

## The Cooperative Principle (Maxims) in the Dialogues of English Textbook Entitled '*Bahasa Inggris Think Globally Act Locally*' for Ninth Grade Students of Junior High School



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**ABSTRACT:** Textbooks serve as the material content provider in an EFL classroom. Because texts, conversations, and other pieces of material are typically particularly created to corporate educational objectives, they frequently portray a formal and well-structured pattern of standardized English. This study will look at the content of textbooks, specifically the brief conversations included in English textbooks used by ninth-grade junior high school students. The researcher will use a descriptive qualitative research approach in this study and will use conversations from a textbook named Bahasa Inggris 'Think Globally Act Locally Year IX' as the object of investigation. The data will be gathered by reading, observing the dialogues, clarifying them in an analysis table, and coding the dialogues using maxims based on Grice's theory.

**KEYWORDS:** Cooperative Principle, Maxim, Pragmatic Analysis, Dialogues, Textbook

### I. INTRODUCTION

It is human nature to communicate in order to socialize, grow, and maintain relationships with one another. According to Pearson and Nelson (2003), communication is the process by which people share meaning via a common system symbol, sign, or behaviour. A speaker or writer conveys a message or meaning through communication, and a listener or reader interprets it. In order to have successful and productive communication, a reader or listener must be able to analyse, that is, comprehend and interpret statements made by a writer or speaker in order to determine what the author may be trying to convey with the words and phrases used (Yule, 1998). Pragmatics is the study of the meaning of the speaker or writer. This type of research also include interpreting what the speaker/writer intends in a certain context and how the context effects what is said, as well as investigating how much of what is unsaid is acknowledged as part of what is transmitted (Yule, 1998). Language is one way to communicate.

Language is defined as the act of transmitting a message between at least two speaking subjects, one of whom is the sender's addresser and the other is the receiver's addresser (Kristeva, 1989:7). English has become our worldwide language. English is now part of the national curriculum. Curriculum 2013 is now being utilized in Indonesian schools. A textbook is required to help the teaching learning process (Brown, 1994:14). When students have a textbook, they can more easily follow lessons. Because the textbook has written material that people may study. Selecting the right textbook for kids might help them study more efficiently in class.

Furthermore, the researcher selects the English textbook "Bahasa Inggris Think Globally Act Locally" because it was issued in 2018 (updated version) by the Ministry of Education and Culture. It is a reliable textbook that is good enough to be taught to pupils. Furthermore, the textbook has a range of writing styles, illustrations, and so on. Certain conversations may assist students in better understanding the topic. Because conversation helps pupils to effectively understand and describe a textbook-based issue. To comprehend or achieve the aim of the discourse, participants must follow Grice's cooperation principle, often known as Maxims. To comprehend or achieve the aim of the discourse, participants must follow Grice's cooperation principle, often known as Maxims. They are the maxims of quality (based on facts), quantity (being informative as needed), method (being succinct and orderly), and relevance (being relevant). It is termed flouting maxim if it does not fulfil the four maxims. So, flouting the maxim occurs when a speaker appears not to follow the maxim yet expects listeners to understand the meaning meant.

For example:

Interviewer 1 : What were you doing before you were arrested? Chris: I was painting my apartment.

Chris is attempting to answer one of the interviewers' questions about what he does before being arrested, which causes him to be late for the interview. Chris's response is that he is painting his flat. His response is neither too much nor too little

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because it is based on the issue of what he does before being caught by police. By stating so, Chris employs and adheres to the Quantity maxim. Chris delivers the proper response to the interviewer's question, which he does before the cops arrest him prior to the interview. As a result, understanding pragmatics is crucial for a language learner in order to better comprehend the true meaning

that the speaker wishes to express. In order to teach discussion, the teacher should teach students about the cooperation concept. As a result, it can help them reach the goal of the dialogue while also developing students' critical thinking skills, and they will communicate properly, according to a previous study conducted by Hasanah (2021), titled "An Analysis of Cooperative Principle (Maxims) In the Dialogues of English Textbook Entitled Bahasa Inggris "When English Rings a Bell" For Eighth Grade Students of Junior High School." As a consequence, the researcher is intrigued by dialogues as an important component of English textbooks. Based on Grice's cooperative principles, the researcher will focus on four sorts of maxims in the dialogues of English Textbook Entitled "Bahasa Inggris "Think Globally Act Locally" For Ninth Grade Students of Junior High School. It is thought that doing this research is critical in order to minimize misunderstandings in conversations and enhance student language abilities in speaking. According to the preceding description, the researcher is interested in researching "The Cooperative Principle (Maxims) In the Dialogues of English Textbook Entitled 'Bahasa Inggris Think Globally Act Locally' For Ninth Grade Students of Junior High School."

