



# Understanding Instructional Communication towards Elementary School Students in English Classroom

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## ARTICLE INFO

### Article history:

Received November 03, 2022

Accepted February 12, 2023

Available online February 25, 2023

### Kata Kunci:

Implikatur Percakapan, Empat Maksim, Kelas Bahasa Inggris

### Keywords:

Conversational Implicature, Four Maxims, English Classroom.



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## ABSTRAK

Guru dan siswa bahasa Inggris menghadapi kesulitan untuk memahami makna dalam interaksi dan menyebabkan kesalahpahaman. Penelitian ini bertujuan untuk menemukan penggunaan implikatur percakapan yang berfokus pada komunikasi instruksional yang terjadi di kelas bahasa Inggris di sekolah dasar. Penelitian ini menggunakan metodologi kualitatif dengan menggunakan analisis deskriptif sebagai rancangannya. Dalam pengumpulan data, instrumen terdiri dari observasi dan dokumentasi. Data penelitian menggunakan rekaman video selama proses kelas bahasa Inggris. Partisipan penelitian ini melibatkan seorang guru bahasa Inggris dan siswa kelas 5 di sebuah sekolah dasar swasta Islam. Penelitian ini menggunakan model analisis interaktif terdiri dari pengumpulan, reduksi, kesimpulan dan verifikasi. Studi ini menunjukkan bahwa guru dan siswa bahasa Inggris menggunakan empat maksim implikatur percakapan di kelas bahasa Inggris, khususnya untuk komunikasi instruksional, dengan 18 ucapan. Maksim kuantitas terdiri dari 3 ujaran. Maksim hubungan terdiri dari 5 ujaran. Maksim cara terdiri dari 4 ujaran. Sedangkan implikatur percakapan yang paling dominan adalah maksim kualitas yang terdiri dari 6 ujaran. Ini menunjukkan bahwa interaksi antara guru bahasa Inggris dan siswa perlu memberikan informasi faktual dan akurat dalam ucapan. Oleh karena itu, guru dan siswa bahasa Inggris perlu memahami makna bahasa dalam komunikasi instruksional dengan melibatkan implikatur percakapan atau empat maksim, khususnya di sekolah dasar.

## ABSTRACT

English teachers and students face difficulties grasping the meaning, leading to misunderstanding. This study aims to analyse the use of conversational implicature focusing on instructional communication in an English classroom. The research used qualitative methodology and descriptive analysis as the design. The instrument consisted of observations and documentation. The research data used video recording during an English classroom process. The participants of this study involved an English teacher and students in grade 5 at an Islamic private elementary school. This study used an interactive analysis model consisting of collection, reduction, conclusion and verification. This study indicated that English teachers and students used the four maxims of conversational implicature focusing on instructional communication, with 18 utterances. The maxim of quantity consisted of 3 utterances. The maxim of relation consisted of 5 utterances. The maxim of manner consisted of 4 utterances. The most dominant conversational implicature was the maxim of quality consisting of 6 utterances. It showed that the interaction between English teachers and students needs to provide factual and accurate information. Therefore, it becomes necessary for English teachers and students to understand the language's meaning in instructional communication by involving the conversational implicature or four maxims, particularly in elementary school.

## 1. INTRODUCTION

Conversational implicature is used to grasp the meaning of communication. Grice explained that conversational implicature refers to understanding the other intention of speakers' utterances. English teachers and students could use the implicature in the classroom process, particularly in instructional communication. Teachers could use conversational implicature to deliver learning instruction in an English classroom (Khayati et al., 2019; Pratama et al., 2019). The communication between English

teachers and students defines as pedagogic interaction that needs to use conversational implicature. Previous study also mentioned that English teaching and learning need to involve instruction to direct students to a comprehensive understanding of the learning materials (Dewi et al., 2020). Communication has many forms and functions (Nassar & Al-Ghrafy, 2020; Wahyudi et al., 2020). Communication that teachers use in class is called instructional communication.

