because the tutors and students in this semester have already joined with this program since previous semester that is fifth semester, the tutors use english language and bahasa in delivering the materials. They do it because they want all their tutee 100% understand what they are talking about.

The researcher had conducted the pre research in Bilingual Program of IAIN Surakarta. She found out a phenomenon of maxim violation in the English class conversation when she observed the classes. The result of the pre research proved the maxim violation occurred in the English class teaching learning process. One of the examples was done by the tutees when she responded the question from her tutor.

(The situation is in the class when the teacher explained the material about Expression and discuss about the dialogue in the restaurant containing Expression).

Tutor : Ada yang tahu artinya confuse?

Tutess : Ragu-ragu, miss.

(In A Building of FITK, on Thursday, January 11st 2018 at 13.30 PM)

Based on the result of previous study and pre research the student violated the maxim quality. In the conversation above, the student wrongly answered the teacher's question. The right answer is *bingung*. Confuse in Bahasa means *bingung*. However, the students answered *ragu-ragu* as the meaning of the word "confuse". Here, the student misleads the teacher because she answered suddenly without any effort and proof about her answer.

The researcher chooses bilingual class of the sixth semester of students in IAIN Surakarta because bilingual program in this semester emphasizes learning English course in communication. She only takes maxim violations used by tutor named Medina to be analyzed. On April 25th 2018, She did an interview with the tutors and instructors of bilingual program (Mr.R and Mr.P) and organizers of bilingual program (Mrs.Y and Mr.S) in IAIN Surakarta. From pre-research, the researcher knew about the background, meaning, learning process, time, participant and the purpose of bilingual program. The bilingual program is a strategy to make the alumnus of Islamic of Education and Teacher Training Faculty (FITK) can speak English fluently. The learning process in the bilingual program will be made into small groups consist of twelve until fifteen students

(tutees) and each group is given a tutor or peers, there are 57 tutors of bilingual program. This friend trains others (peer). Bilingual program is mandatory for all students of FITK, while its execution time is carried out in third, fourth, fifth, and sixth semester on Wednesday and Thursday at 13.00 p.m or after midday. The researcher choose the five tutor based on the same grade of semester. It makes the researcher easily to analyze the result of research.

The consistency of an attractive interaction in the classroom makes the researcher to conduct a research, especially when maxim violation spoken by English tutor and the tutees during the bilingual program. In the conversation based on the pre research, the students seemed shy or sometimes they did not know how to respond their tutor. Then, as the result; they keep in silence or respond it with unpredictable answer which is irrelevant or inappropriate with the question or the statement. Besides, the students sometimes lie and also pretend to do something to cover up their embarrassment. They failed to observe what they should say. In the other hands, the tutor sometimes also did not respond the students' question for some beneficial reasons such motivate them to do something better. As a conclusion, the tutor and tutees broke some Gricean maxims. One of the non-observances which occurred in those kinds of conversation is maxim violation.

Actually, few reason mentioned above only show common understanding. The reasons are about the maxim violation used by tutor and tutees conversation in bilingual program. Then, based on the result of pre research and also the

reasons explained the researcher is interested in conducting a research about it. Furthermore, in order to dig more detail and to serve more scientific explanation about the utterances; the study entitled “ **An Analysis of Maxim Violation by Tutor-Tutees Conversation in Bilingual Program of the Sixth Semester at IAIN Surakarta in Academic Year 2018/2019**”

B. Identification of The Problem

Based on the background of research above, the problem that can be identified are:

1. Do the tutees of sixth semester in Bilingual program conversation use maxim violations?
2. Do the tutors in bilingual program conversation use maxim violations?
3. What are the reasons of the tutees of fifth semester use the utterances of maxim violation in bilingual program conversation?
4. What are the reasons of the tutor use the utterance of maxim violation in Bilingual program conversation?

C. The limitation of The study

This study limited the problems that will be analyzed in order to make the research more focused. This research entitled “**An Analysis of Maxim Violation by Tutor-Tutees Conversation in Bilingual Program of the**

Sixth Semester Students at IAIN Surakarta in Academic Year 2018/2019”.

This study identified and analyzed the kinds of maxim violation used by the tutor and tutees in bilingual program conversation of IAIN Surakarta. In bilingual program conversation, the tutor and the tutees often violate the maxim on their statement. Sometimes, they consciously broke the maxim and some other times they did not realize it.

Moreover, this study limited the problem on the conversation of the Bilingual Program. It focused to the sixth semester. Furthermore, this study focused in analyzing the purpose of the tutor and tutee use the utterance. It focused on the tutor and tutees in Bilingual program.

D. The Problem Statement

Based on the background of the study explained above, the researcher formulates the problem as follows :

1. What are the kinds of maxim violation used by the tutor and tutees in bilingual program in IAIN Surakarta ?
2. Why do the tutors and tutees of IAIN Surakarta violate the maxims in utterances at Bilingual program conversation?

E. The Objective of The problem

Related to the research statements mentioned above, the general objective of this study to know the tutor and tutees utterances used.

1. To describe the kinds of maxim violation used by the tutor and tutees in bilingual program in IAIN Surakarta
2. To describe the reasons of the tutors and tutees of IAIN Surakarta violate the maxims in utterances at bilingual program conversation.

F. The Benefit of The Study

The result of this study are expected to give some benefits both theoretically and practically, such as following :

1. Theoretically Benefit
 - a. The kinds of maxim in Cooperative Principles are designed to rule making good conversation.
 - b. Description on maxim violation can be used to identify misunderstanding in conversation.
2. Practical Benefit
 - a. This result is valuable for the tutees to improve their knowledge in Pragmatic especially maxims.
 - b. The reader will get the knowledge about the maxim violation used in Bilingual program by using the data of the observation
 - c. The result of the researcher paper can be used as the reference for those who want to conduct a research in Maxim violations study.

G. Definition of The Key Terms

Based on the title and also the background of the study explained above, this research contains of several key terms. These key terms are used to make the content of this study easy to understand, there are as follow :

1. Maxim

Grice (1975:61) states that maxim is a short statement of a general truth, principle or rule of behavior. The maxims are include in the Gricean Cooperative principle as the core of the rules.

2. Violation

Violation, Grice (1975) argues that takes place when speakears intentionally refrain to apply certain maxim in their conversation to cause misunderstanding on their participants' part or to achieve some other purposes.

3. Maxim Violation

Thomas (1995:72) defines if Maxim Violation means that the speaker intends to mislead the hearer. Violating a maxim rather prevents or at least discourages the hearer from seeking for implicature and rather encourages their taking utterances at face value.

4. Conversation

Grice (1975:47) states conversation is a cooperative behavior and therefore proceeds by rules of cooperative conduct.

5. Bilingual Program

Bilingual program in IAIN Surakarta is a strategy to make students in every major of FITK mastering in the English skill. (Dr.Giyoto, M.Hum. As a Dean of IAIN Surakarta, 2017).

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Pragmatics

The subject of pragmatics is very familiar in linguistic today. Many linguists argue that we cannot really understand the nature of language itself unless we understand pragmatics how language is used in communication. Concerning the relationship with other subjects in area of linguistics, pragmatics was once called the waste-basket of semantics. Semantics studies the meaning of word, phrase and sentence (Yule, 2010:112). It means that semantics studies what the words mean by themselves without considering the context, whereas a word or sentence will have different meanings in different situations. Therefore, this discipline leaves an unsolved problem and pragmatics is the approach to deal with that problem. Yule (1996: 4) said :

Pragmatic is appealing because it's about how people make sense of each other linguistically, but it can be a frustrating are of study because it requires us to make sense of people and what they have in mind.

Levinson in Austin (2002:24), states pragmatics is the study of those relations between language and context that are grammaticalized, or encode in the structure of language. In this case, language understanding means that

understanding an utterance involves the making of inferences that will connect what is said to what is mutually assumed or what has been said before. Mey (1993:42) "Pragmatics has to do with language and its users, it studies the condition of human language uses as these are determined by the context of society".

Recently, pragmatics becomes the popular subject to be discussed for it is as the newest branches of linguistics studies. Pragmatics is the study of "invisible" meaning, or how we recognize what is meant even it isn't actually said or written (Yule, 2010 : 128). As Leech said in his book "Pragmatics Principles". We cannot really understand the nature of language itself unless we understand pragmatics. From the theories above, it can be concluded that pragmatics is a study of implicit meaning from what is not actually spoken or written based on the certain background as a purpose to understand the language.

People who learn about pragmatics will know the correlation of the language meaning and user's relation. Both are connected by the implicature and the context. In pragmatics, we can learn about the implied meaning of the speaker based on the context. That is why, it is very important to dig more knowledge about pragmatics. Studying language via pragmatics leads the advantages and disadvantages to the learner. Yule (1996: 4) states these are several advantages and disadvantages learning pragmatics. The advantages of

learning pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kinds of actions (for example, requests) they are performing when they speaking. The big disadvantage is that all these human concepts are extremely difficult to analyze in a consistent and objective way. Two friends having a conversation may imply some things and infer some others without providing any clear linguistic evidence that we can point to as the explicit source of "the meaning" of what was communicated.

From the definition above it can be concluded that pragmatic is one of the branches in linguistic.

B. Implicature

In a conversation the hearer tries to understand the implied meaning of the speaker. According to Dornerus (2005:4), in many verbal exchanges, the hearer needs to look for the context and the implicature. The implication of the utterance is not directly stated in the words but hinted, so the hearer needs to interpret it. Yule (1996:35) said it is an additional conveyed meaning. It is understandable that implicature is an additional formula to gain the intended meaning. Due to the theories stated above, implicature is definable as something that must be more than just what the words mean. It is understandable as a hinted meaning in the utterances. Grice (1975:45)

discussed two different types of implicatures : *the conventional* and *the conversational*.

1. The Conventional Implicature

The conventional implicature has the same implication no matter what the context is (Thomas, 1995:57). "it is conventional in the sense that (a) it does not derive from knowing for talk (therefore it is not conversational) and (b) it is almost always associated with the particular lexical item (and thus a kind of natural meaning)" (Grundy,1995:45). Conventional implicatures are carried by restricted number of words :*but , even, therefore, yet*.

Example :

- a. He is a poor but honest

An utterance states that honesty appears contrary to expectation in relation to financial under privileges.

- b. Megan is an Englishwoman therefore she is brave

An utterance which triggers entailment built on the argumentative of reaching a conclusion based on a set of premises :

Premise 1 : All Englishwoman is brave

Premise 2 : Megan is an Englishwoman

Conclusion : Megan is brave.

2. The conversational Implicature

The conversational implicature, on the other hand, is generated directly by the speaker depending on the context. This implicature may or may not be understood (Thomas, 1995:58). The same expressed meaning can have different implications on different occasions. Conversational implicature derives from the shared presumption that speaker and hearer are interacting rationally and cooperatively to reach a common goal.

Further, as with presupposition, conversational implicature operates through the mechanism of exploitation. Unlike syntactic and semantic rules, pragmatic principles do as much work when they are apparently violated (when speaker counts on hearer to recognize the apparent violation and to perform the appropriate contextual adjustment) as when they are observed or ostentatiously violated. (horn, 2006 : 8)

From the theory above, it is visible that a constrained notion of implicature remains at the heart of linguistic pragmatics. In a conversation the hearer tries to understand the implied meaning of the speaker. The conversational implicature is an indirect or implicit speech act, what is meant by a speaker's utterance that is not part of what is explicitly said. He conventional implicature is independent of the cooperative principle and its four maxims. A statement always carries its

conventional implicature. It plays the role in the system of pragmatics especially when the non-observances happened. Furthermore, the elaboration of conventional implicature in particular, is founded on the Cooperative Principle.

C. The Cooperative Principles

Paul Grice introduced a principle related to make a successful conversation. Between the speaker and the hearer, both want to understand others' meaning clearly. If the speaker and hearers' meaning understandable the purpose of conversation will be reached quickly and easily. That is why; it deals with the Grice's Cooperative Principle. Grice (1975:45) suggested that conversation is based on a shared principle of cooperation, something that can be understood as,

“Make your conversational contribution what is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged”

Consider the following scenario. There is a woman who sitting on a park bench and a large dog lying on the ground in front of the bench. A man comes along and sits down on the bench.

Man : Does your dog bite?

Woman : No

(The man reaches down to pet the dog. The dog bites the man's hand)

Man : Ouch! Hey! You said your dog does not bite.

Woman : He does not. But that is not my dog.

On the scenario, there is a problem that the assumption of the man on his question is completely wrong. He assumes that the dog is the woman's dog. It happens because the woman provides less information about the dog that lay in front of them. The scenario would not be funny if the woman did not give a less information. In conversation, it gives less information is needed for some specific reasons (Yule, 1996:36)

The cooperative principle aims at guiding the speaker and hearer in the way to talk, so they can create effective and efficient conversation, as stated by Levinson (1983:45-47) distinguishes the principle in the four categories of maxim, as follow :

Table 2.1 Rubric of Cooperative principles

No	Cooperative Principles	Definition	Characteristic	Yes	No
1	Maxim of Quality	It is the category of maxim with a condition, "Try to make your contribution one that is true"	1. Do not say what you believe to be false 2. Do not say that for which you lack adequate evidence.	V	
2	Maxim of	The category of	1. Make your	V	

	Quantity	Quantity relates to the quantity of information to be provided	contribution as informative is required (for the current purposes of the exchange) 2. Do not make your contribution more informative than is required.		
3	Maxim of Manner	The maxim of relevance requires the speaker to be relevant to the context and situation in which the utterance occurs.	Be relevant	V	
4	Maxim of Relevance	It relates not to what is said but rather to how what is said is to	1. Avoid obscurity of expression 2. Avoid ambiguity 3. Be brief (avoid	V	

		be said. It deals with the super maxim “Be perspicuous”	unnecessary prolixity) 4. Be orderly		
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1. Maxim of Quality

Paul Grice had note that the maxims do not seem to be coordinate. The maxim of Quality, enjoining the provision of contributions which are genuine rather than spurious (truthful rather than mendacious), does not seem to be just one among a number of recipes for producing contributions. It seems rather than to spell out the difference between something's being, and (strictly speaking) failing to be, any kind of contribution at all. False information is not an inferior kind of information; it just is not information. In simply word, maxim quality deals with the utterance of being to the point or reference based.

2. Maxim of Quantity

The category of quantity relates to the quantity of information to be provided. For example:

Mom : Did you finish your homework?

Pat : I finished my algebra

Mom : well, get busy and finish your English, too!

It is visible that the child did not say that her English homework is not finished, nor did she imply it. Nevertheless, her mother is entitled to draw this conclusion, based on the combination of what the child actually said and the cooperative principle. It can be concluded that maxim of quantity is an utterance to being efficient in language used.

3. Maxim of Relevance

This maxim deals with the super maxim "Be relevant". This utterance deals with to stay in line with the topic.

Example :

Man : Will you come out on a dinner date with me ?
Woman : I am on the phone.

Here, the utterance of woman is irrelevant to the question. It also proof that the woman fails to observe the maxim.

4. Maxim of Manner

It relates not to what is said but rather to how what is said is to be said. It deals with the super maxim "Be perspicuous". To deal with the maxim of manner, it is important for the speaker to know about the hearer.

Following is the example:

A : "My bicycle was broken by car. Can you reopair it?"
B : "Yes, but it takes half a century."
(Taken from Rohmadi, 2004:18)

In the dialogue, B's answer contains unnecessary (not brief), because "it takes half a century" is a kind of hyperbole expressions. It is also not

simple answer. To create effective communication, it is better if B answers the question by saying "Yes". B answer like as stated in the dialogue, because B wants to create a humor situation.

Grice (1975:48), states that there is an accepted way of speaking which all accepted as standart behavior. When we produce, or hear, an utterance, we assume that it will generally be true, have the right amount of information, be relevant, and will be couched in understandable terms. If an utterance does not appear to conform to this model, then we do not assume that the utterance is nonsense : rather, we assume that an appropriate meaning is there to be inferred.

The Politeness Principle is a series of maxims, which Geoffrey Leech has proposed as a way of explaining how politeness operates in conversational exchanges.

Leech defines politeness as a type of behaviour that allows the participants to engage in a social interaction in an atmosphere of relative harmony. In stating his maxims Leech uses his own terms for two kinds of illocutionary acts. He calls representatives "assertives", and calls directives "impositives".

Each maxim is accompanied by a sub-maxim, which is of less importance. They all support the idea that negative politeness (avoidance

of discord) is more important than positive politeness (seeking concord). Not all of the maxims are equally important. For instance, tact influences what we say more powerfully than does generosity, while approbation is more important than modesty. Speakers may adhere to more than one maxim of politeness at the same time. Often one maxim is on the forefront of the utterance, while a second maxim is implied.

Leech (1983) states that there are six maxims of the politeness principle that are used to explain relationship between sense and force in daily conversation, those are:

1. Tact Maxim

The tact maxim is minimizing cost to other and maximizing benefit to other. This maxim is applied in Searle's speech act, commissive and directives called by Leech as impositives. Commissive is found in utterances that express speaker's intention in the future action. Then, Directives/impositives are expressions that influence the hearer to do action. The example of the tact maxim is as follows:

"Won't you sit down?"

It is the directive/impositive utterance. This utterance is spoken to ask the hearer sitting down. The speaker uses indirect utterance

to be more polite and minimizing cost to the hearer. This utterance implies that sitting down is benefit to the hearer.

2. The Generosity Maxim

The generosity maxim states to minimizing benefit to self and maximizing cost to self. Like tact maxim, the generosity maxim occurs in commissive and directives/impositives. This maxim is centered to self, while the tact maxim is to other. The example will be illustrated as follows;

“You must come and dinner with us”

It is an advice utterance that is involved in directive illocutionary act. In this case the speaker implies that cost of the utterances is to his self. Meanwhile, the utterance implies that benefit is for the hearer.

3. The Approbation

The approbation maxim requires to minimizing dispraise of other and maximizing praise of other. This maxim instructs to avoid saying unpleasant things about others and especially about the hearer. This maxim occurs in assertives / representatives and expressives. Assertives / representatives are utterances that express

the true propositional. Meanwhile, expressive are utterances that show the speaker feeling. The example is sampled below.

A : "The performance was great!"
B : "Yes, wasn't it!"