### **II. LITERATURE REVIEW**

#### **A. Definition of Pragmatics**

Language is a kind of communication made up of meaningful phrases. Pragmatics, according to Yule (1996:3), is the study of how more information is communicated than is expressed. It means that listeners should evaluate the speaker's intended meaning when drawing judgments about a communication. Everyone has a unique method of communicating with words. Listeners should understand the speakers' intended meaning when the language of their utterances includes hidden meanings. In pragmatics, interpretation is critical. Yule further describes Pragmatics as the study of context-dependent meanings. It is concerned not just with the statements themselves, but also with the circumstances around them. Pragmatics, according to Peccei (1999:3), focuses on meaning features that cannot be predicted only on the basis of linguistic knowledge and includes information about physical and social reality. The semantics and pragmatics of utterances and conversation are intricately intertwined.

#### **B. Cooperative Principle (Maxim)**

Grice (1975) suggested the cooperative principle as a conversational principle, stating that participants expect each other to provide a "conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange." Conversational implicatures are explained in part by the collaboration principle and conversational maxims. Participants make conversational assumptions about what is said because they assume the speaker is cooperative. Exploitation (apparent flouting) or adherence to the cooperative principle and a set of maxims indicate conversational implicatures (Grice, 1989). Moreover, the following are the four fundamentals of cooperative principles:

##### **1. Maxim of Quantity**

It is critical that you provide as much information as possible without going overboard. The interaction's mutual expectation is that the speaker's contribution is quantitatively appropriate for the present discourse. If it is greater, it is excessive, and if it is less, it is insufficient for effective communication.

For example:

Interviewer 1: what were you doing before you were arrested? Chris: I was painting my apartment.

Chris is attempting to answer one of the interviewers' questions about what he does before being arrested, which causes him to be late for the interview. Chris's response is that he is painting his flat. His response is neither too much nor too little because it is based on the issue of what he does before being caught by police. By stating so, Chris employs and adheres to the Quantity maxim. Chris delivers the proper response to the interviewer's question, which he does before the cops arrest him prior to the interview.

##### **2. Maxim of Quality**

In order to adhere to the quality principle, speakers should make an honest contribution and refrain from expressing anything they feel is inaccurate or without proof. Interactants want the speaker to employ prepositions or deliver information that she or he believes to be correct.

For example:

A: "I'll ring you tomorrow afternoon then."

B: "Erm, I shall be there as far as I know, and in the meantime have a word with Mum dan Dad if they're free. Right, bye-bye then sweetheart."

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A: "Bye-bye, bye."

As a result of this interaction, B says 'as far as I know,' which signifies 'I can't be entirely sure whether this is true,' so that if A calls and learns that B is not present, B is protected from accusations of lying because she stated her reservations. The majority of listeners believe that speakers are not lying, and the majority of speakers are aware of this.

### 3. Maxim of Relation

The speaker's remark should be pertinent, and the speaker should express something related to previous statements. People conversing want the speaker to assist them in communicating in a way that is relevant to the subject and context of the discussion. For example:

A: "There's somebody at the door." B: "I'm in the bath"

From this interaction, it is clear that the inquiry and the response are related. B anticipates that A will grasp that his current position is important to her assertion that there is someone at the door and that he cannot go check who it is since he is in the bath. As in the following example from a market research discussion, some presenters want to emphasize how their contribution is relevant to the conversation.

### 4. Maxim of Manner

Speakers should avoid obscurity of phrase, ambiguity, succinctness (avoid excessive prolixity), and orderliness in their utterances. The interactants want the speaker to make his or her contribution as plain and understandable as possible, and to do it successfully. She or he goes to whatever length to attain conciseness in performance and delivery.

For example:

A: "I mean, just going back to your point, I mean to me an order form is a contract. If we are going to put something in then let's keep it as general as possible."

B: "Yes"

This exchange exhibits the Maxim of Manner because A delivered a perceptive response with a succinct, clear, ordered, and unambiguous explanation. In this chat from a committee meeting, the speaker underlines that he is adhering to the maxim.