English teachers could use instructional communication to assist students in acquiring the language understanding properly. Scholarly communication should be continued and developed because successful language learning depends on many aspects, particularly communication (Abdul et al., 2020; AlSmari, 2020). Communication plays a central role in all class activities. English teachers must entangle suitable instructional communication to develop students' language understanding (Nassar & Al-Ghrafy, 2020; Ziashahabi et al., 2020). Also, instructional communication could encourage students in the English classroom by providing explicit instruction to grasp the language's meaning. Besides, previous study mentioned that instructional communication involves explaining, commanding, discussing, asking, and answering in English classrooms (Wicaksono et al., 2022).

Unfortunately, using conversational implicature at the educational level still faces difficulties such as misunderstanding. English communication between teachers and students could lead to misunderstanding because of the mistake in understanding the meaning of utterances. The incompetence in recognizing conversational implicature could arouse the misunderstanding of getting the meaning in the English communication process (Nassar, 2021; Sari, 2019). Also, previous study mentioned that Indonesian EFL learners still have limitations in grasping conversational implicature because of insufficient materials for cross-cultural understanding (Caterine et al., 2021). In classroom activities, English teachers and students could face misunderstanding if they do not have the same perspective in using the conversation implicature. Previous study state English teachers and students could use instructional communication by involving conversational implicature (Guswita & Andriyanti, 2020). Therefore, it becomes crucial to comprehend conversational implicature in English classroom interaction.

Conversational implicature is a conversation that happens in a particular context with the utterance from speakers having other intended meanings, and the interlocutors make assumptions about the information (Yule, 2006, as cited in Yulianti et al., 2022). Previous study mentioned that conversational implicature refers to the context in ascertaining what speakers are trying to deliver (Douven, 2021). Conversational implicature has implicit meaning in conversation, yet the speakers do not convey it literally (Brown and Yule, 1983, quoted by Sofyan et al., 2022). Also, previous study pointed out that conversational implicature provides hearers to catch and imply the meaning following the speaker's context (Li, 2021). In addition, conversational implicature relies on the context to understand the utterance from speakers to hearers. Previous study states that conversational implications are implicit meanings (pragmatic inferences): assumptions made by the listener and implications made by the speaker (Taguchi & Yamaguchi, 2019). Conversational implications depend on various contextual information, including information about the participants and their relationships (Araujo Portugal, 2020; Hossain, 2021). The implications of conversation by proposing a general principle of cooperation between speakers and listeners, a type of agreement between a speaker and a listener to cooperate in communication (Arofah & Mubarok, 2021; Kecskes, 2021).

Comprehending conversational implicature or four maxims could facilitate English teachers and students in learning discussion. English language learners could get the meaning in communication by understanding the conversational implicature and its context. For teachers and students, conversational implicature provides the process of negotiating and expressing the meaning of utterance (George & Mamidi, 2020; Zahra & Arianti, 2022). Understanding conversational implicature becomes essential. The learning activities need to allow students to communicate by catching the meaning and developing an understanding of conversational implicature (Caterine et al., 2021; Chen & Lin, 2021). The role of conversational implicature for English teachers and students becomes necessary to reinforce the interaction. Previous study emphasizes that students need to have good quality in conversation; then, the use of conversational implicature encourages students to grasp the message from one to another (Hossain, 2021). In the learning process, English teachers and students could misunderstand since they lack knowledge of conversational implicature (Araujo Portugal, 2020; Yusro et al., 2020). Moreover previous study mentioned that using conversational implicature could enhance the accuracy of English discussions between students and teachers. Hence, the conversational implicature becomes necessary for understanding by students (Yusro et al., 2020).

Teaching conversational implicature allows English language learners to interpret figurative and formulaic language since the target language has the characteristics supported by implicature knowledge. The significance of acquiring a high understanding of conversational implicature could lead English language learners to achieve learning objectives and pragmatic competence (Araujo Portugal, 2020;

[Kecskes, 2021](#)). Comprehending conversational implicature becomes essential in teaching pragmatics to conceive the language meaning by its context. Conversational implications can arise in classroom teaching and learning through conversations between teachers and students ([Arofah & Mubarok, 2021](#); [Chen & Lin, 2021](#)). Interactive communication between teachers and students in the classroom builds communicative and active learning by involving the conversational implicature for English teachers to deliver the instructions. Previous study added that the use of conversational implicature in English activities has a substantial part in leading the discussion ([Nassar & Al-Ghrafy, 2020](#)). English teachers and students need to entangle the conversational implicature or four maxims to construct effective conversations during learning activities ([Guswita & Andriyanti, 2020](#); [Ziashahabi et al., 2020](#)). Hence, learning conversational implicature has become fundamental in English language learning for teachers and students.