In the example, A gives a good comment about the performance. He talks the pleasant thing about other. This expression is a congratulation utterance that maximizes praise of other. Thus this utterance is included the approbation maxim.

4. The Modesty Maxim

In the modesty maxim, the participants minimize praise of self and maximize dispraise of self. This maxim is applied in assertives / representatives and expressives like the approbation maxim. Both the approbation maxim and the modesty maxim concern to the degree of good or bad evaluation of other or self. That is uttered by the speaker. The approbation maxim is examples by courtesy of congratulation. On other hand, the modesty maxim usually occurs in apologies. The example of the modesty maxim is below.

"Please accept this small gift as prize of your achievement"

In this case, the utterance above is categorized as the modesty maxim because the speaker maximizes dispraise of himself. The speaker his utterance by using "small gift"

5. The Agreement Maxim

In the agreement maxim, there is tendency to maximize agreement between self and other people and minimize disagreement between self and other. The disagreement, in this maxim, usually is expressed by regret or partial agreement. This maxim occurs in assertives / representatives illocutionary act.

There example will be illustrated below :

A : "English is a difficult language to learn"
B : "true, but the grammar is quite easy"

From the example, B actually does not agree that all part of English language difficult to learn. He does not express his disagreement strongly to be more polite. The polite answer will influence the effect of the hearer. In this case, B's answer minimize his disagreement using partial agreement, "true, but...".

6. The Sympathy Maxim

The sympathy maxim explains to minimize antipathy between self and other and minimize sympathy between self and other. In this case, the achievement being reached by other must be congratulated. On the other hand, the calamity happens to other, must be given sympathy or condolences. This maxim is applicable in assertives / representatives. The example is as follows.

"I'm terribly sorry to hear about your father"

It is a condolence expression which is expressed the sympathy for misfortune. This utterance is uttered when the hearer gets calamity of father's died or sick. This expression shows the solidarity between the speaker and the hearer.

D. Non-Observances

Grice (1975:49),states a participant in a talk conversation may fail to fulfill a maxim in various ways. Moreover, in generating an implicature, there are five ways people fail to observe a maxim, among others: flouting a maxim, violating a maxim, infringing a maxim, opting out of a maxim, and suspending a maxim, which include the following:

1. Violating the Maxims

The speaker is quietly and unostentatiously *Violating a Maxim*. In some cases a speaker will be liable to mislead the information to the hearer. In violating a maxim, the speaker will be able to mislead the hearer intentionally. The speaker says the truth but implies what is untrue, for an example:

Supervisor : Did you read the articles and write up the review of literature ?

Supervisee : I certainly read the article. Were not they captivating !

From the dialogue above it is visible that the supervisee said the truth is she had read the article. However, about the writing task,

she hesitates to comment the article than to answer the supervisor's question. The supervisee is doing maxim violation for saying the truth about reading the article but implies the untrue about the writing task.

2. Flouting the Maxims

Flouting a maxim takes place when a speaker blatantly fails to observe a maxim without any intention to mislead a hearer. Thomas (1995:65) believes that the speaker expects the hearer to look for a different meaning from what she/he says literally. In this case, speaker deliberately intends to generate an implicature, below is the example :

B was on a long train journey and wanted to read her book. A was a fellow passenger who wanted to talk to her :

A : "What do you do?"

B : "I'm a teacher"

A : "Where do you teach?"

B : "Outer Mongolia."

A : "Sorry I asked !" (Taken from Thomas, 1995:68)

B is flouting the maxim of quality, because Outer Mongolia is an isolated area, but B says as if it is a nearby area. He seems obviously deny about his true condition about the place. The answer of B also contains an implicature of B is known by A, so he apologizes to B to end the conversation.

3. Opting Out the Maxims

The speaker is may *Opting Out* from the operation both of the maxim and of the Cooperative Principle. Speaker may say, indicate, or allow an *Opting Out* to become plain that he is unwilling to cooperate in the way the maxim requires. He may say, for example, *I cannot say more; my lips are sealed*. In *opting out* a maxim, the speaker is unwilling to cooperate with the requirement of the maxims and it often takes place in public life. Opting out a maxim occurs when the speaker cannot reply in normal way that is expected.

4. Infringing the Maxims

Infringing a maxim usually takes place when a speaker has an imperfect linguistic performance, cognitive impairment, or when a speaker cannot speak clearly or to the point because of informatively impaired. Infringing a maxim also occurs when the speaker possesses lack of knowledge to the topic.

For example :

Teacher : No matter what you do, a world would be a better place because of what?
Student : What ?

From the conversation above, the infringement happened because the student had no perfect knowledge to communicate and brought the nervousness. Because of the nervousness, the student cannot speak clearly to answer the question from the hearer.

5. Suspending the Maxims

Meanwhile, suspending a maxim occurs when there are culture-specific or particular events that force the speaker not to say something directly, for instance, taboo words, for example :

“Never speaks the name of the dead, Chee thought. Never summon the Chindi to you, even if the name of the ghost us Father” (Thomas 1995:77)

Chee suspends the maxim of quantity when mentioning a name of a dead person, a taboo in her culture.

E. Violating the Maxims

Communication is very important and it can be included as the main point of interaction among human being and others. Through communication people can understand and have relationship to the society. In other word, interaction and communication are crucial points in human life because human is social and they need to interact and communicate each other. Dealing with communication, language plays important rule to deliver or inform message to speaker to listener or among people. Language is a kind of communication devices how human express feeling, ideas, opinion and even interacts with others. Though language, people can exchange information, knowledge, belief, opinions, threats, wishes an etc.

Regarding the importance of language, in communication in our daily life, we usually have conversation, chat discussion or so on. In communication, we have to realize about who is speaker, and what topic that we discuss about.

Linguistically, there is a term namely cooperative principle. Grice (1975:45) as summarized by Brown and Yule (1983:31) argue that make your conversational or talk, we need to be effective and efficient in using language, briefly what the speaker ask, automatically we will answer based on the questions. For instance the speaker asks “what time is it now?” and then the partner should answer “8 o’clock”. That’s what we called as cooperative principle.

“Conversational implicatures are not tied to linguistic form. To make a conversational implicature, a listener must have already parsed the sentence, assigned it its literal interpretation, realised that additional inferences must be added to make it conform to the Gricean maxim, and determined what these inferences are. Such activity could not reasonably affect the initial steps of parsing.” (Clifton & Ferreira, 1989)

Based on philosopher, Paul Grice (1975) has termed as Cooperative Principle (CP). The principle consists of four maxims: Quality, Quantity, Manner and Relevance, which represents how people are anticipated to perform in a conversation, in general. In other words, the CP imposes certain restrictions on participants to adjust their speech in correspondence with the maxims. In other word, there is a term namely cooperative principle which tend to be violated by people unconsciously.

Ideally in communication, we as a speakers try to contribute and communicate meaningful, productive utterances to further the conversation. It then follows that as listeners we assume that our conversational patters are doing the same. In fact most of people violate principles. Grice (1975) as quoted by Khosravizadeh and Sadehvandi (2011:122) claims that violation, takes place when speakers intentionally refrain to apply certain maxims in their conversation to cause misunderstanding on their participants' part or to achieve some other purposes.

Violation, Grice (1975:49) states takes place when speakers intentionally refrain to apply certain maxims in their conversation to cause misunderstanding on their participants' part or to achieve some other purposes.

Violation maxim based on the theory of Grice maxims cooperative principle covers of maxim Quality, Quantity, Relation, and Manner. Each maxims have regulation which is different each other. Maxim quality regulates our truthful contributions in conversation, maxim quantity regulate the sufficiency of our contributions in conversation, maxim relation regulates our contributions must be relevant, and the maxim of manner regulates our contributions that must be perspicuous.

Violating a maxim rather prevents or at least discourages the hearer from seeking for implicatures and rather encourages their taking utterances at face value. The examples of a maxim violation are as follow :

1. Violation of Quality maxim

This is the kind of maxim that happens if the speaker says what he believes to be false. The speaker misleads the hearer for saying the untrue.

Example :

Mother : Did you study all day long?
Son : Yes, I've been studying till know !
Mother : Who has been playing all day long?

In this exchange, the boy is not truthful and violates the maxim of quality. He lies to avoid unpleasant consequences such as; punishment or to be forced to study for the rest of the day.

2. Violation of quantity maxim

The kinds of maxims happen when the speaker giving less information or add the information not as is requires. Here, the speaker misleads the hearer to interpret differently with his information, for

Example :

Teacher : What are paragraph be called in the narrative
Student : Sequence
Teacher : Of?
Student : Events

From the conversation above, it is visible that the students was not being informative as it required, the teacher had to repeat asking the question in order to get the full answer.

3. Violation of Relevance maxim

This is kind of maxim arises when the speaker gives an irrelevant respond at the conversation, for example :

A : Did you like my presentation ?

B : The attendance was impressive, was not it ?

It is visible that the answer of B irrelevant with the A's question. A asked about the presentation but B answer it with a conditional statement about the attendance. B is violates the maxim of relevance for being irrelevant.

4. Violation of manner Maxim

The kind of maxim occurs when the speaker disobeys the maxims of manner, for example :

Pierce :major Frank Burns, M.D., manic-depressive. It is an honorary title.

Trapper : he is also schizoid

Pierce : he sleeps in two bunks (M.A.S.H)

In the conversation, Pierce says the ambiguity when he said “an honorary title”. It's not like a compliment but seemed like he mocked

Major Frank with his title with the truth that he was manic-depressive. Pierce violate the maxim of manner because of his ambiguity answer about Major Frank.

F. Context

As Thomas (1995:55) said about the implicature, both conventional and conversational implicature differentiate with its context. In addition, the conversational implicature identified depends on the context. It means that context is worthy to not be ignored in a conversation. In the other words, context is very important in term of conversation, especially in a conversational implicature.

Leech (1983:13) argues context has been understood in various way, for example to include “relevant” aspects of the physical or social setting of an utterance. Context to be the background knowledge of the hearer to interpreting the speaker mean by a given utterance. Meanwhile, Van Dijk in Levinson (1983:24) defines that a context is a complex event that can be divide into two events, such as the first is the speaker's utterance and the second event is the hearer's interpretation about the speaker's utterance. While Yule (2010:129), defines that a linguistic context

also known as co-text. The co-text of a word is a set of other words used in the same phrase or sentence.

From the explanation above context is definable as a social setting or background of the speaker's utterance so it can be clearly interpreted by the hearer. A context of the conversation determines to the obscurity of the implicit meaning. Context plays the important role for the successfulness of the conversation between the speaker and the hearer.

G. Bilingual Program or Education

Pragmatics is applicable to language teaching, because classroom language teaching is an occupation which essentially uses language in a social context to promote the learning and teaching of language for use in social context. In English class, there is a small society consisting of the tutor and tutees. The study of pragmatics teaches the students to be aware of the social context they belong to.

In English class conversation the tutor and the tutees play the role as the speaker and also the hearer. Teaching learning in English class mediated with language use in a conversation occurs in the class. That is why, classroom conversation, teaching, and learning are related to one another in the scope of social context of pragmatics study. The orientation of teaching learning process is influenced by the approach used in the learning activity. According to Sanjaya (2009:127) and Giyoto (2013:1), there are two main approaches in teaching learning process: student centered approach and

teacher centered approach. It is visible that the approach used in the classroom influence to decide the main role of the class.

According to Brown (2000:14), “the language teaching profession responded the theoretical trends with approaches and techniques that have stressed the importance of self-esteem, of students cooperatively learning together, of developing individual strategies for success and of focusing on the communicative process in language learning”. Applying a certain approach in the class needs an appropriate strategy to operate it. Finding the strategy is only a beginning to start the learning activity. The next steps is chooses the selected method. The method used in the classroom influenced the amount of teacher-students conversation.

Kumpulaine (2012:10) states that, “the teachers always want to look at the ways of understanding and learning was represented in the students' language or at the role of physical tools in joint problem solving. In addition, the problem solving method could also be located within its broader cultural setting”. Here, the 'problem solving' is conducted with appropriate culture acknowledge at the class.

Liddicoat (1991:14) states that bilingual education is used to describe a variety of education programmers involving two or more languages to varying degrees. IAIN Surakarta is one of the national

campuses that implement bilingual education for FITK since 2015 ago, named bilingual program.

On November 20th 2017, the researcher made an interview about bilingual program with Mr.Robith as the instructor and Mrs.Yusti as the organizer of the bilingual program. The researcher can conclude that bilingual program was originally set up because of the ability of students in a foreign language, especially the students of FITK are still below average. They need intensive learning. And then, students think how to improve their skills, especially in foreign language. This is very important, because they will face competition outside world, for example in the field of economics, namely MEA and globalization. If the alumnus of FITK cannot conquer the competition in terms of communication, they will lose. The purpose of bilingual program is to make students in every major of FITK mastering in the English skill, not only English Education Department (PBI) majors are able to speak English, but the majors of Islamic Education Department (PAI) and Arabic Education Department (PBA) are also able to speak English.

The learning process in the bilingual program will be made into small group consists of twelve until fifteen students (tutees) and each group is given a tutor or peers, there are 57 tutors of bilingual program. This friend trains others (peer). The student helps the other students to speak English

fluently. Tutor serves to train develop/ teach English, while tutee charge of training their selves to master the English. The organizers hope for students of sixth semester that they continue to learn English and the end of the seventh semester who will be tested has the competence to ensure that students of FITK can speak English well, the organizers do not want the graduation from FITK still follow English courses after graduating. Bilingual program is mandatory for all students of FITK, while its execution time is carried out in third, fourth, fifth, and sixth semester on Wednesday and Thursday, 13.00 or after midday.

The opportunities to participate in social interaction will not necessarily lead to meaningful learning experiences. Consequently, serious attention has to be paid to the patterns and content of students' interactions and how these support or challenge their learning. Moreover, careful attention needs to be paid to the contexts in which social interaction is embedded and how they contribute to or influence learning practices in the classroom.

H. Tutor

The tutor is provided training and guidance in the class, often they is called as the teacher, trainer. (Anton, 1989:334). In this research, the researcher chooses Medina Aulia Hapsari to be analyzed. She is student majoring in English education semester of 6. She was born in Kediri, January 1, 1996. She lives in the Kartasura, Sukoharjo. She became

bilingual tutor as suggested by the campus. Then, she was tutor in bilingual program.

The researcher chooses her because of several reasons, for the first she is able to communicate in both language nicely, namely English and bahasa Indonesia. Second, her class of teaching is the class that students that consist of English departement, so it is possible that the tutor and tutees uses maxim. Because the main purpose of the research is the analysis of maxim violation, the bilingual program by Medina Aulia Hapsari is suitable for analysis. Bilingual program is very important because graduates IAIN Surakarta was not just on religion, but also must be able to speak English, especially for faculty of FITK, bilingual program is important for students to face the MEA, the students should be able to international language, namely English.

I. Previous Related Study

Recently, pragmatics study seemed interesting to study. One of the most interesting topics in pragmatics is maxim. Outside, there are many people conducted a research about maxim. A previous research about maxim had been done by Ika Irawati on her thesis entitled : An Analysis of Maxim Violation between teacher and students conversation in the eight grade of the Junior High School SMP AL Muayyad in Academic Year 2015-2016. She analyzed 12 data violation of maxim.

Ika conducted the research for two objectives. They were to find the kind of violation maxims that were employed by the teachers and students conversation in English class and the reasons why they used the utterance. She concluded that it was possible for a speaker to flout the Grice's Theory of Principle maxims because of privacy reasons. She added that Maxim of relevance is usable by the speaker to hide his privacy reasons in their dialogues.

The similar research also about maxim that had been conducted by Ryanthi on her thesis entitle : *"The Non-Observance Maxim in Arthur miller's the Last Yankee Based on Grice's Cooperative Principles "*. The researcher analyzed 13 data of non-observance maxim on the conversation. There were 12 violatons and one violation that clashed with another maxim.

She stated two objectives in her study. The first was to know the kind of maxim was not obeyed by the speaker and listener while the implicature appeared in their dialogue in which could show the non-observance of the participant. The second objective was to know the process and the causes of the maxim's violations happen. Different conclusion was found by Aryanthi (2010). She found that the violations happen because the participant does not cooperate well with the reasons of some context inside. Aryanthi used some theroris of Grice's, Yule's,

Aitchison's and Horn's about implicature. Meanwhile, Indras (2012) used the theories about cooperative principle from Grice's, Thomas's and Levinson's.

The research that discussed about maxim also found in some International Journal Writing. One of them is in an International Journal of Comparative Literature and Culture (JCLC) in the United State entitled "Violation of Conversational Maxims in Shona". The research was conducted by Laston Mukaro, Victor Mugari, and Annastacia Dhumukwa (2013). They analyzed the reason of people in Shona who violate the maxim in their everyday chat. Those people mostly being uninformative and uncooperative in every conversation. The researchers finally concluded that when the maxim was violated by the people of Shona, the implied meaning became clear. In addition, Shona speakers violate maxims for a reason.

The similar Journal that discussed about maxim also found in another International Journal entitled "Grice's Cooperative Principle: Getting The Meaning Across". This Research was conduct by Bethan Davies (2000). He analyzed the reason of people violates the maxim and He shows misinterpretations stem, in part, from the relocation of the Cooperative Principle from philosophy to linguistics. In order to access a meaning that is more representative of Grice's view, it is necessary to see the writings on

the Cooperative Principle and implicatures in the context of Grice's work as a whole.

Based on the explanation above, the researcher interested in conducting a research about maxim in different area. The researcher wants to identify the kinds of Maxim Violation occurs in English class conversation between the tutor and tutees. Furthermore, researcher wants to know the purposes of the teacher and students who violate the maxim on their conversation. Based on the previous studies above, the researcher will find the theories from the experts used in those studies.

CHAPTER III

RESEARCH METODOLOGY

The researcher conducted a qualitative research in this study. This chapter present about the research design, object of the research, subject of the research, the technique of collecting data, and the techniques of analyzing data.

A. The Research Design

The researcher used the descriptive qualitative design in conducting the research. According to Moleong (2000:6), descriptive means that the data collected are words and pictures, not numbers. Meanwhile, Merriam (1998:5) defines the qualitative research as an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little description of the natural setting as possible. Qualitative research is concerned with developing explanations of social phenomena (Hancock, 2009:7)

The researcher used the descriptive design because the objective of the research was to describe and identify the existence of linguistic elements within conversation between tutor and tutees in bilingual program and without counting them the statistically. In this research,

descriptive method was used in gathering the data. While qualitative approach was used for identifying the positive politeness strategies, education values, and the implications of the movie toward the education.