## C. Dialogues in Textbooks

A textbook is a critical component of the teaching and learning process. According to Sitepu (2012), textbooks include all books utilized in the teaching and learning processes, such as working books, modules, and reference books. Thus, textbooks can assist teachers in teaching their students because they already include material and assignments that are appropriate for teachers.

Textbooks have many benefits and according to Betsy in Weddel (2009:3) in Setiawati, (2015:15), these are the benefits of textbooks:

- It ensures that a class has some degree of structure, consistency, and logical advancement.
- It reduces teachers' preparation time.
- It enables students to review content and preview upcoming lessons.
- It meets a student's or instructor's desire or expectation for something concrete to work with and take home for additional study.
- It leads new teachers through the course and activity creation process and may give a number of materials such as cassettes, CDs, videos, and self-study workbooks.

In Mas Min (2006), Crowther (1995:1234) defines textbooks as "a book that gives education in a subject that is primarily used in schools" (books that provide instruction in a lesson, particularly in schools). Furthermore, textbooks feature a range of writing styles, graphics, and so on. Additional conversations are offered to help students understand the topic better. Because conversation allows students to better see and explain the scenarios presented in the textbook. Students will be able to visualize the event if the discourse incorporates images.

There are two kinds of dialogues:

#### 1. Transactional Dialogue

According to Nuha (2004), transactional conversations are done with the goal of exchanging information, such as information-gathering interviews, role plays, or disputes. Transactional conversation, according to Brown (2000:273) and Maharani (2014:2), is an extended version of responsive language. It may convey or provide exact information in addition to offering a quick response. As a result, it is employed when something has to be done or information obtained. For example, in the bank, when making a transaction, and so forth.

#### 2. Interpersonal Dialogue

Interpersonal communication, such as personal interviews or informal conversation role-plays, is used to create or sustain social relationships (Nuha, 2014). Interpersonal conversation is just talking with others, such as gossiping, chatting etc.

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Interpersonal discussions, according to Celce-Murcia, are typically used to express:

- Greeting and departing.
- Making introductions and introducing oneself.
- Accepting and dismissing invitations and offers.
- Establishing and breaking engagement.
- Expressing and recognizing thanks.
- Congratulating and complimenting.
- Responding to the interlocutor's remarks.
- Displaying interest, surprise, sympathy, happiness, disbelief, and disappointment.

Researchers conclude that discussion is an important component of textbooks based on the description above. Because it teaches students about real-life dialogue, which is a conversation between two or more people that can take place in a play, a textbook, or anyplace else. There are cultural variances, grammatical points, and linguistic functions. The goal of this research is to look at maxims discovered in conversations from an English textbook.

### III. METHOD

This is a descriptive-qualitative research approach since the data is natural and not controlled, and the object is an English textbook titled "Bahasa Inggris Think Globally Act Locally" for Ninth Grade Students of Junior High School. Following that, the researcher will read, observe, and clarify the conversations into an analysis table utilizing the cooperative principle based on Grice's theory in order to gather data. Following data collection, the researcher will discuss the findings with the adviser, who is a lecturer in the Pragmatics course in the English Language Education Study Program. For validity, the researcher will consult with a lecturer from the English Language Education Study Program.

The data is gathered depending on the study's formulation. The writer analyzes the data using Cooperative Maxims from the discussion in the English textbook "Bahasa Inggris Think Globally Act Locally" for Ninth Grade Junior High School Students.

### IV. FINDINGS

The data discovered is the data discovered completely. The data for this study came from the English textbook "Bahasa Inggris Think Globally Act Locally" for Ninth Grade Junior High School Students. The data was evaluated using Herbert Paul Grice's (1975) Maxims theory. As a result, this section displays data based on the percentage of commonly occurring in the textbook. The data can be shown as follows:

TABLE 1. THE PERCENTAGE OF THE DATA FINDING

Cooperative Principle (Maxim) by Grice's Theory on 1975	Frequency	Percentage
Maxim of Quantity	45	84,9%
Maxim of Quality	36	67,9%
Maxim of Relation	52	98,1%
Maxim of Manner	47	88,7%
<b>Total</b>	<b>53 dialogues</b>	<b>100%</b>

According to the table above, the maxim of quantity is 84.9%, the maxim of quality is 67.9%, the maxim of relation is 98.1%, and the maxim of manner is 88.7%. Accordingly, maxims theory was used in the analysis of cooperative maxims in the English textbook "Bahasa Inggris Think Globally Act Locally" for Ninth Grade Students of Junior High School, with Maxim of Relation being the most frequently shown in the English textbook "Bahasa Inggris Think Globally Act Locally" and Maxim of Quality being the least frequently shown.