Moreover, several studies have been conducted about conversational implicature in the English classroom process. Previous study state implementation of conversational implicature at the senior high school level; the study present that English teachers utilize generalized and particularized conversational implicature in learning activities ([Guswita & Andriyanti, 2020](#)). Also other study explored the use of conversational implicature in an Islamic boarding school (Pesantren) environment; it showed that the religious atmosphere of Pesantren could produce several types of conversational implicature in communication ([Sofyan et al., 2022](#)). In addition, there are also research that studied teacher-student interaction about flouting and violating maxims in an Islamic senior high school; it indicates four maxims in the English learning process ([Arofah & Mubarok, 2021](#)). In line, with previous study who investigated the use of cooperative principles in senior high school; it presented that students and teachers used those principles in an English classroom in interaction ([Yusro et al., 2020](#)). The study by previous study discovered the use of four maxims by English teachers and students in bilingual boarding schools; it showed four maxims during classroom interaction ([Khayati et al., 2019](#)).

By understanding conversational implicature or four maxims, English teachers and students could have an interactive communication process. It becomes necessary to comprehend language meaning, particularly in instruction communication between English teachers and students. Previous studies conducted conversational implicature at higher educational levels. In this present study, the researchers would like to conduct the study at an Islamic elementary school level about the use of conversational implicature in an English classroom activity. The purpose of the study is to analyses the use of conversational implicature focusing on instructional communication in an English classroom at the elementary level. This present research would like to involve an English teacher and students in grade five in discovering the implementation of conversational implicature, focusing on instructional communication.

## 2. METHOD

This research used qualitative methodology to discover the conversational implicature focusing on instructional communication in an English classroom. Qualitative research conducts in a natural setting by involving the researchers or others as part of the primary data collection tool ([Johnson & Christensen, 2020](#)). In addition, this research used descriptive analysis to analyze data and produce an understanding of the entity being studied. Previous study mentioned that descriptive research focuses on discovering the characteristics of phenomena that occur in the communities by involving nature and behaviour, which become an interest to be explored in detail ([Creswell & Creswell, 2018](#)). Thus, the descriptive method was considered a suitable method to reveal this study to analyze the most dominant conversational implicature focusing on instructional communication that occurs in elementary school English classrooms. This study was conducted at Mi As-Syafi'iyah 10 Gunung Sindur Bogor. The participants of this study involve an English teacher and students in grade 5 of MI. As-Syafi'iyah 10 Gunung Sindur Bogor.

This study used observations and documentation as the instruments. The grid of instruments for observations and documentation follows the design. It consists of the table of utterances following the four maxims: quantity, quality, relation, and manner. Observation is a data collection method in which the researchers record information as witnessed during the study ([Johnson & Christensen, 2020](#)). Observation aims to obtain information about the most dominant conversational implicature in an English classroom. The researchers conducted actual observation during the teaching and learning process in an English classroom by using a checklist observation sheet. In addition, documentation is defined as a method of research used in visual or written materials aimed at classifying it ([Creswell & Creswell, 2018](#)). The document consists of video recordings during English teaching and learning in class to obtain accurate data. The video recording has 40 minutes duration. The video contained clip and sound of the process of English classroom in grade 5, there were an English teacher and students in discussing and reviewing English language materials.

The data analysis technique used an interactive analysis model that defined four concurrent verification flows of activity in the model: data collection, data reduction, data display, and data conclusion drawing and verification (Miles et al., 2014). After identifying the problem, the researchers collected the data by observing the checklist and recording during the classroom English teaching and learning process. All the observations checklist and recording data were collected, and the researchers wrote the transcriptions. In addition, the data need to be reduced and classified based on the types of the four maxims or conversational implicatures. The data were presented in a table to give clear information about the result. The data results were analyzed following the theory of four maxims (Arofah & Mubarak, 2021). The utterance was selected based on suitable explanations. Then, the researchers discuss the data result by embracing several theories. Finally, the researchers gave the conclusion, limitations, and suggestions related to studying conversational implicature in an English classroom.