It can be concluded that a descriptive qualitative design deals with a research of understanding social phenomena in a natural setting with words and pictures as the sources. In simply words, it focused on analyzing phenomena which occurred in society naturally as it is visible, and it is described clearly in word format without any calculation of numbers.

B. Research Setting

This research was conducted at the sixth semester students in bilingual program of IAIN Surakarta in the academic year 2018. It is located in Jl. Pandawa, Pucangan, Kartasura, Sukoharjo. The researcher choose bilingual program in IAIN Surakarta for several reasons: firstly, bilingual program in this semester emphasizes learning English course in communication. Secondly, Bilingual program is mandatory for all students of FITK. Therefore, tutor and tutees use maxim violation in their conversation. It is appropriate with the goal of researcher who wants to investigate about maxim violation. The researcher began the research on Thursday, April 25th 2018 till June 20th 2018. The

researcher did the observation in seven meeting. The researcher did interview with the tutors named Media Aulia, Etik Istiqomah, Lusi Pratiwi, Saiful and Muhammad jauhari Ahmad of Bilingual program.

C. Data and Source Data

Based on Sangadji and Sopiah (2010: 169), data source in research is the subject of the origin of the data can be obtained. Data themselves appear in the form of opinion or judgment so that is not a number, but in the form of words or phrases (2010:191). Those are :

1. The Data

The data is taken from the utterance, word, phrase, clause, idiomatic expression reduplication form and the tutor and tutee's reason uses maxim violation in their utterance. Data in this research contain the maxim violation expression spoken by the tutor and tutees conversation in bilingual class.

2. The Source Data

It is a source of data related to the object of the research. In conducting this research, the researcher employs the conversation between tutor and tutees in bilingual program to support as the source of the data. The source of data of this research consist of oral and written data. The oral data are gotten from the observation, the researcher watched and recorded the speech event that happened in the daily communication between tutor an tutees. Besides, the oral

data are from the interview with tutors are Media Aulia, Etik Istiqomah, Lusi Pratiwi, Saiful and Muhammad jauhari Ahmad, instructors are Mr.Robith Khoiril Umam and Mr. Puput Ariyanto and the organizers are Mrs. Yusti Arini and Mr.Sabariyanto. Meanwhile the written data, the researcher takes the interview with the source to get the right clarification and to ensure that data are valid.

D. Technique of Collecting Data

According to Nawawi (2008:108) in Emzir (2013:35) observation technique is also called as structured observation technique and usually it is used in the present research. Meanwhile, Catherine Marshall and Gretchen B.Rossman in Sugiyono (2012:309) said that, the fundamental methods relied on by qualitative researchers for gathering information are, participation in the setting, direct observation, in-depth interviewing, document review.

From the theories above the researcher conducted many activities to obtain the source of the data. The research conducts an interview, observation, and recording as the methods to collect the data.

1. Interview

In all forms of qualitative research, occasionally all of the data are collected through interviews. Hancock (2009:16) said that the

common form of interview is semi-structured” interview which involve a number of open ended questions based on the topic areas that the researchers want to cover. In this study, the researcher the data is collected by interviewing the main source of the data; tutees and tutors.

The interview questions was about the use of maxim violation during the English class. In addition, some questions purposed to obtain the information about the reasons of the informant used the utterances of maxim violation during the English class conversation.

2. Observation

One of the primary research tools in qualitative research is observation. Kidder (1981:264) states in Merriam (1998:95) that an observation is a research tool when it “(1) serves a formulated research purpose, (2) is planned deliberately, (3) is recorded systematically, and (4) is subjected to checks and controls on validity and reliability”. In this study, the data mostly collected in a classroom observation. The researcher observed the English class of the sixth grades at IAIN Surakarta. The researcher observed about the use of maxim violation in English class conversation by the tutors and tuttee.

The steps of data collections as following bellow :

- a. The researcher determined the grade of the class
- b. The researcher determined the English class.

- c. The researcher recorded the teaching activity of tutor, especially in the interaction and conversation between tutor and tutees during English classes run by using voice recorder.
- d. The researcher made transcript data from the result of record data.

E. Technique of Analyzing Data

The analysis of data in this research involved summarizing the mass of data collected. Bogdam in Sugiyono (2012:334) said ,

“Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.”

Miles and Huberman (1994:24) give description about the analysis data in the research of descriptive qualitative. It is explained in the flow model. They define analysis as consisting of three concurrent flows activity: data reduction, data display, and conclusion (drawing / verification). Here, Miles and Huberman (1994:12) state the comments about those components.

1. Data reduction

Data reduction is the first step in analyzing the data. According to Huberman (1994:10) the data reduction refers to :

“The process of selecting, focusing, simplifying, abstracting,

and transforming the data appears in written-up field notes or transcriptions. It is a form of analysis that sharpens, sorts, focuses, discards and organizes data in such a way that “final” conclusions can be drawn and verified.”

In this section, the researcher collected the data from the interview, observation, and recording. The appropriate and the significant data record became the need data used by the researcher. The appropriate data recording from mobile phone and the document of interview would be selected. Then, the inappropriate data was reduced. The main data was the selected data from the recording.

2. Data Display

The second flow model of the activity of data analysis is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and action. By looking at display, it helps to understand what is happening and to do something either analyzes further or take action based on that understand (Huberman, 1994 : 11)

In this step, the researcher conducted a technique of coding as the way in analyzing this research. The researcher gave code of each datum based on the order of datum number, gender, and

violation of Grice's maxim as a Coding Technique.

DATUM 3/F/VMQ1, means :

Datum 3 refers to the number of data

F refers to female teacher

VMQ1 represent to the violations of maxim quality

The other data codes of this research are as follow :

VCB – Q1R : Violation clash between Maxim Quality and
Maxim Relevance

VCB – Q1M : Violation clash between Maxim Quantity and
Maxim Manner

VMQt : Violation of Maxim Quantity

VMR : Violation of Maxim Relevance

VMM : Violation of Maxim Manner

In this section, the whole information that was appropriate with the problem statement are arranged to build the description about maxim violation occurred in English class conversation at bilingual program at IAIN Surakarta and the reasons they used the utterance.

3. Conclusion Drawing and Verification

The third section of the analysis activity was the conclusion drawing and verification. From the data collection, the qualitative analysis was considered to decide what things mean is nothing regularities, casual flows, and propositions. Miles and Huberman

(1994:11) also gives the description that the component researcher holds these conclusion lightly, maintaining, opens and skepticism, but the conclusion are still there.

Conclusions were also verified as the analyst proceeds. Verification may be as brief as fleeting second opinion crossing the analyst mind during writing, with a short excursion back to the field notes, or it may be through and elaborate with lengthy argumentation and review among colleagues to develop “inter subjective consensus” or with extensive effort to replicate a finding in another data set.

In this step, the researcher concluded the data based on the analysis of Paul Grice Principles theory. It focused on maxim Violation which consist of Violation of Quality Maxim. Violation of Quantity Maxim. Violation of Relevance maxim, and Violation of Manner Maxim. The researcher determined the kind of maxim violation occurred in English class conversation at IAIN Surakarta.

E. Trustworthiness

A qualitative research needs the trustworthiness of the data. Ensuring validity and reliability in qualitative research involves conducting the investigation in an ethical manner (Merriam, 1998:204). To get the validity of the data, the researcher uses a

triangulation technique to reach credibility of the data. According to Denzin (1970 in Merriam, 1998:204), triangulation is one strategies to enhance internal validity using multiple investigators, multiple source of data, or multiple methods to confirm the emerging findings.

Triangulation refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuring findings. Denzin (1970) extended the idea of triangulation beyond its conventional association with research methods and designs. He distinguished four forms of triangulation :

1. Data triangulation, which entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered.
2. Investigator triangulation, which refers to the use of more than one researcher in the field to gather and interpret data.
3. Theoretical triangulation, which refers to the use of more than one theoretical position in interpreting data.
4. Methodological triangulation, which refers to the use of more than one method for gathering data.

The researcher found that the methodological triangulation was appropriate to this study. Based on the sources of data for triangulation technique above, it seemed that the researcher gathers the data use more than one method. It deals with the form of methodological triangulation

which the data using more than one method; interview and observation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher would like to describe the conversation in Bilingual Program of FITK at IAIN Surakarta between the tutors and tutees. The conversation is analyzed orderly based on the kinds of maxim violation and the reasons of the tutors and the tutees violate the utterances. A good analysis is important in analyzing data. This chapter consists of the three sub chapter; research finding, analyzing finding and discussion.

A. Analysis of Findings

In this chapter the researcher presents the analysis of the data which have been collected from observation and interview. The analysis is about the kinds of maxim violation and the reason of the tutor and tutees violate the utterance. The detail of analysis begins with the description of the context and the explanation about the maxim violation. The second sub chapter is description of the reasons of using the utterances.

1. Maxim Violating by the Tutor

a. Violation in maxim of relevance

1. Datum 7/F/VMR

Tutee : “Yang interviewer nya boleh baca ya mbk ?”

(“Can the interviewer read the text, miss?”)

Tutor : **“Jadi gini, ini conversation biasa ya, intinya kita melatih speech kita gimana nya”. (“Because this is a simple conversation, we only try to improve our speech”)**

Tutee : **“Berati sedikit baca boleh ya mbak.” (It’s mean, we can read a note miss”)**

Tutor : **“Iya nggak papa” (“yes no problem”)**

The tutor and the tutees were having a discussion about the procedure to practice the debate. The tutee asks for the tutor (**“ Can the interviewer read the text, miss?”**) and then the tutor gives answer this question (**“Because this is a simple conversation, we only try to improve our speech”**). The tutor did not answer the tutee’s question directly. She gave an explanation why they should not memorize the text. Based on the conversation, the tutor violates the maxim of relevant because she gave an answer with another focus.

2. Datum 8/F/VMR

Tutee : **“Yang di laparin ke mbak nya apa ?” (“What should we report to you miss?”)**

Tutor : **“Ya nanti kalian maju satu persatu ke saya.” (“All of you come forward one by one”)**

Tutee : “Sama pasangannya ya mbak tapi”. (**“But we can go with our partner miss?”**)

The tutor gave the instruction for the tutees to make an outline about the scenario of job interview. After they make an outline they must come forward and practice it. The tutee asks for the tutor (**“Because this is a simple conversation, we only try to improve our speech”**) and then the tutor answer **“All of you come forward one by one”**. The tutor answer the tutees question irrelevant. She did not answer the tutee question but she only give an explanation that they will come forward one by one. According the conversation above, the tutor violates maxim of relevant because the tutor gives answer for the tutees’ question irrelevant.

3. Datum 18/F/VMR

Tutor : “Aku nggak mau nunjuk kelompok yang mana yang mau duluan maju. Volunteer aja.” (**“ I don’t want to choose who is the group that will be the first perform, please volunteer”**)

Tutee : “Dibaca boleh ya mbak pas maju”. (**“We can read the text miss when we come forward”**)

**Tutor : “Yang penting siap maju dulu, bawa note kecil
nggak papa”. (“The important is you want to come
forward and you can bring the note”)**

The tutor and the tutees were having a discussion about the procedure to practice the debate. The tutor asks for the tutee “Aku nggak mau nunjuk kelompok yang mana yang mau duluan maju. Volunteer aja.” (**“ I don’t want to choose who is the group that will be the first perform, please volunteer”**) then the tutees give answer this question **“Dibaca boleh ya mbak pas maju”. (“We can read the text miss when we come forward”**. The tutee did not give a respon the tutor instruction directly. She only wants that they can read the text when they come forward. Based on the conversation, the tutee violates the maxim of relevant because she gave an answer with another focus.

b. Violation in Maxim of Quantity

1. Datum 17/F/VMQt

Tutor : “Let's start our meting today with basmallah”

Tutor : “Are you ready guys to show your performance?”

Tutee : “Ready”

Tutor : “Ok, who is the group that will be the first to perform?”

Tutee : “Three”

This conversation occurred in the beginning of the meeting. The last meeting the tutor gave a home work for the tutees to make an outline of debate. They also memorize it and perform in front of class. The tutor and tutees were having a discussion to choose the first group that will be perform. When the tutor asks “Are you ready to show your performance?” tutees only answer “Ready”. The tutor wants to get a deep answer, she asks again “Who is the group that will be the first group to perform?” the tutees answer “three” without giving an explanation. The tutor wants to get a good feedback from tutees but the tutees did not give a good feedback. According to the conversation, the tutee violates the maxim of quantity because they don’t give a brief reason.

Table 4.1 Kinds of Maxim Violation by Tutor

No	Maxim Violated	Data Number	Number of Data
1	Quality	-	-
2	Quantity	17	1
3	Relevance	7,8,18	3
4	Manner	-	-

5	Quantity and Manner	-	-
6	Quantity and Relevance	-	-

2. Maxim Violating by the tutees

a. Violation in Maxim of Quality

1. Datum 2/F/VMQI

Tutee : "I'm from ngawi"

Tutor : "Ngawi ? Boarding house?"

Tutee : "Ehmm ... No"

Tutee : "Lo bukannya kamu kost kan, Vi?" (**"Are you stay in boarding house, Vi?"**)

Tutor : "Boarding house is "kost" in bahasa"

Tutee : "Oh yes, saya ngekost sekarang" (**"Oh yes, I stay in boarding house now"**)

The conversation occurred in the beginning of the teaching learning process. The tutor asks for the tutees to introduce theirselves in front of their friend. The tutees tell about her name but she does not tell about her hometown. Then the tutor asks for her, she stays in boarding house or not but she answer no. Another friend asks for her friend that she stay

in boarding house. According to this dialogue, the tutees violate the maxim of quality. The tutees give another answer in the same times.

2. Datum 11/F/VMQI

Tutor : "Oke, I see that all of you read the text right ?"

Tutee : "Ehhmmm little. (Padahal mereka baca full)"

Tutor : "Serius baca sedikit ? padahal yang saya kirim memang cuma satu lembar." (**"Seriously that you only read a little? I sent you only one page"**)

Tutee : "Oh berarti saya udah baca semua mbak." (**"Oh I read all of the text miss"**)

In this conversation, the tutor wants to check the tutees understanding. She sent the text for all of the tutees before so when they have a meeting they can discuss about the text clearly. She asks one of the tutees about the text but the tutees give answer that she only read a little part of the text. The tutor gives her a question to make sure of tutee's answer. She asks **"Seriously that you only read a little? I sent you only one page"**. Then the tutees give another answer **"Oh I read all of the text miss"**. It means that the tutee does not give a truth answer. The tutee violates a quality maxim based on the conversation.

3. Datum 19/F/VMQI

Tutor : "Tau nggak volunteer apa? Tadi kan saya bilang , "I just want you to be volunteer". (**"Do you know the meaning of volunteer? I ask you "I just want you to be volunteer"**)

Tutor : "Ada yang tau nggak? Artinya volunteer apa?" (**"Any one knows about that? What is the meaning of volunteer?"**)

Tutee : "Cari di kamus dulu mbak." (**"I will find on dictionary first miss"**)

Tutee : "Volunteer itu yang suka membantu atau menolong orang lain mbak" (**"Volunteer is person who always to help another person"**)

Tutor : **"Volunteer is sukarelawan".**

The conversation occurred in the middle of teaching learning process. The tutor explains the material about job interview and then she asked for one of the tutee to be a volunteer but there is not the tutee wants to come forward. Finally the tutor asks for the tutees about the meaning of volunteer. All of the tutees cannot answer the question, one of them answer " **I will find on dictionary first miss**". They ask like that to cover that they do not the meaning of volunteer. One of them

gives answer that volunteer is person who help another person. In the last, the tutor gives a right answer that volunteer is "sukarelawan". Based on the conversation, the tutees violate maxim of quality. Firstly they want to cover that they do not know about the meaning and then one of them answer without check the right answer on the dictionary.

4. Datum 21/F/VMQI

Tutor : "Kalian udah bisa menguasai apa yang ingin kalian sampaikan. Aku tidak memaksa kalian untuk menghafalkan karena itu memang bukan *passion* kalian. Tapi kan belajar nggak ada salahnya oh iya artinya jurusan dalam bahasa inggris itu apa?" (**All of you can understand about your performance material. I cannot force you to memorize the material because that's not your passion. But study is not a wrong way, oh ya what is "jurusan" in english?**)

Tutor : "Terus tadi kamu bilang, saya takut apa tadi ?" (**And then you said, I'm afraid of ?**)

Tutee : “To.. to.. harusnya saya jawab of” (To to. I should say of)

Tutor : “Kalimat setelah afraid itu pasti of. Contohnya I'm afraid of apaa..”(Sentence after afraid should give “of”. The example I'm afraid of bla bla bla)

The conversation happened when the tutor asks for the tutees to do job interview. In the last session, the tutor gives a comment for tutees. The tutor asks for the tutees the meaning of “jurusan” in English but they cannot answer it. The tutor also checks about the structure of sentence, the tutees give a wrong article in her sentence, she uses “to” in her sentence but the right answer is of. She gives a different answer after the tutors give a clue of the sentence and she gets a help of their friend. According the text, the tutee violates the maxim of quality, because she does not give a truth answer.

5. Datum 22/F/VMQ1

Tutor : “Are you enjoy with this job ?”

Tutee : “Yes I'm enjoy because when I'm doing the job I'm always happily”

Tutor : “Kenapa kamu bilang *happy* tapi wajahmu nggak bahagia” (why are you said that you're enjoy but your face is not happy)

Tutee : “I'm enjoy but little”

The conversation occurred in the middle of teaching learning process. The tutor gives a job interview for the tutees. The tutor asks for the tutees to come forward and do the job interview with her. When the tutor asks the question “Are you enjoy with the job?”, The tutee answer yes, but her face is not look like that. The tutor asks about the expression of the tutee when she said she is happy. Finally the tutee answer she is happy but little. She is not totally happy. According to this conversation, the tutee violates maxim of quality because she does not give a truth answer.

b. Violation in Maxim of Quantity

1. **Datum 3/F/VMQt**

Tutor : “I will give you the choice for job interview choose and find your couple or you will interact with me directly”.