### V. DISCUSSION

Based on Table 1, the data in this part can be explored using maxims theory with a focus on Cooperative Maxims. Maxims of Quantity, Quality, Relevance, and Manner are included in the English textbook "Bahasa Inggris Think Globally Act Locally" for Ninth Grade Junior High School Students. The data description is displayed below the data:

#### 1) Maxims of Quantity

Maxim of Quantity appears in 45 of the 53 dialogues in the English textbook. The Maxim of Quantity should be as informative as possible without going overboard. The interaction's mutual expectation is that the speaker's contribution is quantitatively appropriate for the current conversation. This is demonstrated by the following data:

#### 1.1 On chapter 1 page 2

Teacher: "The winner of the story-telling competition in this class is Lina. Congratulations, Lina!" Classmates:

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"Congratulations, Lina!"

Lina: "Thank you, Ma'am. Thank you, everybody."

Teacher: "Lina, because you are the winner of the story-telling competition in this class, you will represent this class for the story-telling competition of our school next month."

Teacher: "Prepare your best of the competition, will you? I hope you win the first prize, too. Good luck!" Lina: "I hope so too, Ma'am. Yes, I'll do my best."

Explanation: In the dialogue above, it could be seen that the Teacher gave information to Lina that she will represent the class for the story-telling competition at the school. Teacher asked her to prepare it well and Lina said "I'll do my best". By saying so, Lina used and followed the maxim of quantity.

1.2 On chapter 1 page 4

Udin: "Congratulations, Lina! It's your dream to be the winner of the school's story telling competition, isn't it?" Lina: "Yes, it's my dream. And I have practiced every day for the last two months with my dad"

Siti: "Sure, you have to work hard for your dreams. Good luck!" Lina: "Thank you, Siti, Udin, for your support."

Explanation: In the dialogue above, it could be seen that, Udin asked Lina about her dream to be the winner of the school's story telling competition. She answered "Yes, it's my dream". By saying so, Udin and Lina used and follow the maxim of quantity because her answer was informative as required.

1.3 On chapter 2 page 19

Siti: "Hi Dayu, have you taken any medicine, yet?" Dayu: "Yes, I have. But it only helps a little."

Siti: "Maybe you just have to take some rest **in order to** get well soon." Dayu: "You are right. In fact, I have been to the toilet many times today."

Edo: "Poor you. You need to drink a lot of water **so that** you will not get dehydrated." Dayu: "This is a good lesson for me. I never care about what I eat."

Udin: "Right. Guys, don't forget to wash your fruits and vegetables before you eat them **so** you will not take any germs into your tummy."

Dayu: "Yes, Boss. You are right. We should always clean our food well. I should be more careful now."

Lina: "Dayu, you look very pale. I think you need to see the doctor soon **in order to** get help. Don't take diarrhea lightly."

Dayu: "No, of course not. Actually, my mom is on her way from the office to take me to the hospital."

Siti: "Good. We'll help you to get ready now."

Explanation: In the dialogue above, it could be seen that, Siti, Edo, and Lina are giving Dayu informative information as required. The purpose of the dialogue was to advise Dayu about her health, which are "you just have to take some rest **in order to** get well soon.", "You need to drink a lot of water **so that** you will not get dehydrated.", "I think you need to see the doctor soon **in order to** get help. Don't take diarrhea lightly."

1.4 On chapter 2 page 25

Lina: "What do we need to eat various kinds of healthy food?" Siti: "To stay healthy."

Explanation: In the dialogue above fulfilled maxim of quantity, it could be seen that, Siti answered right to the point without adding other information to Lina's question. Because the purpose of the dialogue was to ask about "What do we need to eat various kinds of healthy food?" and the answer was "To stay healthy."

1.5 On chapter 2 page 25

Udin: "What should we have breakfast for?"

Siti: "So that we have energy to do our activities during the day"

Explanation: In the dialogue above fulfilled maxim of quantity. Because Udin asked why they should have breakfast and Siti's answer was "So that we have energy to do our activities during the day". Siti answered directly without adding other information that informative.

2) Maxim of Quality.

There are 36 of 53 dialogues that contain Maxim of Quality in the English textbook. Maxim of Quality is the one that the speakers should make an honest contribution and refrain from saying anything they believe is incorrect or for which there is lack of evidence. This can be seen in following data below:

2.1 On chapter 5 page 83 Mom: "Lina, Beni's calling."

Lina: "I can't come to the phone now, Mom. I'm **mixing** the flour and the eggs for the pastry. My hand is full of dough. Please tell him I'll call him back soon."