### 3. RESULT AND DISCUSSION

#### Result

The English classroom process carried out instructional communication between an English teacher and students in grade five. It was found that they used conversational implicature or four maxims in the communication process. The data showed that there were 18 utterances related to the four maxims. In maxim of quantity, the result indicated there were utterances. For instance, the speaker stated "Good morning, class." The responders answered, "Good morning." The researchers assume that the utterance contains the maxim of quantity because the responder could not give more utterance out of the topic and content of the utterances. Quality maxim has six utterances. For instance, the utterance, "Who is absent except Darel?" The responders answered, "No." The maxim of quality in utterances only contains true information. Hence, the researchers include the utterance into the maxim of quality.

In maxim of relation, the utterances need to contain relevant information. Based on the data, the maxim of relation has five utterances. For instance, the English teacher said, "Do you have got a headache?" and the students answered, "Yes, I do." It showed that the responders only gave relevant answers. There were four utterances in the maxim manner. The utterances in the maxim manner contain clear and brief information. For instance, the utterance from the English teacher, "Do not eat spicy food." It indicated the instruction for students to forbid spicy food. According to the data, 18 utterances covered the four maxims. The quantity maxim consists of three utterances. Quality maxim has six utterances. The maxim of relation has five utterances. The maxim of manner consists of four utterances. The data explanation is show in Table 1.

**Table 1.** Data Utterances Of Four Maxims

No.	Utterances	Quantity	Quality	Relation	Manner
1	T: Good morning, class S: Good morning	✓			
2	T: Before we start this lesson, please check the raw.	✓			
3	T: Who is absent except Darel? S: No		✓		
4	T: Okay, now, we are going to review. I want to review				✓
5	T: Do you still remember?				✓
6	T: What is that for our exam?				✓
7	T: What date for our exam? S: Actually, in the month of December.		✓		
8	T: After the exam, who wants a holiday? S: It may be me, Sir.			✓	
9	T: Beach? Wow, it is great. Do you like swimming? S: Yes.			✓	
10	T: Do you have got a headache? S: Yes, I do.			✓	
11	T: Do you have got toothache? S: Yes, I do.			✓	
12	T: Okay, do you have got a sore throat, maybe? S: Yes, I do.			✓	

No.	Utterances	Quantit y	Quality	Relatio n	Manne r
13	T: Do not eat spicy food				✓
14	T: If you got a toothache, you must go to a? S: Dentist.		✓		
15	T: If you got an eyesore, you must go to a? S: Oculist		✓		
16	T: Do you have medicine in your house?	✓			
17	T: Who wants to tell the case about that? In health and hospital? S: Me, Sir. My little sister fell to the ground then I bought the plaster. T: oh, I see. Then your sister got medicine in plaster. First aid is plaster.		✓		
18	T: Who wants to tell the case about that? S: My brother is sick then my parent visits a hospital in a hurry.		✓		
<b>Total</b>		3	6	5	4

Base on data show in [Table 1](#) indicated that the most dominant conversational implicature about instructional communication that occurs in an English classroom at an elementary school was the maxim of quality with six utterances. However, the four maxims appear in instructional communication in an English classroom. Thus, it becomes interesting that an English teacher and students could cover every maxim or cooperative principle of conversational implicature in the instructional communication process.