Tutee : “Couple”

Tutor : “Ok, all of you choose to find the couple ?”

Tutor : “We have four groups. You can choose the partner.”

The conversation happened in the middle of bilingual program. The tutor gives an explanation about job interview. After that she asks for the tutees to do the job interview practice with two options, doing job interview with their friend or tutor directly. Most of the tutees answer to find the couple but they ask in a limit word. She gives answer **“couple”**. It makes the tutor have a bad mood but she does not show that. Based on the conversation the tutee violates maxim of quantity because the tutees do not give a good respon for the tutor's question. She does not give a good feedback.

2. Datum 24/F/VMQt

Tutor : “And then what is the theme of debate for tomorrow ?

Misalnya tentang smoking in public area gimana ?” (**“And then what us the theme of debate for tomorrow? The example is about smoking in public area, how about that ?”**)

Tutee : “Gampang mbak. udah familiar” (“Easy miss, that is familiar”)

Tutor : **“Lha trus kalian mau tema apa ?”** (“And then what is the theme that you want?”)

Tutee : **“Yang lain mbak”**. (“Another miss”)

The tutor and the tutees were having a discussion about the theme of debate practice. The tutor gives an example about the theme. However, it was not as it was expected by the tutor. Few tutees did not pay attention to the tutor. The rest of the tutee gave the answer unconfidently. As a result, the tutor should guide them to find the right theme. Based on the conversation, the tutee violates the maxim of quantity.

4. Datum 13/F/VMQI

Tutor : "And then, yang di wawancarai namanya ?"

Tutee : "Jobber."

Tutor : "No, can you give me another answer ?"

Tutee : " No"

Tutor : "No... you can say that applicant"

Tutor and tutees were having discussion in the middle of meeting. They were in question-answer session. The tutor wants to check their understanding about job interview. Some of tutees gave a good feedback but some other only gave attention. When the tutor asks the name of "interviewee", there is a tutee answer "Jobber". After that the tutor asks to give another answer but no one of tutees do that. According to this conversation, tutees violates the maxim of quantity because they only give a limit feedback.

c. Violation in Maxim of Relevance

1. **Datum 1/F/VMR**

Tutor : " I want to know your name and your identity."

Tutee : "My name is Annisa, im from Sragen."

Tutor : "Any other do you want to know about her ?"

Tutee : "Lanjut aja" ("continue it")

Tutor : "Ya sudah silahkan yang lain dilanjutkan." ("up tp you. Let's to continue")

This conversation occurred in the beginning meeting of bilingual program. The tutor asks for the tutee to introduce themselves because the member of the group consist of thirteen members, they introduce randomly. When someone told about themselves, another member should give a comment or question for her/him. In initially, in this conversation the tutee gave another respon. They did not want to give question because they are from same class. They only said "Lanjutkan"(continue it). They understand about the instruction by tutor but they do in another point of view. According this conversation, the tutee violates the maxim because their answer is not relevant with the tutor question.

2. **Datum 9/F/VMR**

Tutor : "Bisa kita tentukan berapa menit untuk persiapan ?" (**"Can we fixed the time to preparation?"**)

Tutee : **"Jangan cepat cepat." ("Don't be fast")**

Tutor : "Lha iya, makanya ada batas minimal waktunya, biar nggak lama lama". (**"So we must have a minimal time, so we will be ontime"**)

The tutor and the tutees were having a discussion about the procedure to practice the debate. The tutor asks for the tutee (**"Can we fixed the time to preparation?"**) and then the tutees give answer this question **"Jangan cepat cepat." ("Don't be fast")**. The tutee did not answer the tutee's question directly. She only wants that time is not long for them. Based on the conversation, the tutee violates the maxim of relevant because she gave an answer with another focus.

3. Datum 12/F/VMR

Tutor : "Ok, it's time to introduce your self."

Tutor : "you."

Tutee : **"Sudah kenal ." ("They knew me")**

Tutor : "Iya kamu sama temenmu sudah kenal, kalau sama saya kan belum". (**"You and your friend knew each other but you still don't know about me"**)

This conversation occurred in the beginning meeting of bilingual program. The tutor asks for the tutee to introduce themselves because the members of the group consist of thirteen members, they introduce themselves randomly. When someone talks about themselves, another member should give a comment or question for her/him. In initially, in this conversation the tutee gave another response. When the tutor chooses one of the tutees to introduce themselves, she answers **“sudah kenal”**. They understand about the instruction by the tutor but they do it from another point of view. According to this conversation, the tutee violates the maxim because their answer is not relevant with the tutor's question.

4. Datum 25/F/VMR

Tutor : “Setelah kalian buat outlinenya, kalian bisa perform di depan saya dan teman-teman kalian.” (**“After you make an outline, you can perform in front of me and your friend”**)

Tutee : **“Baca ya mbak”** (**“Read the text miss”**)

Tutor : **“PBI kok baca gimana ?”** (**“Seriously PBI will read the text?”**)

Tutee : **“Lha jamannya pak Sabar boleh baca”.** (**“Mr. Sabar gave permit that we can read the text”**)

The tutor gave the instruction for the tutee to make an outline about the scenario of job interview. After they make an outline they must come forward and practice it. The tutor ask for the tutee “Setelah kalian buat outlinenya, kalian bisa perform di depan saya dan teman teman kalian.” (**“After you make an outline, you can perform in front of me and your friend”**), and then the tutee answer **“Baca ya mbak”** (**“Read the text miss”**). The tutor answer the tutee question irrelevant. She did not answer the tutee question but she only give an explanation that they will come forward one by one and must be memorize the text **“PBI kok baca gimana ?”** (**“Seriously PBI will read the text?”**).

According the conversation above, the tutor violate maxim of relevant because the tutor answer the tutees’ question irrelevant.

d. Violation in Maxim of Manner

1. **Datum 5/F/VMM**

Tutor : “Yang interviewer nanti bisa mengambil dari pertanyaan di sini, terserah kalian mau ambil tema apapun yang penting ada hubungannya dengan job interview. Kalian berpasangan lalu presentasikan di depan saya”. (**“Interviewer can take the question here, you can choose the theme, anything**

that is up to you. The important thing is the theme relates with job interview. You can choose your partner and then present in front of me”)

Tutee : “Tapi Jangan direkam ya mbak ?” (“But please don’t record it miss”)

Tutor : “kok direkam?” (“Why are you record miss?”)

Tutee ; “Ya kan kami belum hafal mbak, jadi jangan direkam” (“we are not memorize it miss, please don’t record it”)

Tutor : “Ya usaha dulu di hafalkan, ini kan juga bisa melatih speech kalian” (“You must try to memorize the text, this is to improve your speech”)

The tutor and the tutees were having a discussion about the procedure to practice the debate. The tutor gave the suggestion for the tutee “Yang interviewer nanti bisa mengambil dari pertanyaan di sini, terserah kalian mau ambil tema apapun yang penting ada hubungannya dengan job interview. Kalian berpasangan lalu presentasikan di depan saya”. **(“Interviewer can take the question here, you can choose the theme, anything that is up to you. The important thing is the theme relates with job interview. You can choose your partner and then present in front of me”)**, but the tutee answer in ambiguity answer, **“Tapi Jangan direkam ya mbak ?” (“But please don’t record it miss”)**. Tutee can

not get the tutor meaning so they give an ambiguity meaning. Both of them (Tutor and tutee) have another focus on conversation. Based on the conversation, the tutee violates maxim of manner because the tutees give an ambiguity answer.

2. Datum 6/F/VMM

Tutor : "Ehmm. Ini kan speech ya, jadi di usahakan jangan baca" (**"Ehmmm. This is speech so try to don't read the text"**)

Tutee : **"Berarti gantian ya mbak ? Pertama interviewer trus jadi interviewee lagi"** (**"It's mean change miss? The first to be interviewer and next to be interviewee"**)

Tutor : **"Bukan, cukup sekali aja"**. (**"No. Only at once"**)

The tutor and the tutees were having a discussion about the procedure to practice the debate. The tutor gave the suggestion for the tutee , "Ehmm. Ini kan speech ya, jadi di usahakan jangan baca" (**"Ehmmm. This is speech so try to don't read the text"**) but the tutees give answer in another point of view, they have another focus on conversation so their conversation makes understanding each other. The tutee gave a respon **"Berarti gantian ya mbak ? Pertama interviewer trus jadi interviewee lagi"** (**"It means change miss? The first to be interviewer**

and next to be interviewee”). Tutee cannot get the tutor meaning so they give an ambiguity meaning. Based on the conversation, the tutee violates maxim of manner because tutees give an ambiguity answer.

3. Datum 14/F/VMM

Tutor : “Yang tidak boleh ditanyakan saat wawancara apa ?”
(“What the thing that cannot to ask when interview process”)

Tutee : “Boleh izin berapa kali.”(“How about to permit ?”)

Tutor : “Serius yang ditanyakan itu saat proses wawancara ?”
(“Seriously that is question in interview?”)

Tutee : “Kan bisa jadi itu mbak” (“May be miss”)

The tutor and the tutees were having a discussion about job interview material. The tutor asks for the tutee about interview. Because this material was presented in previous bilingual, the tutor only makes a question-answer with the tutee. The tutor asks for the tutee “Yang tidak boleh ditanyakan saat wawancara apa ?” (**“What the thing that can not to ask when interview process”**). The tutees’ answer is not relevant with the question, they answer “Boleh izin berapa kali.”(“How much we can permit from the office?”). According to the conversation, the tutee violates maxim of manner because the tutee give an ambiguity answer.

4. Datum 15/F/VMM

Tutor : “Yang paling sensitif di tanyakan saat interview apa ?”

(“What is the sensitive question interview?”)

Tutee : “Ehmmm.. belum dibaca bukunya mbak.”

(“Ehmm.. i don’t read the book miss”)

Tutor : “Ada yang udah pernah melamar pekerjaan ?” **(Is there any doing job interview?)**

Tutee : **“Saya .” (“me”)**

The tutor and the tutees were having a discussion about job interview material. The tutor asks for the tutee about interview. Because this material was presented in previous bilingual, the tutor only makes a question-answer with the tutee. **The tutor asks for the tutee “Yang paling sensitif di tanyakan saat interview apa ?” (“What is the sensitive question interview?”)**. This question is ambiguity because the word “sensitive” can not related with the topic. Sensitive has a different meaning in every context of the sentence. According to the conversation, the tutor violates maxim of manner because the tutor give an ambiguity question.

5. Datum 16/F/VMM

Tutor : “Oke I will tell you about your material. We must focus on debate. Terserah nanti debate nya bentuknya kaya apa.”**(“Oke I will tell you about your material. We must**

focus on debate. Up to you how about the style of debate")

Tutee : "Yang penting yes no yes no" ("The important thing is yes no yes no")

Tutee : "Saya ." ("me")

The tutor and the tutees were having a discussion about debate material. The tutor asks for the tutee about debate. Because this material was presented in previous bilingual, the tutor only makes a question-answer with the tutee. The tutor gives an information "Oke I will tell you about your material. We must focus on debate. Terserah nanti debate nya bentuknya kaya apa."("Oke I will tell you about your material. We must focus on debate. Up to you how about the style of debate"). The tutee gives a respon "Yang penting yes no yes no" ("The important thing is yes no yes no"). Their respon is not related with the topic. According to the conversation, the tutor violates maxim of manner because the tutor give an ambiguity question.

6. Datum 20/F/VMM

Tutor : "Sudah ada pasangannya ini ?" ("Is there any a partner?")

Tutee : "Belum hafal mbak" ("I'm not memorize yet miss")

Tutor : "Nggak papa sebisanya aja." ("No problem as you can")

Tutee : “Salah nggak papa ya mbk?” (“still oke if we make a mistake?”)

Tutor : “Kan baru latihan emang.” (“You are still exercise”)

The tutor and the tutees were having a discussion about the procedure to practice the debate. The tutor ask for the tutee “Sudah ada pasangannya ini ?” (“Is there any a partner?”) and then the tutee answer this question “Belum hafal mbak” (“I’m not memorize yet miss”). The tutee did not give a respon the tutor instruction directly. She only want that they can read the text when they come forward. Based on the conversation, the tutee violates the maxim of manner because she gave an ambiguity answer.

7. Datum 23/F/VMM

Tutor : “Why you interest to join in this job ?”

Tutee : “Because i’m resign for my last job on january and I don't have a job.”

Tutor : “Only like that ? don't you have another reason?”

Tutee : “No, I don't have a reason”.

The tutor and the tutees were having a discussion about job interview material. The tutor asks for the tutee about interview. Because this material was presented in previous bilingual, the tutor only makes a

question-answer with the tutee. The tutor asks for the tutee : “Why you interest to join in this job ?”. And then the tutee answer **“Because i’m resign for my last job on january and I don't have a job.”** The tutee answer is not related with the tutor question. According to the conversation, the tutee violates maxim of manner because the tutor give an ambiguity question.

e. Maxim Violation in A Clash Between Maxims

1. **Datum 4/F/VCBM-QtM**

Tutor : “One of you will be interviewer and interviewee. kan ini job interview, saya beri 2 pilihan berpasangan atau dengan saya”. (**“One of you will be interviewer and interviewee. Because this is job interview, i give you 2 option, find your partner or with me”**)

Tutor : “Nanti ada yang jadi interviewer dan interviewee . interviewer is ?” (**“And then, they will be an interviewer and interviewee. Interviewer is ?”**)

Tuttee : “Pelamar pekerja”

Tutor : “Dan interviewee is ?”

Tutee : “Yang di lamar”

The conversation happened when the tutor ask for the tutees to do job interview. The tutor gives the rules to do job interview. They can choose

their partner or with the tutor directly. The tutor and tutees were having a discussion about the rule, the tutee did not give a good feedback. They only give a limit respond. When the tutor gave a question for tutee to get a feedback, the tutee give an ambiguity answer, for example the tutor ask "Nanti ada yang jadi interviewer dan interviewee. Interviewer is ?" (**"And then, they will be an interviewer and interviewee. Interviewee is ?"**), and then the tutee answer "pelamar kerja". After that the tutor ask again, "Dan interviewer is?" the tutee answer "yang dilamar". In english. Interviewer is *pewawancara* and interviewee is *orang yang diwawancarai*. According the text, the tutee violate the maxim of quality and manner, because the tutee gave an limit respon and ambiguity answer.

2. Datum 10/F/VCBM-QtR

Tutor : "What do you think about this company ?"

Tutee : "Happiness"

Tutor : "Only happiness ? Don't you have another answer ?"

Tutee : "Interesting maybe"

The conversation happened when the tutor asked for the tutees to do job interview. The tutor and tutees have a practice of job interview. But the tutee did not give a good feedback. They only give a limit respond. When the tutor gave a question for tutee to get a feedback, the tutee give an

ambiguity answer, for example the tutor ask “What do you think about this company?”. Then the tutee answer “Happines” is not relevant with the question. According the text, the tutee violates the maxim of quality and Relevant, because the tutee gave a limit respon and irrelevant answer.

Table 4.2 Kinds of Maxim Violation by Tutees

No	Maxim Violated	Data Number	Number of Data
1	Quality	2,11,19,21,22,	5
2	Quantity	3,24,13	3
3	Relevance	1,9,12,25,	4
4	Manner	5,6,14,15,16,20, 23	7
5	Quantity and Manner	4	1
6	Quantity and Relevance	10	1

A. Reasons of Violate the Utterances

This is the subchapter to discuss the analysis of data findings. It is focused in the point of the reasons of teachers and students used the utterances of maxim violation during their conversation in Bilingual Program of FITK at IAIN Surakarta. The discussions are as follow :

1. The reason of Tutor Violate the Maxim

1) Education

According to Grice in Levinson (1983, p.112) there is education reason why people violate the maxims. In education reason, the participants are Johnny and his mother. Johnny's question is "Hey Sally, Let's play marbles" and his mother's answer is "How is your homework getting along Johnny?". The mother's answer has implied meaning that Johnny may not yet be free to play. She reminds Johnny to do his homework.

The utterance of reason for education is visible in datum 8. In datum 8, the tutee asks for the tutor, "Yang di laporin ke mbak nya apa ?" (**" What should we report to you miss?"**) And then the tutor answer **"Ya nanti kalian maju satu persatu ke saya."** (**"All of you come forward one by one"**). They were having a discussion about the possible question when they do job training. In this conversation, the tutee violates a maxim of relevance. Her answer is not related with the tutor question. Based on interview with tutee, she has reason why she violates the maxim, **"Jadi saya selalu appreciate ketika mereka mencoba jawab pertanyaan saya."** (Appendix: 112)

2) Warning

According to Grice in Levinson (1983, P. 111) there is warning reason why people violate the maxims. In education reason in warning

reason, the participant are A and B. A's question is "I do think Mrs.Jenkins is a wind bag, don't you?" B gives irrelevant answer to A by changing the conversation topic, because he wants to tell and warn A that Mrs.Jenkins nephew is standing behind A. Utterance of warning can be seen in datum 6, 7,18.