Explanation: The dialogue above fulfilled maxim of quality. It can be proven that Lina's answer were giving three reason that are fact and specific about her reason why she cannot answer Beni's call. The reason are "I'm mixing the flour and the eggs for the pastry. My hand is full of dough. Please tell him I'll call him back soon."

2.2 On chapter 5 page 83

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Siti: "Beni, you look very serious!"

Beni: "Yes, I'm **doing** the task to describe a girl in this class to criticize her. I'm **writing** about you. I'm **trying** to say about your bad habits. You can read it for your reflection."

Explanation: Therefore, the dialogue above fulfilled maxim of quality. Because Beni said "I'm doing the task to describe a girl in this class to criticize her. I'm writing about you. I'm trying to say about your bad habits. You can read it for your reflection." He said three reason that are specific and fact to Siti.

2.3 On chapter 5 page 89

Dayu: "Hi Udin. I went to your house around ten yesterday to return your magazine, but the door was closed. I knocked on the door many times but nobody came out."

Udin: "Nobody was at home yesterday. I was going to the football practice. My mom and dad were attending a wedding party, and my brother was going out with his friends."

Explanation: As you can see on the dialogue above Udin said to Dayu "Nobody was at home yesterday. I was going to the football practice. My mom and dad were attending a wedding party, and my brother was going out with his friends." To gave her specific reason why nobody was home yesterday. So, their conversation fulfilled maxim of quality because they understanding each other without lack of proof and based on fact.

2.4 On chapter 5 page 89

Lina: "Did you all go to practise football?"

Beni: "Only Udin and I went to practise football. Edo could not come because he had much homework to do." Udin: "Yes, when we got there to pick him up, he was doing his Math homework."

Explanation: The dialogue above fulfilled maxim of quality because Beni and Udin said their reason to Lina specifically. Beni said "Only Udin and I went to practise football. Edo could not come because he had much homework to do." And Udin said "when we got there to pick him up, he was doing his Math homework." In consequence, their answer did not lack of adequate evidence.

2.5 On chapter 6 page 116

Dayu: "Riri, how long have you been an orphan?"

Riri: "for eight years now. My father died when I was a baby, and my mother died eight years ago."

Explanation: As you can see on the dialogue gave explanation that are specific and truth evidence about the reason how long she had been an orphan. Riri said "For eight years now. My father died when I was a baby, and my mother died eight years ago." which was the evidence to indicate this dialogue fulfilled maxim of quality.

3) Maxim of Relation.

There are 52 of 53 dialogues that contains Maxim of Relation in the textbook. Maxim of Relation is the one that the speaker's remark should be relevant, and the speaker should say something that relates to earlier statements. The people who are talking to each other expect that the speaker will help them communicate in a way that is relevant to the subject and context of the conversation. This can be seen in following data below:

3.1 On chapter 1 page 8

Lina: "Thank God, I've got an A for my math test. But I don't know the result of my English test, yet." Dayu: "Congratulations on the result of your math test! I hope you get an A for the English test, too."

Explanation: The dialogue above fulfilled maxim of relation. It could be seen Dayu answered it relevantly by stating "Congratulations on the result of your math test! I hope you get an A for the English test, too." By doing it, there will be no misunderstanding between them because Lina's statement and Dayu's respond are relevant to each other.

3.2 On chapter 1 page 11

Dad: "Happy birthday, Udin! You are a big boy now. I'm proud of you." Udin: "Thank you, Dad. I'm proud of you, too."

Explanation: As you can see on the dialogue above Udin and his father have successful conversation without misunderstanding because they fulfilled maxim of relation. In addition, their conversation is relevant to each other.

3.3 On chapter 1 page 12

A: "Many people have come to our table. They like my cookies. They are sold out." B: "Great! Your cookies are very popular now."

Explanation: The dialogue above fulfilled maxim of relation. It could be seen when B responded to A relevantly about the cookies that are sold out and people like their cookies. There was no misunderstanding between their conversations because they understand to each other.

3.4 On chapter 2 page 29

Lina: "I don't feel well. I'm catching a cold."

Udin: "You should go to the doctor."

Beni: "I don't think that's a good idea. Just take a good rest and drink a lot of water, Lina."

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Siti: "I agree with Udin. You should go to the doctor, Lina. You look very pale. I think you need to take medicine."