### Discussion

Using conversational implicature or four maxims could be a bridge in delivering the actual intention of utterance by English teachers and students in classroom activities. The result indicated that instructional communication between an English teacher and students is the most used maxim of quality. The utterances in instructional communication contain quality maxim need to have actuality information; thus, English teachers and students need to deliver the truthfulness utterances in the instructional communication process. In the English classroom, implementing quality maxim requires the speakers to tell the message truthfully, such as teachers giving accurate information about the task ([Wicaksono et al., 2022](#); [Yusro et al., 2020](#)). Besides, using the maxim quality needed to entangle speakers and hearers to get the ideas needs reciprocal interaction between English teachers and students to share the information. In addition, the process of interactional communication by English teachers implemented quality maxim by involving objective evidence. Previous study emphasize that the maxim of quality in English activities requires teachers and students to express the utterance with sufficient proof ([Widiasri et al., 2019](#)). The interaction between English teachers and students using maxim quality needs to provide actual situations to avoid misunderstanding ([Bakoko & Pratiwi, 2021](#); [Wahyudi et al., 2020](#)). Also, using maxim quality in English classrooms demands convincing that the information contains truthfulness. Hence, the interactional communication process between English teachers and students emphasizes using quality maxims.

The study found that instructional communication must be suitable between teachers and students to avoid misunderstanding. When English teachers deliver the statement, students need to answer not and adequately deviate from the topic in statements. Hence, instructional communication needs appropriate content and context in English classroom discussions. The other maxim of conversational implicature in instructional communication discovered the use of maxim relation by English teachers and students. The study by previous study indicated a similar result in English activities using relevance maxim to send information in conversation; it covered the same ideas of utterance by students and teachers ([Nurcholis et al., 2020](#)).

The study also found the communication process using the maxim of relation, English teachers and students must deliver appropriate responses to obtain a successful interaction. This relates to previous study, where in instructional communication in the English classroom, teachers and students could use relation maxim to share relevant information about materials ([Wahyudi et al., 2020](#); [Yusro et al., 2020](#)). It needs the same response between English teachers and students using the maxim of relation. This study indicated that English teachers could use the relation maxim in instructional communication involving the appropriateness of utterance. In line with previous study that uses instructional communication involving the relevance maxim, English teachers need to present factual and relevant

information in delivering the utterance (Bakoko & Pratiwi, 2021). Implementing maxim relation in the English learning process needs to bridge the suitable and accurate language materials; for instance, teachers share the topic students would understand. English teachers could utilize relation maxim in delivering instructional communication.

In an English classroom interaction focusing on instructional communication, teachers and students also used the maxim of manner. Acquiring the English language needs embracing the knowledge of maxim, particularly the maxim of manner, to make straightforward meaning between speakers and hearers. The use of the manner maxim could assist English teachers and students in catching the meaning related to vague words (Nassar & Al-Ghrafy, 2020; Wang, 2022). In addition, the data described that the English teacher used a manner maxim in instructional communication by emphasizing that students recall their learning materials. This finding is in line with previous study that found by using the maxim of manner could provide good instructional communication since English teachers could deliver the understandable utterance, and students could get the message (Widiasri et al., 2019). Hence, this study found a small number of the use of maxim of the manner in instructional communication. This study finds that using a few maxim manners in English discussion is in line with the other studies. The study by other research found merely one utterance about the use of maxim manners by an English teacher in the learning process since the teachers need to convey the instruction briefly and orderly (Sari, 2019). Previous study discovered that in an English interaction, teachers and students only used the maxim of the manner in two utterances (Yusro et al., 2020). It showed that English teachers need to give brief and clear instructions to their students by involving maxim of manner; thus, the utterances do not contain misleading meaning.

This study revealed a few of the use of maxim quantity in instructional communication between English teachers and students. However, English teachers and students could use the maxim of quantity to express the utterance to catch the meaning accurately. Previous study mentioned that using the maxim of quantity in the English classroom could deliver informative ideas by providing the same opportunities for teachers and students to deliver their message (Wang, 2022). Thus, utterances with maxim quantity contain useful information for English teachers and students in instructional communication. Using the quantity maxim in instructional communication could offer interaction with utterances and ideas containing truthfulness and informativeness. Besides, previous study pointed out that using the maxim of quantity in English discussion needs to fulfill the required responses between English teachers and students (Wicaksono et al., 2022). It means that in the English classroom, the use of maxim quantity in instructional communication focuses on responding as needed. However, this finding was contradicted with other studies. The study by other study indicated that in English classroom interaction between teachers and students, the use of maxim quantity was the highest, with eleven utterances (Arofah & Mubarok, 2021). Previous study showed that the most used maxim is maxim quantity in the interactional process between English teachers and students (Yusro et al., 2020). In this research context, English teachers and students rarely used the utterance with the maxim of quantity in instructional communication.