In datum 6, tutor give some rules about speech performance, **"Ehmm. Ini kan speech ya, jadi di usahakan jangan baca"** ("Ehmmm. This is speech so try to don't read the text") and then tutee answer **"Berarti gantian ya mbak ? Pertama interviewer trus jadi interviewee lagi"** ("It's mean change miss? The first to be interviewer and next to be interviewee"). According to this case, tutor gives warning for tutee about the rules. Tutee can not read their paper and just memorize it. Based on interview with tutor and tutee, there is reason why they violate the maxim, **"Saya memberikan evaluasi di akhir mbak, Jadi jawaban yang salah dari mereka baru saya benarkan di akhir"**. (Appendix : 116)

In datum 18, The tutor asks for the tutee **"Aku nggak mau nunjuk kelompok yang mana yang mau duluan maju. Volunteer aja."** ("I don't want to choose who is the group that will be the first perform, please volounterr") and then the tutee answer this question **"Dibaca boleh ya mbak pas maju"**. ("We can read the text miss when we come forward". The tutee did not give a respon the tutor instruction directly. She only want

that they can read the text when they come forward. Based on the interview, there is a reason why tutor and tutee violate the maxim **“Mereka kadang menjawab beberapa pertanyaan dengan ambigu juga sih mbak. Entah mereka tidak paham dengan pertanyaannya atau memang mereka susah mengungkapkannya. Jadi jawabannya itu kadang melenceng mbak”**. (Appendix : 116)

In datum 7, The tutor and the tutees were having a discussion about the procedure to practice the debate. The tutee asks for the tutor (**“Is interviewer can read the text miss ?”**) and then the tutor answer this question (**“Because this is a simple conversation, we only try to improve our speech”**). The tutor did not answer the tutee’s question directly. She gave an explanation why they should not memorize the text. Based on the conversation, the tutor violates the maxim of relevant because she gave an answer with another focus

Table 4.3 The Reason of Tutor Violate the Maxim

No	Kinds of reason	Data Number	Number of Data
1	Privacy	-	-
2	Education	8	1
3	Warning	6, 7,18	3

b. The reason of Tutees Violates the Maxim

1) Privacy Reason

Privacy reason is admitted when the speaker violate the maxim spontaneously without any intention to do it. According to Grice (1975) in Thomas (1995:74) there is no principled reason to expect that an implicature will be true- the speakers can imply a lie as easy as they can say one. Expression of privacy reason is visible in datum 1, 2, 3, 10, 11, 12, 17, 20, 22, 23. In datum 1, the teacher ask for tutee to introduce their selves, but some of them did not want to tell about their selves, they answer, “: **“Lanjut aja” (“continue it”)** . For saying those words, the tutee wants to deal with the tutor that she would ask continue when she knew her friend. Even though, he replies his teacher’s question with a question intonation. It is kind of his privacy to violate the maxim. She ask like that because in that group is from a same class. So, they was knew each other.

Then in datum 2, when the tutor asks for tutee to introduce herself, they ddid not said that she lives in boarding house. “Ngawi ? Boarding house?”, the tutee answer **“Ehmm ... No”**. **after that her friend said, “Lo bukannya kamu kost kan vi?” (“Are you live in boarding house vi?”)**. In here the tutee violates the maxim of quality, she doesn’t tell the truth. Based on the interview, there is a reason why tutee violates the maxim of quality. The tutee violates the maxim because she does not understand about the

tutor question, **“Sering mbak. Soalnya ya itu tadi, saya tidak paham dengan apa yang dikatakan tutor dan saya menjawab asal. Jadi sering tidak nyambung”** (Appendix : 129)

In datum 3, when the tutor ask for the tutee and give two choice about their task, they just answer in one word, because they don't know to say their opinion. **“I will give you the choice for job interview choose and find your couple or you will interact with me directly”**. And then tutee answer **“Couple”**. According for this case, the tutee did not give more explanation about their answer and the tutee violates the maxim quantity.

In datum 10, the tutor and the tutee were having an job interview practice. The tutor ask for her, **“What do you think about this company ?”**. And then the tutee answer **:“Happiness”. in here the tutee violate maxim of quality**. It is visible that she is not sure with her answer, so the tutor need more question to make his answer clear.

In datum 11, the tutor ask for the tutee about the text that was she sent last night. She ask **“Oke I see that all of you read the text right ?”**. then the tutee answer it, **“Ehhmmmm little. (Padahal mereka baca full)”**. The tutor ask again that she only sent one page. She want to check their understanding about the text. But all some of them said that they only read a half of page. In this case, the tutee try to lie.some of them was read the

text and some of them not read yet the text. The tutee violate maxim of quality.

In datum 12, tutor choose one of tutee to introduce herself. **“Oke it's time to introduce your self., you.”** (nunjuk salah satu tutee). Then, the tutee answer, **“Sudah kenal .”** (**“They knew me”**) and then the tutor answer **“Iya kamu sama temenmu sudah kenal, kalau sama saya kan belum”.** (**“You and your friend knew each other but i still don't know about you”**). Based on this case, the tutee violate maxim of relevance, because there is not relevant between tutor question and tutee answer. She give that answer only based on herself opinion without seeing others. **“Sering mbak. Soalnya ya itu tadi, saya tidak paham dengan apa yang dikatakan tutor dan saya menjawab asal. Jadi sering tidak nyambung”** (Appendix:129)

In datum 20, the tutor asks for the tutee about performance system in bilingual program. **“Sudah ada pasangannya ini ?”** (**“Is there any a partner?”**). And then the tutee answer **“Belum hafal mbak”** (**“I'm not memorize yet miss”**). Tutor gives some suggestion and motivation for them, **“Nggak papa sebisanya aja.”** (**“No problem as you can”**) and then they answer, **“Salah nggak papa ya mbk?”**(**“still oke if we make a mistake?”**). In this case, tutee did not brief to perform in front of class because they feel shy and did not confident with their ability. This case

contain privacy reason because it is just the feeling of some tutee and it did not have relation . **“Saya paham dengan apa yang tutor maksud mbak, tapi saya kesulitan untuk menjawab dengan bahasa inggris. jadi jatuhnya tutornya tidak paham dengan maksud saya”** (Appendix : 132)

In datum 22, the tutor ask for the tutee, Tutor : “Are you enjoy with this job ?”. The tutee answer it **“Yes I’m enjoy because when I’m doing the job I always happily”**, the tutor give a question again, **“Kenapa kamu bilang happy tapi wajahmu nggak bahagia”** (why you said that you're enjoy but your face is not happy). And then the tutee answer it “I'm enjoy but little”. In here, the tutee violate maxim of quality, because she didn't tell her real feeling. The tutor need more give a question for her to see the truth.

In datum 12, the tutor asks for the tutee to introduce their selves. “Oke it's time to introduce your self.” After that, the tutor choose one of them “you.” (menunjuk salah satu tutee). The tutee answer it, **“Sudah kenal .”** (“They knew me”). There is no clear reason why she did not want to introduce her self.

In datum 23, The tutor ask for the tutee about interview. Because this material was presented in previous bilingual, the tutor only makes a question-answer with the tutee. The tutor ask for the tutee : “Why you interest to join in this job ?”. And then teh tutee answer **“Because i’m**

resign for my last job on january and I don't have a job." The tutee answer is not related with the tutor question.

According to the conversation, the tutee violates maxim of manner because the tutor give an ambiguity question.

2) Education

According to Grice in Levinson (1983, p.112) there is education reason why people violate the maxims. In education reason, the participants are Johnny and his mother. Johnny's question is "Hey Sally, Let's play marbles" and his mother's answer is "How is your homework getting along Johnny?". The mother's answer has implied meaning that Johnny may not yet be free to play. She reminds Johnny to do his homework.

The utterance of reason for education is visible in datum 4, 13, 14, 15, 19, 21, 24. In datum 4, the tutor give the question for the tutee, what is the meaning of interviewee?". And then the tutee answer it "**Pelamar pekerja**". The tutor asks again to see understanding of the tutee, "What is the meaning of interviewer, the tutee answer it *yang dilamar*. Here the tutee violates maxim of quantity. Even though her answer did not give more explanation.

In datum 14, The tutor ask for the tutee about interview. Because this material was presented in previous bilingual, the tutor only makes a question-answer with the tutee. The tutor ask for the tutee **“Yang tidak boleh ditanyakan saat wawancara apa ?” (“What the thing that can not to ask when interview process”)**. The tutees’ answer is not relevant with the question, they answer **“Boleh izin berapa kali.” (“How much we can permit from the office?”)**. According to the conversation, the tutee violates maxim of manner because the tutee give an ambiguity answer. **“Sering sih mbak, saya itu sebenarnya tau maksud tutor, tapi tidak bisa mengungkapkan dalam bahasa inggris. jadi sering ambigu kata kata saya. Tapi kalo dalam bahasa Indonesia saya paham dan bisa menyampaikan”** (Appendix : 132)

In datum 13, tutor ask for tutee about the material. **“And then, yang di wawancarai namanya ?”** The tutee answer **“Jobber.”** And then the tutor answer **“No, can you give me another answer ?”**. According to this case, tutee answer the question without any effort. They have limited knowledge about the material because they don’t have a related background education with the material. **“Tergantung tema sih mbak, kalo temanya tidak familiar untuk kita ya pasti translate dulu, jadi lebih lama. Tapi kalo temanya yang sering kita dengar, udah langsung paham sih mbak”** (Appendix : 147)

In datum 15, The tutor ask for the tutee about interview. Because this material was presented in previous bilingual, the tutor only makes a question-answer with the tutee. The tutor ask for the tutee **“Yang paling sensitif di tanyakan saat interview apa ?” (“What is the sensitive question interview?”)**. This question is ambiguity because the word **“sensitive”** can not related with the topic. Sensitive has a different meaning in every context of the sentence. Based on interview with tutee, **“Pernah sih mbak, apalagi kalo pertanyaannya tidak langsung to the point, saya biasanya malah bingung”** (Appendix : 147)

In datum 19, the tutor asks **“Ada yang tau nggak? Artinya volunteer apa?” (“Any one knows about that? What is the meaning of volunteer?”)**. Majority of them did not know the meaning of that, they answer it **“Cari di kamus dulu mbak.” (“I will find on dictionary first miss”)**. After that one of them answer : **“Volunteer itu yang suka membantu atau menolong orang lain mbak”**. In this case, the tutee violate maxim of quality because she is not sure with her answer. **“Ya tidak langsung paham sih mbak. Soalnya saya bukan dari jurusan bahasa inggris. jadi perlu waktu agak lama. Kalau saya sering dengar kata kata yang di gunakan tutornya tidak perlu memberikan penerjemahan.** (Appendix : 144)

In datum 24, The tutor give an example about the theme. However, it was not as it was expected by the tutor. Few tutees did not pay attention to the tutor. The rest of the tutee gave the answer unconfidently. As a result, the tutor should guide them to find the right theme. Based on the conversation, the tutee violates the maxim of quantity.

In datum 21, The tutor asks for the tutees the meaning of “jurusan” in english but they can not answer it. The tutor also checks about the structure of sentence, the tutee give a wrong article in her sentence, she uses “to” in her sentence but the right answer is of. She give a different answer after the tutor give a clue of the sentence and she gets a help of their friend. According the text, the tutee violates the maxim of quality, because she does not give a truth answer.

3) Warning

According to Grice in Levinson (1983, P. 111) there is warning reason why people violate the maxims. In education reason in warning reason, the participant are A and B. A's queation is “i do think Mrs.Jenkins is a windbag, don't you?” B gives irrelevant answer to A by changing the conversation topic, because he wants to tell and warn A that Mrs.Jenkins nephew is standing behind A. Utterance of warning can be seen in datum 5, 9, 16, 25.

In datum 5, the tutor ask for the tutee to prepare their performance. The tutee answer it **“Tapi Jangan direkam ya mbak ?”** (**“But please don’t record it miss”**). The tutee said like that to warn the tutor that they not memorize the text. After that the tutee asks **“Ya kan kami belum hafal mbak, jadi jangan direkam”** (**“we are not memorize it miss, please don’t be record”**). Based on the interview, the tutee feel shy to show their ability because their background knowledge about English, **“Jika di bilang aktif, sebenarnya tidak juga sih mbak. Apalagi mereka bukan dari bahasa inggris jadi mereka masih kesusahan untuk berbicara fasih bahasa inggris. Saya rasa mereka sedikit kesusahan untuk menyampaikan apa yang mereka ingin ucapkan”** (Appendix : 123)

In datum 9, the tutor asks for the tutee to fix the performance time, **“Bisa kita tentukan berapa menit untuk persiapan ?”** (**“Can we fixed the time to preparation?”**). The tutee answer **“Jangan cepat cepat.”** (**“Don’t be fast”**). In here, the tutee want to warn the tutor that they still did not sure with their ability. The tutee violate maxim of relevance.

In datum 25, the tutor asks **“Setelah kalian buat outlinenya, kalian bisa perform di depan saya dan teman teman kalian.”** (**“After you make an outline, you can perform in front of me and your friend”**). The tutee answer it **“Baca ya mbak”** (**“Read the text miss”**). The tutee give warning for the tutor that they did not memorize all of the text because they did not

confident about their ability, “Sering sih mbak, saya itu sebenarnya tau maksud tutor, tapi tidak bisa mengungkapkan dalam bahasa inggris, jadi sering ambigu kata kata saya. Tapi kalau bahasa Indonesia saya paham dan bisa menyampaikan” (Appendix : 132).

Table 4.4 The Reason of Tutee Violate the Maxim

No	Kinds of reason	Data Number	Number of Data
1	Privacy	1,2,3,10,11,12,17,20,22,23	10
2	Education	4,13,14,15,19,21,24	7
3	Warning	5,,9,16,25	4

B. Discussions

The main point of this sub chapter is to describe Maxim Violation occurred in Tutor-Tutees conversation on Bilingual Program at IAIN Surakarta and the reason of the tutor and tutees used the utterances. In this sub chapter there are **twenty five** data of maxim violation that uttered by the tutor and tutees in bilingual program conversation at IAIN Surakarta. It can be seen in the table below :

Table 4.1 Kinds of Maxim Violation by Tutor

No	Maxim Violated	Data Number	Number of Data
1	Quality	-	-

2	Quantity	17	1
3	Relevance	7,8,18	3
4	Manner	-	-
5	Quantity and Manner	-	-
6	Quantity and Relevance	-	-

Table 4.2 Kinds of Maxim Violation by Tutees

No	Maxim Violated	Data Number	Number of Data
1	Quality	2,11,19,21,22,	5
2	Quantity	3,24,13	3
3	Relevance	1,9,12,25,	4
4	Manner	5,6,14,15,16,20, 23	7
5	Quantity and Manner	4	1
6	Quantity and Relevance	10	1

Based on the table above it is visible that there are twenty three data contain the violation of maxims and two data show the violation of clash between maxims. The twenty three data that contain the violation of maxims are; five data of violation maxim of quality, four data of violation maxim of

quantity, seven data of violation maxim of relevance and seven data of violation maxim of manner. At last, there are two data that show the violation of clash between maxims are; the clash between maxim of quantity and maxim of manner and also the clash between maxim of quantity and maxim of relevance .

There are two kinds of data, maxim violating by tutor and maxim violating by tutees. The data of maxim violation by tutor contains four data. There is one data contains the violation of maxim quality and three data contain the violation of maxim relevance.

The data of maxim violation by tutees contain twenty one data. The twenty one data that contain the violation of maxim are; five data of violation maxim of quality, three data of violation of maxim quantity, four data of violation of maxim relevance, seven data of violation of maxim manner. At last, there are two data that contain the violation of clash between maxims are; one data of violation maxim the clash between maxim of quantity and maxim of manner and also one data of violation maxim the clash between of quantity and maxim of relevance.

From the data collected showed on the table, the kind of maxim that mostly occurred in Bilingual Program at IAIN Surakarta is Maxim of Manner. According to Grice (1995:44), Maxim of Relevance requires the speaker and hearer to be relevant in every utterance. The hearer must respond to the speaker's

utterance with relevant utterance. While the hearer could not response relevantly with a certain reason, it means that the hearer violates the maxim of relevance. It is all just because both tutor and tutee want to make a simple utterance in every conversation. Furthermore, the tutor and tutee want to make the time discussion more efficient and effective. As we know, English is a foreign language, so the students need more time to learn it.

In contrast, violation in Maxim quality is rarely happen in English conversation at bilingual program at IAIN Surakarta. Maxim of Quality primary rules the speaker to say the one that is truth. In education point of view, tutor must say the truth during the learning process. that is why, the tutor and tutees in English class must be aware to say 'what is to be the truth' during the conversation.

In addition, the tutor and tutees who violate the maxims as explained above relies on several reasons that influenced them. The kind of reasons that are admitted by both tutor and tutees are as follow :

Table 4.3 The Reason of Tutor Violate the Maxim

No	Kinds of reason	Data Number	Number of Data
1	Privacy	-	-
2	Education	8	1
3	Warning	6, 7,18	3

Table 4.4 The Reason of Tutee Violate the Maxim

No	Kinds of reason	Data Number	Number of Data
1	Privacy	1,2,3,10,11,12,17,20,22,23	10
2	Education	4,13,14,15,19,21,24	7
3	Warning	5,9,16,25	5

According to the table above, it can be described that there are three kinds of reason that used by the tutors and tutees when violate the maxims. According to the twenty five data of Maxim Violation, there are ten data used privacy reason when violate the maxim. Then eight data shows the reason of using the utterance for education. Next, seven data contains the reason of warning.

There are four data that show the reason of tutor violates the maxim. Four data of the reason of tutor violate the maxim there are; one data contain education reason and three data contain warning reason. The reason of tutee violate the maxim contain twenty two data, there are; ten data contain privacy reason, seven data contain education reason and five data contain warning reason.

In addition, the reason of this phenomenon happen is diverse. The reason are about privacy, warn, and education. In addition, the reason that mostly used is privacy reason. Both tutor and tutee violate the maxim relies on their privacy reason. They admit it as their personal reason to violate the maxims without other implication. The teacher and the tutees agree that most of the maxim violation occurs in English class conversation in Bilingual Program At IAIN Surakarta caused of their personal reason.

Here the explanations of the reason of each kinds of maxim violation used by the tutor and tutees in English Class conversation in Bilingual Program at IAIN Surakarta.:

a. Reasons in Violating the Maxim of Quality

Among the four kinds of Cooperative principle, the violation of quality maxim is less uttered by teacher and students in Bilingual Program conversation at IAIN Surakarta. It is all because both the tutor and tutees should say about the truthful in learning process. That is why the reasons for both to violate this maxim are caused by lack of

knowledge in education or in purpose to warn other to obey the classroom rules. Simply words, both reasons are implicitly had a purpose for the goodness of the learning process.

According to Grice in Levinson (1983: 105-106), in co-operative circumstances when one asserts something one implicates that one believes it when one asks a question one sincerely desires an answer and, by extension, when one promises to do x, one implicates that one sincerely intends to do x, and so on. Any other use of such utterances is likely to be spurious or counterfeit one, and thus liable to violate the maxim of quality. This kind of maxim violation uttered for responding a rhetorical question or to show that the speaker is incorrect about what he said. Both can be categorized in Education reason or warning reason which mostly talked about the truth in implied meaning.

b. Reasons in Violating the Maxim of Quantity

According to the data analyzed, there are **seven** data containing the violation of maxim of quantity. Among the data, the privacy reason is the most admissible reasons. Either the tutor or tutees admit their reason of violating the maxim of quantity according to their personal thinking which is not include in other reasons. The violation uttered based on their personal expression toward the occupation occurred in the classroom which is private.