Edo: "I don't agree with you, Siti. Too much medicine is not good. Lina, just take a rest, drink a lot of water, and eat only healthy food."

Dayu: "I think the best to do is go home, Lina. Your mom and dad know better what you should do."

Explanation: As you can see on the dialogue above Udin, Beni, Siti, Edo, and Dayu were having conversation without misunderstanding because their statement was relevant to each other. They were talking about Lina's sickness. Therefore, the dialogue was fulfilling maxim of relation.

3.5 On chapter 5 page 82

Lina: "Where is Edo? He usually comes earlier than me."

Dayu: "He cannot come to the study-group meeting today. He's **helping** his father fixing the fence of his house."

Explanation: The dialogue above fulfilled maxim of relation. It could be seen when Lina was asking to Dayu where was Edo and Dayu answered "He cannot come to the study-group meeting today. He's helping his father fixing the fence of his house."

Dayu answered it relevantly based on the question. By doing so, they have successful conversation without misunderstanding.

### 4) Maxim of Manner.

There are 47 of 53 dialogues that contains Maxim of Manner in English textbook. Maxim of Manner is the one that the utterance should be clear, and speakers should avoid obscurity of phrase, ambiguity, succinctness (avoid excessive prolixity), and orderliness. The interactants' mutual expectation is that the speaker makes his or her contribution as clear and intelligible as possible and that he or she does it effectively. This can be seen in following data below:

4.1 On chapter 5 page 84

Dayu: "Are you **mopping** the floor again? You've just finished mopping it, haven't you?" Siti: "Well, I tripped over the stool and fell and spilled my milk all over the floor."

Explanation: Based on the dialogue above Dayu and Siti fulfilled maxim of manner. Siti gave Dayu clear and order answer base on the question which was "Are you mopping the floor again? You've just finished mopping it, haven't you?" Siti's answer was short and clear enough.

4.2 On chapter 5 page 84

Siti: "Where are the others? They are not having lunch now?"

Edo: "No. They are all in the library. They're **looking** for some texts about animals and plants in the encyclopaedia. Let's go and join them."

Explanation: As you can see on the dialogue above Edo gave Lina brief and order answer to her question which was "Where are the others? They are not having lunch now?" Edo said "No. They are all in the library. They're looking for some texts about animals and plants in the encyclopaedia. Let's go and join them." Edo's answer was clear, order, direct to Siti's question. That was why the dialogue fulfilled maxim of manner.

4.3 On chapter 5 page 91

Siti: "Lina, I called you when you were walking out of the bank yesterday, but you did not hear me." Lina: "Really? I'm sorry I did not hear you. I was listening to music with earphones."

Explanation: Therefore, the dialogue above fulfilled the regulation maxim of manner. It showed that Lina's answer was clear, brief, and reasonable without ambiguity which was "I'm sorry I did not hear you. I was listening to music with earphones." to Siti's question.

4.4 On chapter 5 page 95

Lina: "Udin, what happened to your foot?"

Udin: "I tripped and fell while I was carrying the pillows up the stairs at home" Lina: "I hope you'll get well soon, Udin."

Explanation: In the dialogue above, Udin explained to Lina the reason about his foot clearly without ambiguity. He said "I tripped and fell while I was carrying the pillows up the stairs at home." Which was clear and brief with no ambiguity. In addition, the dialogue fulfilled maxim of manner.

4.5 On chapter 5 page 103

Rika: "Can you come and help me to lift the table." Feni: "I'm sorry, I can't. I'm frying bananas."

Explanation: The dialogue above fulfilled the regulation maxim of manner because it can be seen on the dialogue, Feni cannot help Rika because she was frying bananas. Feni's answer was clear and direct to Rika's. in consequence, both Rika and Feni cooperated each other with a good manner to avoid vague, ambiguous, and excessive information.

## VI. CONCLUSION

In this study, the researcher determined that each dialogue in the English textbook "Bahasa Inggris Think Globally Act Locally" for Ninth Grade Students of Junior High School contained the Herbert Paul Grice maxims. The results revealed that

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the maxim of quantity was 84.9%, the maxim of quality was 67.9%, the maxim of relation was 98.1%, and the maxim of manner was 88.7%. As a result, the most frequently used Maxim of Relation in the English textbook "Bahasa Inggris Think Globally Act Locally" (98.1%) shows that in communicating between speaker and listener, they must follow the principle of communication since the principle of cooperation between the speaker and the listener will help to avoid misunderstanding.

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