The four maxims appear in instructional communication between English teachers and students, supporting the conversational implicature. According to previous study the interaction between teachers and students in English learning activities could produce the four maxims, providing an accurate explanation of actual language meanings (Khayati et al., 2019). In the teaching and learning process between English teachers or students, there is conversational implicature in the classroom; conversational implications require the creation our statements that are consistent, clear, and orderly (Khromchenko & Shutilo, 2021; Nurcholis et al., 2020). In an English classroom, teachers and students could use authentic utterances about the materials, using the four maxims. In line with previous study that mentioned that English teachers and students could understand the meaning of utterance by using the four maxims and the context of the discussion; thus, they would catch the ideas consecutively (Wicaksono et al., 2022). Besides, the role of context in producing four maxims in English classrooms becomes necessary to assist students and teachers in having the same perspective in the communication process and avoiding misunderstanding. In English learning, instructional communication must embrace four maxims. Other previous study emphasize that the successfulness of communication between teachers as speakers and students as hearers needs to entangle the actual, concise, and relevant information as part of the four maxims (Widiasri et al., 2019).

Moreover, using conversational implicature involving the four maxims in instructional communication could reinforce communication in the English classroom. According to previous study effective communication by utilizing four maxims influences the interaction between English language learners (Bakoko & Pratiwi, 2021). The instructional communication by English teachers implementing the four maxims could help students to catch the ideas of utterance. The previous study pointed out that

using the four maxims in English discussion could increase the conversational skills between teachers and students (Muhammad, 2022). Besides, the English classroom environment needs to entangle the conversational implicature, including four maxims to recognize the language's meaning (Sofyan et al., 2022). In addition, English teachers and students require to have the same perspective to interpret other ideas involving conversational implicature. English teachers expect a sufficient understanding of conversational implicature since it becomes necessary to understand the language's meaning in the learning process (AlSmari, 2020; Zahra & Arianti, 2022). During English activities, teachers need to provide activities that lead to interactive communication by using conversational implicature to avoid misunderstanding.

Furthermore, using the four maxims of conversational implicature in English classrooms is beneficial for teachers and students, particularly in instructional communication. According to previous study by using four maxims could create interactive communication by engaging English teachers and students in a conversation (Muhammad, 2022). The English activities need to build the awareness of understanding conversational implicature or four maxims in instructional communication. The beneficial thing by using four maxims could allow students and teachers to reciprocate accurately in English classroom discussions (Arofah & Mubarak, 2021; Sari, 2019). In addition, the English learning process needs to embed the understanding using four maxims of conversational implicature. Previous study pointed out that instructional communication in the English classroom could encourage students to grasp the ideas about language meaning by involving conversational implicature (Ziashahabi et al., 2020). Conversational implicature creates excellent and smooth communication between English teachers and students since they can deliver the message accurately. Also, other study mentioned that instructional communication using conversational implicature between English teachers and students could develop vocabulary understanding (Widiasri et al., 2019). Therefore, using the conversational implicature or four maxims in the English classroom process becomes necessary.

The implication of this study providing overview of English teachers and students need to have the same perspective in understanding the language's meaning through conversational implicature during the instructional communication process. Hence, implementing conversational implicature or four maxims becomes necessary in directing the same perspective to catch the message in the English classroom for teachers to students. Furthermore, this study was limited to conducting the research of conversational implicature at an Islamic elementary level and focusing on one English classroom. In the future, scholars could explore more the implementation of conversational implicature or four maxims in every level of an English classroom by involving more participants.

#### 4. CONCLUSION

The result indicated that there were 18 utterances containing conversational implicature or the four maxims with the most dominant maxim of quality. It represented that the interaction between English teachers and students needs to engage the utterance with trustworthiness and accurate information. In the process of instructional communication in an English classroom, the utterances from teachers and students contain the four maxims that assist the discussion process. Therefore, understanding the meaning of language delivered by English teachers to students becomes essential in instructional communication by entangling the conversational implicatures or the four maxims. In addition, instructional communication using the four maxims or conversational implicature utilizes the other four maxims.

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