Grice in Levinson (1983:111) also said that since this kind of maxim required the speaker to be informative, the asserting of tautologies blatantly violate it. It is visible that the use of repetition in Bilingual program conversation is useful to make the tutees understand more about the material education however, it is violate the maxims.

c. Reasons in Violating the Maxim of Relevance

Making a relevant responses in every line of dialogue is quietly difficult in Bilingual Program conversation at IAIN Surakarta. The tutor and tutees merely make irrelevant answer in every question for several reasons. The reasons are warning, privacy reason, anger, and education. It is appropriate with the statement of Grice in Levinson (1983:102), violation in maxim of relevance can be uttered when the speaker changing the topic of conversation in order to tell the truth but implicitly. Warning and anger reasons share the same percentages, so it means both dominate the speaker's reason to utter the maxim violation of relevance.

d. Reasons in Violating the Maxim of Manner

This kind of maxim violation is often admitted by the tutor and tutees in bilingual program conversation at IAIN Surakarta. Both utter this maxim violation for the sake of their personal reason. Mostly they utter an ambiguous or unclear statement because of their own reasons

and sometimes for education or warning reasons. This statement consider with the opinion of Grice in Thomas (1995:71), when the speaker has failed to observe the maxim of manner, there is no reason to believe that the official is being deliberately unhelpful. It can be concluded that the persons who violate this kind of maxim mostly depend on their personal reason.

e. Reasons in violating the clash between maxims

The kinds of violating the clash between maxims had been uttered by the tutor and tutees for different reason. In a violation clash between maxim of quality and maxim of quantity, it is for the sake of education. The tutor and tutees are having discussion about certain material. While, in a violation clash between maxim of quantity and maxim of manner, the speaker violates this principle because he was angry to the hearer. The tutor was angry to the tutees' behaviour who were not listen him.

Visible from the discussion above, it can be concluded that maxim violation occurred in every meeting of Bilingual Program at IAIN Surakarta. The conversation between the tutor and tutees always contain the maxim violation. The kinds of these violations are mostly unrecognized by neither the teacher nor the students. It usually ignored because it is assumed does not disturb or corrupt the conversation. The tutor and tutees beliefs they share the same knowledge about the

discussion during the class. Even though, sometimes they fail to understand each other implication. Furthermore, for certain case the kind of this maxim violation causing misunderstanding conversation between the tutor and tutees.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the explanation on the previous chapter there are several conclusions in this research that can be concluded as follow:

1. Kinds of Maxim Violation used by Tutor and Tutees conversation in bilingual program at IAIN Surakarta.

Based on the result in the finding it is visible that there are twenty seven data contain the maxim violation and three data shows the violation of clash between maxims. The data that show the violation of clash between maxims are; two clash between maxim of quantity and maxim of manner and also the clash between maxim of relevance and maxim of quantity. Both clash of maxims occurred during the class. It showed that in a single statement can be uttered more than one maxim violation.

Then, twenty three data are; five data of violation maxim of quality, four data of violation maxim of quantity, seven data of violation maxim of relevance, and seven data of violation maxim of manner. Two data contain maxim violation clash between maxim of quality and maxim of quantity and violation clash between maxim of quantity and maxim of manner.

The data that show the maxim violation of tutor contain, one data of violation maxim of quantity and four data of violation maxim of relevance. The data that show the maxim violation of tutee contain, five data of violation maxim of quality, three data of violation maxim of quantity, four data of violation maxim of relevance, seven data of violation maxim of manner, one data clash between maxim of quantity and manner and one data clash between maxim of relevance and maxim quantity violation.

2. Reasons of the Tutor and Tutees used the Utterance

In this research, there are four kinds of reason used by the tutor and tutees when violating the maxim. There are privacy reasons, education and warning. According to the data there are eleven data used privacy reason when violate the maxim. Privacy reason is kind of reason which is privately based on the speaker's own thinking when responding the occupation in the class. This kind of reason is mostly admitted by the tutor and tutee when they violate the maxims in the classroom. It is all because they usually violate the maxim spontaneously with unclear reason. The seven data show the reason of using the utterance for education. It happens when the maxims are violated for the sake of learning process. Next, seven data contain the reason of warning. This kind of reason is usually uttered to warn the

students about rules or assignment. This kind of reason is rarely happen because the expression of angry is also rarely occurred in the class. As a result, violation of maxim to express the anger is rarely uttered neither by tutors and tutees.

The data showed that the reason of tutor violates the maxim contain one data of education reason and three data of warning education. The data showed that the reason of tutee violates the maxim contain ten data of privacy reason, seven data of education reason and four data of warning reason.

B. Suggestion

In this research, the researcher gives suggestion for the tutors and tutees, other researcher, and Language users. It is also hoped that the suggestion can be a valuable contribution for them.

1. For the tutors and tutees

In this research, the researcher found four kinds of maxim violation used by the tutor and tutees to hide their privacy reasons. It is visible that the tutors and tutees need to learn more about the rule of conversation. It is hoped that in future both can use the utterances properly and capable to make a meaningful conversation.

2. For the other researchers

There are several reasons that cause the maxim violation used by the teacher and students in English class conversation. It is hoped that

this research can be references for the other researcher who wants to conduct further research about maxim violation.

3. For language users

The researcher hopes that the analysis in this research will be useful sharpen the other language users' understanding about Cooperative Principle. As the consequence of language users' interest in Cooperative Principle, they must be able to apply it in their daily conversation and maintain it in social interaction.

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APPENDICES

APPENDIX 1

Datum 1/F/VMR

Tutor : " I want to know your name and your identity."

Tutee : "My name is Annisa, I'm from Sragen."

Tutor : "Any other do you want to know about her ?"

Tutee : "Lanjut aja" ("continue it")

Tutor : "Ya sudah silahkan yang lain dilanjutkan." ("up tp you. Let's to continue")

Datum 2/F/VMQI

Tutee : "Im from ngawi"

Tutor : "Ngawi ? Boarding house?"

Tutee : "Ehmm ... No"

Tutee : "Lo bukannya kamu kost kan vi?" (**"Are you live in boarding house vi?"**)

Tutor : "Boarding house is "kost" in bahasa"

Tutee : "Oh yes, saya ngekost sekarang" (**"Oh yes, I live in boarding house now"**)

Datum 3/F/VMQt

Tutor : "I will give you the choice for job interview choose and find your couple or you will interact with me directly".

Tutee : "Couple"

Tutor : "Ok, all of you choose to find the couple ?"

Tutor : "We have four group. You can choose the partner."

Datum 4/F/VCBM-QtQI

Tutor : "One of you will be interviewer and interviewee. kan ini job interview, saya beri 2 pilihan berpasangan atau dengan saya".

("One of you will be interviewer and interviewee. Because this is job interview, i give you 2 option, find your partner or with me"

Tutor : "Nanti ada yang jadi interviewer dan interviewee . interviewer is ?" (**"And then, they will be an interviewer and interviewee. Interviewer is ?"**)

Tutee : "Pelamar pekerja"

Tutor : "Dan interviewee is ?"

Tutee : "Yang di lamar"

Datum 5/F/VMM

Tutor : "Yang interviewer nanti bisa mengambil dari pertanyaan di sini, terserah kalian mau ambil tema apapun yang penting ada

hubungannya dengan job interview. Kalian berpasangan lalu presentasikan di depan saya". (**"Interviewer can take the question here, you can choose the theme, anything that is up to you. The important thing is the theme relates with job interview. You can choose your partner and then present in front of me"**)

Tutee : "Tapi Jangan direkam ya mbak ?" ("But please don't record it miss")

Tutor : "kok direkam?" ("Why are you record miss?")

Tutee ; "Ya kan kami belum hafal mbak, jadi jangan direkam" ("we are not memorize it miss, please don't be record")

Tutor : "Ya usaha dulu di hafalkan, ini kan juga bisa melatih speech kalian" ("You must try to memorize the text, this is to improve your speech")

Datum 6/F/VMM

Tutor : "Ehmm. Ini kan speech ya, jadi di usahakan jangan baca" ("Ehmmm. This is speech so try to don't read the text")

Tutee : "Berarti gantian ya mbak ? Pertama interviewer trus jadi interviewee lagi" ("It's mean change miss? The first to be interviewer and next to be interviewee")

Tutor : "Bukan, cukup sekali aja". ("No. Only one time")

Datum 7/F/VMR

Tutee : “Yang interviewer nya boleh baca ya mbk ?” (“**is interviewer can read the text miss ?**”)

Tutor : “Jadi gini, ini conversation biasa ya, intinya kita melatih speech kita gimana nya”. (“**Because this is a simple conversation, we only try to improve our speech**”)

Tutee : “Berati sedikit baca boleh ya mbak.” (“**It’s mean, we can read a note miss**”)

Tutor : “Iya nggak papa” (“**yes no problem**”)

Datum 8/F/VMR

Tutee : “Yang di laporin ke mbak nya apa ?” (“**What should we report to you miss?**”)

Tutor : “Ya nanti kalian maju satu persatu ke saya.” (“**All of you come forward one by one**”)

Tutee : “Sama pasangannya ya mbak tapi”. (“**But we can go with our partner miss?**”)

Datum 9/F/VMR

Tutor : “Bisa kita tentukan berapa menit untuk persiapan ?” (“**Can we fixed the time to preparation?**”)

Tutee : “Jangan cepat cepat.” (“Don’t be fast”)

Tutor : “Lha iya, makanya ada batas minimal waktunya, biar nggak lama lama”. (**“So we must have a a minimal time, so we will ontime”**)

Datum 10/F/VCBM-QtM

Tutor : “What do you think about this company ?”

Tutee : “Happiness”

Tutor : “Only happiness ? Don't you have another answer ?”

Tutee : “Interesting maybe”

Datum 11/F/VMQI

Tutor : “Oke I see that all of you read the text right ?”

Tutee : “Ehhhhmmm little. (Padahal mereka baca full)”

Tutor : “Serius baca sedikit ? padahal yang saya kirim memang cuma satu lembar.” (**“Seriously that you only read a little? I sent you only one page”**)

Tutee : “Oh berarti saya udah baca semua mbak.” (**“Oh I read all of the text miss”**)

Datum 12/F/VMR

Tutor : “Oke it's time to introduce your self.”

Tutor : “you.” (nunjuk salah satu tutee)

Tutee : **“Sudah kenal .” (“They knew me”)**

Tutor : **“Iya kamu sama temenmu sudah kenal, kalau sama saya kan belum”. (“You and your friend knew each other but i still don’t know about you”)**

Datum 13/F/VMQI

Tutor : **“And then, yang di wawancarai namanya ?”**

Tutee : **“Jobber.”**

Tutor : **“No, can you give me another answer ?”**

Tutee : **“ No”**

Tutor : **“No... you can say that applicant”**

Datum 14/F/VMM

Tutor : **“Yang tidak boleh ditanyakan saat wawancara apa ?” (“What the thing that can not to ask when interview process”)**

Tutee : **“Boleh izin berapa kali.” (“How much we can permit from the office?”)**

Tutor : **“Serius yang ditanyakan itu saat proses wawancara ?” (“Seriously that is question in interview?”)**

Tutee : **“Kan bisa jadi itu mbak” (“Maybe miss”)**

Datum 15/F/VMM

- Tutor : "Yang paling sensitif di tanyakan saat interview apa ?"
(**"What is the sensitive question interview?"**)
- Tutee : "Ehmmm.. belum dibaca bukunya mbak." (**"Ehmm.. i don't read the book miss"**)
- Tutor : "Ada yang udah pernah melamar pekerjaan ?" (**Is there any doing job interview?"**)
- Tutee : "Saya ." (**"me"**)

Datum 16/F/VMM

- Tutor : "Oke I will tell you about your materi. We must focus on debate. Terserah nanti debate nya bentuknya kaya apa."(**"Oke I will tell you about your material. We must focus on debate. Up to you how about the style of debate"**)
- Tutee : "yang penting yes no yes no" (**"The important thing is yes no yes no"**)

Datum 17/F/VMQt

- Tutor : "Let's start our meting today with basmallah"
- Tutor : "Are you ready guys to show your performance"
- Tutee : **"Ready"**

Tutor : **“Ok, who is the group that will be the first to perform?”**

Tutee : **“Three”**

Datum 18/F/VMR

Tutor : **“Aku nggak mau nunjuk kelompok yang mana yang mau duluan maju. Volunteer aja.” (“ I don’t want to choose who is the group that will be the first perform, please volounterr”)**

Tutee : **“Dibaca boleh ya mbak pas maju”. (“We can read the text miss when we come forward)**

Tutor : **“Yang penting siap maju dulu, bawa note kecil nggak papa”.(“The important is you want to come forward and you can bring the note”)**

Datum 19/F/VMQI

Tutor : **“Tau nggak volunteer apa? Tadi kan saya bilang , “I just want you to be volunteer”. (“Do you know the meaning of volunteer? I ask you “i just want you to be valunteer”)**

Tutor : “Ada yang tau nggak? Artinya volunteer apa?” (“**Any one knows about that? What is the meaning of volunteer?**”)

Tutee : “Cari di kamus dulu mbak.” (“**I will find on dictionary first miss**”)

Tutee : “Volunteer itu yang suka membantu atau menolong orang lain mbak” (“**Volunteer who is person that always to help another person**”)

Tutor : “Volunteer is sukarelawan”.

Datum 20/F/VMM

Tutor : “Sudah ada pasangannya ini ?” (“**Is there any a partner?**”)

Tutee : “Belum hafal mbak” (“**I’m not memorize yet miss**”)

Tutor : “Nggak papa sebisanya aja.” (“**No problem as you can**”)

Tutee : “Salah nggak papa ya mbk?” (“**still oke if we make a mistake?**”)

Tutor : **“Kan baru latihan emang.” (“You are still exercise”)**

Datum 21/F/VMQI

Tutor : **“Kalian udah bsia menguasai apa yang ingin kalian sampaikan. Aku tidak memaksa kalian untuk menghafalkan karna itu memang bukan passion kalian. Tapi kan belajar nggak ada salahnya oh iya artinya jurusan dalam bahasa inggris itu apa?” (All of you can understand about your performance material. I can not force you to memorize the material because that's not your passion. But study is not a wrong way, oh ya what is “jurusan” in english?)”**

Tutor : **“Terus tadi kamu bilang, saya takut apa tadi ?” (“And then you said, I'm afraid of ?”)**

Tutee : **“To.. to.. harusnya saya jawab of” (To to. I should say of)**

Tutor : **“Kalimat setelah afraid itu pasti of. Contohnya i'm afraid of apaa..”(Sentence after afraid should give “of”. The example I'm afraid of bla bla bla)**

Datum 22/F/VMQI

Tutor : "Are you enjoy with this job ?"

Tutee : "Yes im enjoy because when im doing the job im always happily"

Tutor : "Kenapa kamu bilang happy tapi wajahmu nggak bahagia" (why you said that you're enjoy but your face is not happy)

Tutee : "I'm enjoy but little"

Datum 23/F/VMM

Tutor : "Why you interest to join in this job ?"

Tutee : "Because im resign for my last job on january and I don't have a job."

Tutor : "Only like that ? don't you have another reason?"

Tutee : "No, I don't have a reason".

Datum 24/F/VMQt

Tutor : "And then what is the theme of debate for tomorrow ?
Misalnya tentang smoking in public area gimana ?"
("And then what us the theme of debate for tomorrow? The example is about smoking in public area, how about that ?")

Tutee : **“Gampang mbak. udah familiar” (“Easy miss, that is familiar”)**

Tutor : **“Lha trus kalian mau tema apa ?” (“And then what is the theme that you want?”)**

Tutee : **“Yang lain mbak”. (“Another miss”)**

Datum 25/F/VMR

Tutor : **“Setelah kalian buat outlinenya, kalian bisa perform di depan saya dan teman teman kalian.” (“After you make an outline, you can perform in front of me and your friend”)**

Tutee : **“Baca ya mbak” (“Read the text miss”)**

Tutor : **“Pbi kok baca I gimana ?” (“Seriously PBI will read the text?”)**

Tutee : **“Lha jamannya pak sabar boleh baca”. (“Mr. Sabar gave permit that we can read the text”)**

APPENDIX 2

Interview with tutors

Interview 1

Medina Aulia (As a Tutor)

In Pasca Building, 1st Floor

On Wednesday, Mey 16th 2018, at 14.02 PM

Pewawancara : “Assalamualaikum mbak, boleh saya mengganggu waktunya sebentar?”

Narasumber : “Walaikumussalam mbak, boleh.”

Pewawancara : “Saya ingin menanyakan beberapa hal mengenai proses belajar mengajar di kelompok bilingual anda,”

Narasumber : “Silahkan mbak, “

Pewawancara : “ Kalau saya boleh tau, tutee di kelompok bilingual mbak ini dari jurusan apa saja ya?”

Narasumber : “ Kalau dari kelompok saya tahun ini semua dari PAI berjumlah 13 orang mbak”

Pewawancara : “Apakah mereka aktif berkomunikasi atau memberikan feedback saat komunikasi terjalin?”

Narasumber : “ Alhamdulillah mereka sangat aktif mbak. Kalo nggak ngerti pasti tanya. Pasti ada komunikasi ketika bilingual”

Pewawancara : “ Apakah selalu seperti itu atau hanya terjadi beberapa kali saja mbak?”

Narasumber :” Selalu ada feedback, ketika ak jelasin dan mereka tidak paham mereka pasti tanya, lalu ketika saya jawab mereka pasti respon lagi sampai mereka benar benar paham”.

Pewawancara : “Ketika mereka memberikan respon apakah mereka memberikan jawaban yang benar, seadanya atau ering salah mbak?”

Narasumber : “Mereka selalu berusaha menjawab dengan benar ya meskipun kadang salah, tapi mereka pasti berusaha jawab dengan benar, misal ketika saya kasih pertanyaan mereka sibuk nyari di kamus.”

Narasumber :” Apalagi kalo saya kasih vocab yang sulit, mereka pasti langsung buka hp, buka kamus elektronik. Dan hampir semua seperti itu, tidak ada yang tidak punya kamus.”

Pewawancara : “Lalu bagaimana respon anda ketika mereka melontarkan banyak pertanyaan saat proses bilingual terjadi?”

Narasumber : “Jadi saya selalu appreciate ketika mereka mencoba jawab pertanyaan saya.”

Pewawancara : “Saya rasa cukup sekian mbak. Semoga kelompok bilingualnya semakin kompak. Terimakasih atas waktunya mbak medina.”

Narasumber : “iya mbak sama sama “

Pewawancara : “Wassalammualaikum”

Narasumber :”Waalaikumussalam”

Interview 2

Lusi Pratiwi (As a Tutor)

In Faculty Library

On Thursday, Mey 24th 2018, at 13.05 PM

Pewawancara : “Assalamualaikum mbak, boleh saya mengganggu waktunya sebentar?”

Narasumber : “Walaikumussalam mbak, boleh.”

Pewawancara : “Saya ingin menanyakan beberapa hal mengenai proses belajar mengajar di kelompok bilingual anda,”

Narasumber : “Silahkan mbak, “

Pewawancara : “ Kalau saya boleh tau, tutee di kelompok bilingual mbak ini dari jurusan apa saja ya?”

Narasumber : “ Kalau dari kelompok saya tahun ini semua dari Sastra Inggris semua berjumlah 10 orang”

Pewawancara : “Apakah mereka aktif berkomunikasi atau memberikan feedback saat komunikasi terjalin?”

Narasumber : “ Alhamdulillah mereka sangat aktif mbak mungkin karena pengaruh mereka dari Sastra itu kali ya mbak.”

Pewawancara : “ Apakah selalu seperti itu atau hanya terjadi beberapa kali saja mbak?”

Narasumber :” Alhamdulillah, setelah beberapa kali pertemuan ini, mereka aktif. Dan semuanya hampir aktif mbak”.

Pewawancara : “Ketika mereka memberikan respon apakah mereka memberikan jawaban yang benar, seadanya atau sering salah mbak?”

Narasumber : “Mereka kadang menjawab beberapa pertanyaan dengan ambigu juga sih mbak. Entah mereka tidak paham dengan pertanyaannya atau memang mereka susah mengungkapkannya. Jadi jawabannya itu kadang melenceng mbak”.

Pewawancara : “Lalu bagaimana respon anda ketika mereka melontarkan banyak pertanyaan saat proses bilingual terjadi?”

Narasumber : “Saya selalu memberikan komentar di akhir mbak, Jadi jawaban yang salah dari mereka baru saya benarkan di akhir”.

Pewawancara : “Saya rasa cukup sekian mbak. Semoga kelompok bilingualnya semakin kompak. Terimakasih atas waktunya mbak medina.”

Narasumber : “iya mbak sama sama “

Pewawancara : “Wassalammualaikum”

Narasumber :”Waalaikumussalam”

Interview 3

Etik (As a Tutor)

In Pasca Building, 1st Floor

On Thursday, June 14th 2018, at 14.02 PM

Pewawancara : “Assalammualaikum mbak, boleh saya mengganggu waktunya sebentar?”

Narasumber : “Walaikumussalam mbak, boleh.”

Pewawancara : “Saya ingin menanyakan beberapa hal mengenai proses belajar mengajar di kelompok bilingual anda,”

Narasumber : “Silahkan mbak, “

Pewawancara : “Kalau saya boleh tau, tutee di kelompok bilingual mbak ini dari jurusan apa saja ya?”

Narasumber : “Kalau dari kelompok saya tahun ini semua dari PAI”.

Pewawancara : “Apakah mereka aktif berkomunikasi atau memberikan feedback saat komunikasi terjalin?”

Narasumber : “ Kebanyakan dari mereka itu aktif dalam komunikasi sih mbak, walaupun ada beberapa yang pasif”

Pewawancara : “Jawabannya kadang ada yang sekedarnya, ada yang seadanya,ada yang panjang lebar dan ada juga yang melenceng dari konteks mbak. Tapi kebanyakan jawaban mereka itu benar dan baik. Karna mereka itu biasanya mastiin dulu pertanyaannya dalam bahasa indonesia. Setelah mereka paham, mereka baru menjawab dengan bahasa inggris walaupun dengan keterbatasan vocabulary”

Pewawancara : “Lalu bagaimana respon anda ketika mereka melontarkan banyak pertanyaan saat proses bilingual terjadi?”

Narasumber : “Kalau itu biasanya ada seperti evaluasi di akhir mbak, walaupun ketiak di tengah tengah proses bilingual terjadi tak jarang banyak tutee yang bertanya ya pasti saya jawab”.

Pewawancara : “Saya rasa cukup sekian mbak. Semoga kelompok bilingualnya semakin kompak. Terimakasih atas waktunya mbak medina.”

Narasumber : “iya mbak sama sama “

Pewawancara : “Wassalammualaikum”

Narasumber :”Waalaikumussalam”

Interview 4

Saipul (As a Tutor)

In E Building of FITK

On Thursday, Mey 21th 2018, at 10.00 AM

Pewawancara : “Assalammualaikum mas, boleh saya mengganggu waktunya sebentar?”

Narasumber : “ Waalaikumussalam mas, boleh.”

Pewawancara : “Saya ingin menanyakan beberapa hal mengenai proses belajar mengajar di kelompok bilingual anda,”

Narasumber : “Silahkan mbak, “

Pewawancara : “ Kalau saya boleh tau, tutee di kelompok bilingual mas ini dari jurusan apa saja ya?”

Narasumber : “ Kalau dari kelompok saya tahun ini semua dari PBI semua berjumlah 10 orang”

Pewawancara : “Apakah mereka aktif berkomunikasi atau memberikan feedback saat komunikasi terjalin?”

Narasumber : “ Kalau untuk keaktifan, masih kurang menurut saya jika di ukur dengan mereka yang notabennya PBI.”

Pewawancara : “ Apakah selalu seperti itu atau hanya terjadi beberapa kali saja mas?”

Narasumber :” Seringnya mereka seperti itu, tapi ada beberapa kali mereka sudah mulai berani speak up, walaupun hanya sebentar saja. Itupun karna saya pancing satu persatu”.

Pewawancara : “Ketika mereka memberikan respon apakah mereka memberikan jawaban yang benar, seadanya atau sering salah mbak?”

Narasumber : “Mereka kadang menjawab beberapa pertanyaan dengan ambigu juga sih mbak. Entah mereka tidak paham dengan pertanyaannya atau memang mereka susah mengungkapkannya. Jadi jawabannya itu kadang melenceng mbak. Tapi lebih sering mereka memahami apa yang saya katakana. Ya itu tadi karna mereka dari PBI. Mereka sudah punya background knowledge terlebih dahulu”.

Pewawancara : “Lalu bagaimana respon anda ketika mereka melontarkan banyak pertanyaan saat proses bilingual terjadi?”

Narasumber : “Saya lebih sering melakukan diskusi langsung mbak. Karna saya pikir, mereka sudah semester 5 dan jika saya membenarkan di akhir saja, kemungkinan besar mereka lupa dengan kesalahan mereka ”.

Pewawancara : “Saya rasa cukup sekian mas. Semoga kelompok bilingualnya semakin kompak. Terimakasih atas waktunya mbak medina.”

Narasumber : “iya mbak sama sama “

Pewawancara : “Wassalammualaikum”

Narasumber :”Waalaikumussalam”

Interview 5

Akbar Joe (As a Tutor)

In Pasca Building, 1st Floor

On Monday, June 11st 2018, at 14.02 PM

Pewawancara : “Assalammualaikum mas, boleh saya mengganggu waktunya sebentar?”

Narasumber : “Walaikumussalam mbak, boleh.”

Pewawancara : “Saya ingin menanyakan beberapa hal mengenai proses belajar mengajar di kelompok bilingual anda,”

Narasumber : “Silahkan mbak, “

Pewawancara : “ Kalau saya boleh tau, tutee di kelompok bilingual mas ini dari jurusan apa saja ya?”

Narasumber : “ Kalau dari kelompok saya tahun ini campuran dari berbagai jurusan mbak, ada PBA, PGMI dan PGRA semua berjumlah 10 orang”

Pewawancara : “Apakah mereka aktif berkomunikasi atau memberikan feedback saat komunikasi terjalin?”

Narasumber : “ Jika di bilang aktif, sebenarnya tidak juga sih mbak. Apalagi mereka bukan dari bahasa inggris jadi mereka masih eksusahan untuk berbicara fasih bahasa inggris. Saya rasa mereka sedikit kesusahan untuk menyampaikan apa yang mereka ingin ucapkan”

Pewawancara : “ Apakah selalu seperti itu atau hanya terjadi beberapa kali saja mbak?”

Narasumber :” Alhamdulillah, setelah beberapa kali pertemuan ini, mereka aktif. Dan semuanya hampir aktif mbak”.

Pewawancara : “Ketika mereka memberikan respon apakah mereka memberikan jawaban yang benar, seadanya atau sering salah mas?”

Narasumber : “Mereka kadang menjawab beberapa pertanyaan dengan ambigu juga sih mbak. Entah mereka tidak paham dengan pertanyaannya atau memang mereka susah mengungkapkannya. Jadi jawabannya itu kadang melenceng mbak”.

Pewawancara : “Lalu bagaimana respon anda ketika mereka melontarkan banyak pertanyaan saat proses bilingual terjadi?”

Narasumber : “Saya terkadang memberikan evaluasi di akhir mbak, Jadi jawaban yang salah dari mereka baru saya benarkan di akhir”.

Pewawancara : “Saya rasa cukup sekian mas. Semoga kelompok bilingualnya semakin kompak. Terimakasih atas waktunya mbak medina.”

Narasumber : “iya mbak sama sama “

Pewawancara : “Wassalammualaikum.”

APPENDIX 3

Interview with tutees

In Laboratorium Building 1st Floor

On Wednesday, June 13th 2018, at 14.45 PM

Interview 1

Inggit Pangesti

(As a Tutee)

Pewawancara : “ Assalammualaikum, mbak boleh saya mengganggu waktunya sebentar ?”

Narasumber : “iya mbak boleh, sialhkan”

Pewawancara : “Kelompok bilingualnya mbak inggit ini terdiri dari satu jurusan atau berbagai macam jurusan ?”

Narasumber : “Kalau dari kelompok saya itu terdiri dari jurusan PAI dan juga PBA tapi di dominasi anak anak PAI”

Pewawancara : “Bagaimana pendapat mbak inggit tentang pembelajaran bahasa inggris ?”

Narasumber : “Ya kalau menurut saya, menyenangkan. Karna entah kenapa saya suka mendengarkan orang berbicara bahasa inggris.”

- Pewawancara : “Lalu, untuk komunikasi dengan tutor, apakah mbak inggit membutuhkan bantuan penerjemahan dengan tutor atau langsung mengartikan sendiri ?”
- Narasumber : “Ya tidak langsung paham sih mbak. Soalnya saya bukan dari jurusan bahasa inggris. jadi perlu waktu agak lama. Kalau saya sering dengar kata kata yang di gunakan tutornya tidak perlu memberikan penerjemahan.
- Pewawancara : “Lalu untuk komunikasi dengan tutor, apakah mbak sering memberikan feedback atau lebih sering diam ?
- Narasumber : “Kalau saya pribadi sering jawab sih mbak, soalnya saya orangnya cerewet, jadi pengen belajar ngomong bahasa inggris terus.”
- Pewawancara : “Respon yang mbak inggit berikan itu memang karna mbak inggit tau jawabannya atau hanya sekedar respon yang spontan saja tanpa memperhatikan kebenaran jawabannya ?”
- Narasumber : “Ya kadang kadang bener sih mbak, tapi kebanyakan salah. Tapi sebenarnya saya tau maksud dari tutornya tapi saya sulit menyampaikannya. Soalnya materinya sudah pernah saya dapat waktu SMA”

- Pewawancara : “Lalu, pernahkah mbak inggit ketika komunikasi dengan tutor tapi tidak nyambung anantara pertanyaan dan jawaban yang mbak inggit berikan ?”
- Narasumber : “Pernah sih mbak, apalagi ketika pembahasan materi baru atau di ajak ngomong langsung dnegan tutor. Kadang kadang saya memberikan jawaban asal jawab atau lebih tepatnya sering tidak nyamnbung dengan pertanyaan tutor.”
- Pewawancara : “Lalu respon apa yang di berikan oleh tutor dengan jawabannya mbak inggit ?”
- Narasumber :”Biasanya tutor langsung menegur mbak atau memberikan tapi di akhir sesi. Jadi kita tau jawaban tadi salah atau benar begitu”
- Pewawancara :”Baiklah sekian pertanyaan dari saya, terimakasih atas waktunya mohon maaf bila mengganggu, wassalammualaikum ”
- Narasumber :”Iya mbak sama sama, Waalaikumussalam”

In Pasca Building, 2nd Floor

On Friday, June 18th 2018, at 10.20 AM

Interview 2

Fitria

(as a Tutee)

Pewawancara : “ Assalammualaikum, mbak boleh saya mengganggu waktunya sebentar ?”

Narasumber : “iya mbak boleh, sialhkan”

Pewawancara : “Kelompok bilingualnya mbak fitria ini terdiri dari satu jurusan atau berbagai macam jurusan ?”

Narasumber : “Kalau dari kelompok saya itu terdiri dari jurusan PAI saja mbak”

Pewawancara : “Bagaimana pendapat mbak fitria tentang pembelajaran bahasa inggris ?”

Narasumber : “Ya kalau menurut saya, sebenarnya menyenangkan dan sulit sih mbak. Soalnya saya nggak begitu suka bahasa inggris mbak, jadi sulit buat saya”

Pewawancara : “Lalu, untuk komunikasi dengan tutor, apakah mbak fitria membutuhkan bantuan penerjemahan dengan tutor atau langsung mengartikan sendiri ?”

- Narasumber : “ Iya mbak. Soalnya kalau tutor tidak menerjemahkan ke bahasa indonesia saya nggak ngerti sama sekali mbak”
- Pewawancara : “Lalu untuk komunikasi dengan tutor, apakah mbak sering memberikan feedback atau lebih sering diam ?
- Narasumber : “Memberikan feedback, tapi tidak sempurna.”
- Pewawancara : “Respon yang mbak fitria berikan itu memang karna mbak fitria tau jawabannya atau hanya sekedar respon yang spontan saja tanpa memperhatikan kebenaran jawabannya ?”
- Narasumber : “lebih sering jawaban spontan sih mbak. Jadi malah kaya ngawur jatuhnya. Ya karna saya tidak bisa memahami apa yang tutor maksudkan mbak”
- Pewawancara : “Lalu, pernahkah mbak fitria ketika komunikasi dengan tutor tapi tidak nyambung anantara pertanyaan dan jawaban yang mbak inggit berikan ?”
- Narasumber : “Sering mbak. Soalnya ya itu tadi, saya tidak paham dengan apa yang dikatakan tutor dan saya menjawab asal. Jadi sering tidak nyambung”
- Pewawancara : “Lalu respon apa yang di berikan oleh tutor dengan jawabannya mbak fitria ?”

Narasumber :”Biasanya tutor langsung menegur mbak atau memberikan tapi di akhir sesi. Jadi kita tau jawaban tadi salah atau benar begitu”

Pewawancara :”Baiklah sekian pertanyaan dari saya, terimakasih atas waktunya mohon maaf bila mengganggu, wassalammualaikum ”

Narasumber :”Iya mbak sama sama, Waalaikumussalam”

In Pasca Building, 2nd Floor

On Friday, June 18th 2018, at 10.30 AM

Interview 3

Afnia

(as a Tutee)

Pewawancara : “ Assalammualaikum, mbak boleh saya mengganggu waktunya sebentar ?”

Narasumber : “iya mbak boleh, sialhkan”

Pewawancara : “Kelompok bilingualnya mbak fitria ini terdiri dari satu jurusan atau berbagai macam jurusan ?”

Narasumber : “Kalau dari kelompok saya itu terdiri dari jurusan PAI saja”

Pewawancara : “Bagaimana pendapat mbak fitria tentang pembelajaran bahasa inggris ?”

Narasumber : “Ya gini mbak, masalahnya lidahnya saya itu kaku untuk berbicara bahasa inggris”

Pewawancara : “Lalu, untuk komunikasi dengan tutor, apakah mbak afnia membutuhkan bantuan penerjemahan dengan tutor atau langsung mengartikan sendiri ?”

Narasumber : “Ya tidak langsung paham sih mbak. Soalnya saya bukan dari jurusan bahasa inggris. jadi perlu waktu

agak lama. Kalau saya sering dengar kata kata yang di gunakan tutornya tidak perlu memberikan penerjemahan.

Pewawancara : “Lalu untuk komunikasi dengan tutor, apakah mbak sering memberikan feedback atau lebih sering diam ?

Narasumber : “saya paham dengan apa yang tutor maksud mbak, tapi saya kesulitan untuk menjawab dengan bahasa inggris. jadi jatuhnya tutornya tidak paham dengan maksud saya”

Pewawancara : “Respon yang mbak afnia berikan itu memang karna mbak tau jawabannya atau hanya sekedar respon yang spontan saja tanpa memperhatikan kebenaran jawabannya ?”

Narasumber : “jika saya merasa yakin dengan jawaban saya, saya baru bicara mbak. Tapi kalo saya ragu biasanya saya lebih memilih diam”

Pewawancara : “Lalu, pernahkah mbak afnia ketika komunikasi dengan tutor tapi tidak nyambung anantara pertanyaan dan jawaban yang mbak inggit berikan ?”

Narasumber : “Sering sih mbak, saya itu sebenarnya tau maksud tutor, tapi tidak bisa mengungkapkan dalam bahsa inggris. jadi sering ambigu kata kata saya. Tapi kalo

dalam bahasa Indonesia saya paham dan bisa menyampaikan”

Pewawancara : “Lalu respon apa yang di berikan oleh tutor dengan jawabannya mbak afnia ?”

Narasumber :”Biasanya tutor langsung menegur mbak atau memberikan tapi di akhir sesi. Jadi kita tau jawaban tadi salah atau benar begitu”

Pewawancara :”Baiklah sekian pertanyaan dari saya, terimakasih atas waktunya .wassalammualaikum ”

Narasumber :”Iya mbak sama sama, Waalaikumussalam”

In Pasca Building, 2nd Floor

On Friday, June 18th 2018, at 10.45 AM

Interview 4

Lisa

(as a Tutee)

Pewawancara : “ Assalammualaikum, mbak boleh saya mengganggu waktunya sebentar ?”

Narasumber : “iya mbak boleh, sialhkan”

Pewawancara : “Kelompok bilingualnya mbak lisa ini terdiri dari satu jurusan atau berbagai macam jurusan ?”

Narasumber : “Kalau dari kelompok saya itu terdiri dari jurusan PAI saja”

Pewawancara : “Bagaimana pendapat mbak Lisa tentang pembelajaran bahasa inggris ?”

Narasumber : “Sebenarnya sih menyenangkan. Tapi nggak senengnya itu karna kita belum lancer dalam berbicara bahasa inggris”

Pewawancara : “Lalu, untuk komunikasi dengan tutor, apakah mbak membutuhkan bantuan penerjemahan dengan tutor atau langsung mengartikan sendiri ?”

- Narasumber : “Ya kadang langsung tau.. Kalau saya sering dengar kata kata yang di gunakan tutornya tidak perlu memberikan penerjemahan.
- Pewawancara : “Lalu untuk komunikasi dengan tutor, apakah mbak sering memberikan feedback atau lebih sering diam ?
- Narasumber : “Kalau saya bisa ya saya jawab mbak. Tapi kalo enggak saya pilih diam.
- Pewawancara : “Respon yang mbak lisa berikan itu memang karna mbak tau jawabannya atau hanya sekedar respon yang spontan saja tanpa memperhatikan kebenaran jawabannya ?”
- Narasumber : “Ya kadang kadang bener sih mbak, tapi kebanyakan salah. Tapi sebenarnya saya tau maksud dari tutornya tapi saya sulit menyampaikannya.
- Pewawancara : “Lalu, pernahkah mbak afnia ketika komunikasi dengan tutor tapi tidak nyambung anantara pertanyaan dan jawaban yang mbak inggit berikan ?”
- Narasumber : “Enggak sih mbak, soalnya saya jawab yang saya rasa itu benar saja”
- Pewawancara :”Baiklah sekian pertanyaan dari saya, terimakasih atas waktunya mohon maaf bila mengganggu, wassalammualaikum ”

Narasumber : "Iya mbak sama sama, Waalaikumussalam"

In Pasca Building, 2nd Floor

On Wednesday, June 13th 2018, at 10.20 AM

Interview 5

Siti Fatimah

(as a Tutee)

Pewawancara : “ Assalammualaikum, mbak boleh saya mengganggu waktunya sebentar ?”

Narasumber : “iya mbak boleh, sialhkan”

Pewawancara : “Kelompok bilingualnya mbak Siti ini terdiri dari satu jurusan atau berbagai macam jurusan ?”

Narasumber : “Kalau dari kelompok saya itu terdiri dari jurusan PAI dan juga PBA tapi di dominasi anak anak PAI”

Pewawancara : “Bagaimana pendapat mbak lisa tentang pembelajaran bahasa inggris ?”

Narasumber : “Ya kalau menurut saya, bahasa inggris itu keren mbak. Tapi untuk orang yang menyukainya. Kalo saya belum. ”

Pewawancara : “Lalu, untuk komunikasi dengan tutor, apakah mbak lisa membutuhkan bantuan penerjemahan dengan tutor atau langsung mengartikan sendiri ?”

- Narasumber : “Ya tidak langsung paham sih mbak. Soalnya saya bukan dari jurusan bahasa inggris. jadi perlu waktu agak lama. Kalau saya sering dengar kata kata yang di gunakan tutornya tidak perlu memberikan penerjemahan.
- Pewawancara : “Lalu untuk komunikasi dengan tutor, apakah mbak sering memberikan feedback atau lebih sering diam ?
- Narasumber : “Kalau saya pribadi sering diam sih mbak, soalnya saya tidak paham dengan apa yang di sampaikan oleh tutor
- Pewawancara : “Respon yang mbak siti berikan itu memang karna mbak inggit tau jawabannya atau hanya sekedar respon yang spontan saja tanpa memperhatikan kebenaran jawabannya ?”
- Narasumber : “kebanyakan jawaban saya itu spontan mbak. Jadi nggak saya piker dulu, jatuhnya malah salah dan nggak cocok sama pertanyaan tutor”
- Pewawancara : “Lalu, pernahkah mbak siti ketika komunikasi dengan tutor tapi tidak nyambung anantara pertanyaan dan jawaban yang mbak berikan ?”
- Narasumber : “Pernah sih mbak, apalagi ketika pembahasan materi baru atau di ajak ngomong langsung dnegan tutor.

Kadang kadang saya memberikan jawaban asal jawab atau lebih tepatnya sering tidak nyambung dengan pertanyaan tutor.”

Pewawancara : “Lalu respon apa yang di berikan oleh tutor dengan jawabannya mbak siti?”

Narasumber :”Biasanya tutor langsung menegur mbak atau memberikan tapi di akhir sesi. Jadi kita tau jawaban tadi salah atau benar begitu”

Pewawancara :”Baiklah sekian pertanyaan dari saya, terimakasih atas waktunya mohon maaf bila mengganggu, wassalammualaikum ”

Narasumber :”Iya mbak sama sama, Waalaikumussalam”

In Pasca Building, 2nd Floor

On Wednesday, June 13th 2018, at 10.40 AM

Interview 6

Dyah

(as a Tutee)

Pewawancara : “ Assalammualaikum, mbak boleh saya mengganggu waktunya sebentar ?”

Narasumber : “iya mbak boleh, sialhkan”

Pewawancara : “Kelompok bilingualnya mbak dyah ini terdiri dari satu jurusan atau berbagai macam jurusan ?”

Narasumber : “Kalau dari kelompok saya itu terdiri dari jurusan PAI dan juga PBA tapi di dominasi anak anak PAI”

Pewawancara : “Bagaimana pendapat mbak dyah tentang pembelajaran bahasa inggris ?”

Narasumber : “Ya kalau menurut saya, bahasa inggris itu rumit. Saya paham dengan apa yang tutor ucapkan, tapi saya nggak bisa jawab mbak”

Pewawancara : “Lalu, untuk komunikasi dengan tutor, apakah mbak dyah membutuhkan bantuan penerjemahan dengan tutor atau langsung mengartikan sendiri ?”

- Narasumber : “Ya tidak langsung paham sih mbak. Soalnya saya bukan dari jurusan bahasa inggris. jadi perlu waktu agak lama. Kalau saya sering dengar kata kata yang di gunakan tutornya tidak perlu memberikan penerjemahan.
- Pewawancara : “Lalu untuk komunikasi dengan tutor, apakah mbak sering memberikan feedback atau lebih sering diam ?
- Narasumber : “Kalau saya jawabnya sekedarnya sih mbak”
- Pewawancara : “Respon yang mbak dyah berikan itu memang karna mbak inggit tau jawabannya atau hanya sekedar respon yang spontan saja tanpa memperhatikan kebenaran jawabannya ?”
- Narasumber : “Kebanyakan ngawur sih mbak, soalnya syaa nggak paham bagaimana cara mengungkapkannya”
- Pewawancara : “Lalu, pernahkah mbak dyah ketika komunikasi dengan tutor tapi tidak nyambung anantara pertanyaan dan jawaban yang mbak berikan ?”
- Narasumber : “Pernah sih mbak, apalagi ketika pembahasan materi baru atau di ajak ngomong langsung dengan tutor. Kadang kadang saya memberikan jawaban asal jawab atau lebih tepatnya sering tidak nyambung dengan pertanyaan tutor.”

- Pewawancara : “Lalu respon apa yang di berikan oleh tutor dengan jawabnya mbak dyah ?”
- Narasumber :”Biasanya tutor langsung menegur mbak atau memberikan tapi di akhir sesi. Jadi kita tau jawaban tadi salah atau benar begitu”
- Pewawancara :”Baiklah sekian pertanyaan dari saya, terimakasih atas waktunya mohon maaf bila mengganggu, wassalammualaikum ”
- Narasumber :”Iya mbak sama sama, Waalaikumussalam”

In Pasca Building, 2nd Floor

On Wednesday, June 13th 2018, at 10.50 AM

Interview 7

Ayum

(as a Tutee)

Pewawancara : “ Assalammualaikum, mbak boleh saya mengganggu waktunya sebentar ?”

Narasumber : “iya mbak boleh, sialhkan”

Pewawancara : “Kelompok bilingualnya mbak ayum ini terdiri dari satu jurusan atau berbagai macam jurusan ?”

Narasumber : “Kalau dari kelompok saya itu terdiri dari jurusan PBI saja”

Pewawancara : “Bagaimana pendapat mbak Ayum tentang pembelajaran bahasa inggris ?”

Narasumber : “Ya kalau menurut saya, menyenangkan. Karna entah kenapa saya suka mendengarkan orang berbicara bahasa inggris.”

Pewawancara : “Lalu, untuk komunikasi dengan tutor, apakah mbak ayum membutuhkan bantuan penerjemahan dengan tutor atau langsung mengartikan sendiri ?”

- Narasumber : “Biasanya langsung paham sih mbak. Tapi tergantung pronunciation tutornya, kalo jelas saya langsung paham tapi kalo pronunciationnya tidak jelas saya juga kurang paham”
- Pewawancara : “Lalu untuk komunikasi dengan tutor, apakah mbak sering memberikan feedback atau lebih sering diam ?
- Narasumber : “Kalau saya pribadi sering jawab sih mbak, soalnya saya orangnya cerewet, jadi pengen belajar ngomong bahasa inggris terus.”
- Pewawancara : “Respon yang mbak ayum berikan itu memang karna mbak tau jawabannya atau hanya sekedar respon yang spontan saja tanpa memperhatikan kebenaran jawabannya ?”
- Narasumber : “jawaban yang saya berikan itu yang saya yakin benar sih mbak.”
- Pewawancara : “Lalu, pernahkah mbak ayum ketika komunikasi dengan tutor tapi tidak nyambung antara pertanyaan dan jawaban yang mbak ayum berikan ?”
- Narasumber : “ kadang kadang sih iya mbak. Tapi lebih sering tidak. Soalnya kan antara tutor sama tutee dari background yang sama. Jadi lebih memudahkan untuk komunikasi”

Pewawancara :”Baiklah sekian pertanyaan dari saya, terimakasih atas waktunya mohon maaf bila mengganggu, wassalammualaikum ”

Narasumber :”Iya mbak sama sama, Waalaikumussalam”

In Pasca Building, 2nd Floor

On Wednesday, June 13th 2018, at 10.11.05 AM

Interview 8

Isna

(as a Tutee)

Pewawancara : “ Assalammualaikum, mbak boleh saya mengganggu waktunya sebentar ?”

Narasumber : “iya mbak boleh, sialhkan”

Pewawancara : “Kelompok bilingualnya mbak isna ini terdiri dari satu jurusan atau berbagai macam jurusan ?”

Narasumber : “Kalau dari kelompok saya itu terdiri dari jurusan PGMI”

Pewawancara : “Bagaimana pendapat mbak isna tentang pembelajaran bahasa inggris ?”

- Narasumber : “Ya kalau menurut saya, gampang gampang sulit. Karna untuk menyampaikan jawaban dengan bahasa inggris itu saya belum bisa mbak”
- Pewawancara : “Lalu, untuk komunikasi dengan tutor, apakah mbak isna membutuhkan bantuan penerjemahan dengan tutor atau langsung mengartikan sendiri ?”
- Narasumber : “Ya tidak langsung paham sih mbak. Soalnya saya bukan dari jurusan bahasa inggris. jadi perlu waktu agak lama. Kalau saya sering dengar kata kata yang di gunakan tutornya tidak perlu memberikan penerjemahan.
- Pewawancara : “Lalu untuk komunikasi dengan tutor, apakah mbak sering memberikan feedback atau lebih sering diam ?
- Narasumber : “Kalau saya pribadi sering diam sih mbak, soalnya saya tidak bisa berbicara bahasa inggrisnya mbak”
- Pewawancara : “Respon yang mbak isna berikan itu memang karna mbak isna tau jawabannya atau hanya sekedar respon yang spontan saja tanpa memperhatikan kebenaran jawabannya ?”
- Narasumber : “Ya kadang kadang bener sih mbak, tapi kebanyakan salah. Tapi sebenarnya saya tau maksud dari tutornya tapi saya sulit menyampaikannya.”

- Pewawancara : “Lalu, pernahkah mbak isna ketika komunikasi dengan tutor tapi tidak nyambung anantara pertanyaan dan jawaban yang mbak isna berikan ?”
- Narasumber : “Pernah sih mbak, apalagi ketika pembahasan materi baru atau di ajak ngomong langsung dengan tutor. Kadang kadang saya memberikan jawaban asal jawab atau lebih tepatnya sering tidak nyambung dengan pertanyaan tutor.”
- Pewawancara : “Lalu respon apa yang di berikan oleh tutor dengan jawabannya mbak isna ?”
- Narasumber :”Biasanya tutor langsung menegur mbak atau memberikan tapi di akhir sesi. Jadi kita tau jawaban tadi salah atau benar begitu”
- Pewawancara :”Baiklah sekian pertanyaan dari saya, terimakasih atas waktunya mohon maaf bila mengganggu, wassalammualaikum ”
- Narasumber :”Iya mbak sama sama, Waalaikumussalam”

In E Building of FITK 2nd 2018

On Friday, June 15th 2018, at 10.20 AM

Interview 9

Lala

(as a Tutee)

Pewawancara : “ Assalammualaikum, mbak boleh saya mengganggu waktunya sebentar ?”

Narasumber : “iya mbak boleh, sialhkan”

Pewawancara : “Kelompok bilingualnya mbak ala ini terdiri dari satu jurusan atau berbagai macam jurusan ?”

Narasumber : “Kalau dari kelompok saya itu terdiri dari jurusan PBI saja”

Pewawancara : “Bagaimana pendapat mbak lala tentang pembelajaran bahasa inggris ?”

Narasumber : “Ya menurut saya, bahasa inggris itu harus dipahami sih mbak. Menyenangkan mbak bahasa inggris itu. Tapi kalo untuk grammar saya merasa sulit. Tapi saya lebih suak ke speakingnya mbak”

Pewawancara : “Lalu, untuk komunikasi dengan tutor, apakah mbak lala membutuhkan bantuan penerjemahan dengan tutor atau langsung mengartikan sendiri ?”

- Narasumber : “Tergantung tema sih mbak, kalo temanya tidak familiar untuk kita ya pasti translate dulu. Tapi kalo temanya yangs sering kita dengar, udah langsung paham sih mbak”
- Pewawancara : “Lalu untuk komunikasi dengan tutor, apakah mbak sering memberikan feedback atau lebih sering diam ?
- Narasumber : “Kalau saya pribadi sering jawab sih mbak, soalnya saya orangnya cerewet, jadi pengen belajar ngomong bahasa inggris terus.”
- Pewawancara : “Respon yang mbak lala berikan itu memang karna mbak lala tau jawabannya atau hanya sekedar respon yang spontan saja tanpa memperhatikan kebenaran jawabannya ?”
- Narasumber : “Ya kalo sekiranya saya bisa jawab ya saya jawab mbak, berdasarkan background knowledge. Tapi kalo saya tidak paham, saya lebih pilih diam saja”
- Pewawancara : “Lalu, pernahkah mbak lala ketika komunikasi dengan tutor tapi tidak nyambung antara pertanyaan dan jawaban yang mbak lala berikan ?”
- Narasumber : “Pernah sih mbak, apalagi kalo pertanyaannya tidak langsung to the point, saya biasanya malah bingung”

Pewawancara :”Baiklah sekian pertanyaan dari saya, terimakasih atas waktunya mohon maaf bila mengganggu, wassalammualaikum ”

Narasumber :”Iya mbak sama sama, Waalaikumussalam”

In E Building of FITK 2nd 2018

On Friday, June 15th 2018, at 10.45 AM

Interview 10

Siti N

(as a Tutee)

Pewawancara : “ Assalammualaikum, mbak boleh saya mengganggu waktunya sebentar ?”

Narasumber : “iya mbak boleh, sialhkan”

Pewawancara : “Kelompok bilingualnya mbak siti ini terdiri dari satu jurusan atau berbagai macam jurusan ?”

Narasumber : “Kalau dari kelompok saya itu terdiri dari jurusan PAI saja”

Pewawancara : “Bagaimana pendapat mbak siti tentang pembelajaran bahasa inggris ?”

Narasumber : “Ya kalau menurut saya sih menantang mbak, karna saya suka tantangan.”

Pewawancara : “Lalu, untuk komunikasi dengan tutor, apakah mbak siti membutuhkan bantuan penerjemahan dengan tutor atau langsung mengartikan sendiri ?”

- Narasumber : “Ya tidak langsung paham sih mbak. jadi perlu waktu agak lama. Kalau saya sering dengar kata kata yang di gunakan tutornya tidak perlu memberikan penerjemahan. Tapi seringnya saya suruh ngulangi lagi pertanyaannya mbak”
- Pewawancara : “Lalu untuk komunikasi dengan tutor, apakah mbak sering memberikan feedback atau lebih sering diam ?
- Narasumber : “Kalau saya pribadi sering jawab sih mbak, soalnya saya orangnya cerewet, jadi pengen belajar ngomong bahasa inggris terus.”
- Pewawancara : “Respon yang mbak siti berikan itu memang karna mbak siti tau jawabannya atau hanya sekedar respon yang spontan saja tanpa memperhatikan kebenaran jawabannya ?”
- Narasumber : “Ya seringnya spontan sih mbak. Karna kadang saya suka improve jawaban sendiri di luar pertanyaan”
- Pewawancara : “Lalu, pernahkah mbak siti ketika komunikasi dengan tutor tapi tidak nyambung antara pertanyaan dan jawaban yang mbak siti berikan ?”
- Narasumber : “Pernah sih mbak, ya kadang tutornya pertanyaanya A saya jawabnya B. ya karna vocab syaa terbatas mbak, jadi kadang jawabannya ngawur sih mbak”

- Pewawancara : “Lalu respon apa yang di berikan oleh tutor dengan jawabnya mbak siti ?”
- Narasumber :”Biasanya tutor langsung menegur mbak atau memberikan tapi di akhir sesi. Jadi kita tau jawaban tadi salah atau benar begitu”
- Pewawancara :”Baiklah sekian pertanyaan dari saya, terimakasih atas waktunya mohon maaf bila mengganggu, wassalammualaikum ”
- Narasumber :”Iya mbak sama sama, Waalaikumussalam”