

MAXIM ANALYSIS OF TEACHER LUKE PODCAST ON YOUTUBE

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Abstract

Communication must be delivered smoothly and clearly in order to be understood. Communication that follows the principle of good quality conversation. Speakers communicate effectively by providing accurate and concise information. This study employed Grice's cooperative principle. This study sought to identify: 1) types of conversation maxims, 2) categories of conversation maxims, and 3) the purpose of conversation maxims as seen in the Luke Podcast's first episode on YouTube. The researchers employed qualitative research methods. The goal of this research was to use document analysis to identify the maxims issue in Luke Podcast one episode from the YouTube script. According to research, there are four types of conversational maxims: quantity, quality, relation, and manner.

Keywords: Pragmatics; Communication; Conversational Maxims; Podcast

INTRODUCTION

As the primary means of communication in human social interaction, language plays a significant role. Language is a crucial tool for social interaction and communication. The language used to communicate a message may indicate someone's intention. The speaker will produce certain messages from language that encodes the message's meaning, and the listener will identify and compose the message. Someone's intention to communicate a message may be revealed by the language they use. The hearer will identify and construct the message that the speaker produces using language that encodes the message's meaning. When the listener interprets the same message that the speaker encodes, communication may be considered successful. It implies that the hearer must appropriately interpret the speaker's message. According to (Nofrion, 2016), communication involves conveying information through both verbal and nonverbal symbols, which the receiver interprets to prompt action. The system of inference drawing is a side effect of maxims, which are primarily intended to regulate conversation. Maxims can serve as guidelines for determining a speaker's cooperative behavior during a conversation.

The same reason requires us to acknowledge the fact that language learners must learn not only the definitions of vocabulary items, but also a set of rules to interpreting the expressions that result when vocabulary items are combined.. To enable linguistic communication, the speech community must share all of these components. Whenever we study semantics, we try to understand this shared system of rules that allows listeners to accurately comprehend what speakers intend to communicate (H. P. (1978) Grice, n.d.)

Effective communication requires understanding not only the meaning of words, but also the intention of the speaker. Pragmatics is the study of "speaker meaning," or what speakers mean (Carpenter, 1887). Only when there are two parties involved speakers and listeners, respectively can communication take place. Both parties should follow the guidelines during the communication process to ensure that it goes smoothly and meets everyone's expectations.

Additionally, for the message to be understood by both the speaker and the listener, cooperation is required. However, because there are situations when one party breaks the rules in the communication, it does not always go as planned. The cooperative principle refers to the mutual cooperation that occurs between the two parties. One aspect of pragmatics is the cooperative principle. The social language abilities people use in everyday interactions with others are known as pragmatics. A pragmatic's vocabulary includes words like. The idea was first presented by philosopher H. Paul Grice in his 1975 paper "Logic and Conversation," where he made the case that "talk exchanges" were more than just a "succession of disconnected remarks" and that they could not be rational in any other way. According to Grice, "each participant recognizes in them, to some extent, a common purpose or set of purposes, or at least a mutually accepted direction" is a sign of meaningful dialogue" (P. (1991 Grice, n.d.)

Grice's main realization was that having a conversation is a collaborative activity. Both parties must presume that the other is attempting to engage meaningfully in the conversation in order for it to be understandable. This is accurate because communication occurs even during heated arguments or debates between the speakers. According to Grice, there are a few underlying presumptions regarding the nature of conversations. He presented these as a set of several distinct sub-principles that he called "maxims" in addition to a general cooperative principle (H. P. (1978) Grice, n.d.).

It is important to keep in mind that Grice did not suggest the cooperative principle as a morally required code of conduct for speakers. When communicating, a speaker can choose to follow or deviate from the maxims, as long as the listener is aware of the strategy being employed. The cooperative principle is a kind of background assumption that states that shared awareness of the principle's existence between the speaker and hearer is more important for rational conversation to occur than for the speaker to adhere to it in its entirety (H. P. (1978) Grice, n.d.). The author of "Intercultural Pragmatics," Istvan Kecskes, asserts that cooperative behavior on a social level differs from cooperative communication. As far as Kecskes is concerned, the Cooperative Principle is not about being "positive" or socially "smooth or agreeable," but rather it is based on the assumption that when someone speaks, they mean to communicate. In a similar vein, they hope the other person will support them in their endeavors. This is why the Cooperative Principle keeps the conversation flowing even when people quarrel or fight to the point where those involved are not pleasant or cooperative. "Even if individuals are aggressive, self-serving, egotistic, and so on," Kecskes continues, "and not quite focusing on the other participants of the interaction, they can't have spoken at all to someone else without expecting that something would come out of it, that there would be some result, and that the other person/s was/were engaged with them." Kecskes claims that the fundamental idea of intent is necessary for effective communication (P. (1991 Grice, n.d.).

The circumstances or states of the speaker and listener are relevant to this cooperative principle. As a result, the context and circumstances affect the meaning that the speaker or listener conveys. They communicate by organizing their sentences to create a foundation for their messages, rather than isolating them to avoid misunderstanding (Karim, 2017). In communication, the cooperative principle is crucial because it establishes whether or not the communication is effective. According to Grice, there are some presumptions that support and govern conversational activities. These presumptions stem from rational judgment and can be expressed as guidelines for language use that is both efficient and effective in the direction of the conversation. cooperative (Grice in Huang, 2007). Then, there are guidelines in the cooperative principle, which are typically referred to as maxims. Maxim is the linguistic principle in language interaction; it organizes people's speech, how they use language, and how they interpret what they hear and how they should act. Furthermore, Grice separating the four categories of conversational maxims into quantity, quality, relation, and manner (Merya Agusmita & Marlina, 2018). Both the speaker and the listener may occasionally adhere to the

maxim; however, either party may choose to disregard it or break it. Everything depends on the circumstances and state of the players. Consequently, in the analysis when it comes to maxims, context is crucial for understanding the reasons behind them, such as when there are maxim violations in a given conversation. Numerous studies have been conducted on the same subject. (Suciati, 2006) study focuses solely on violations of quality and quantity maxims in novels. Prasetia (2014) conducted another study as well.

Fulfilling these maxims contributes to the cooperative nature of communication, as described by the cooperative principle. Following these guidelines establishes a foundation for shared understanding, effective information exchange, and a more harmonious communication environment. It is impossible to overstate the importance of following the maxims in conversation in order to uphold the cooperative principle. Paul Grice's maxims, which include quantity, quality, relation, and manner, function as a set of guidelines for efficient communication, fostering cooperation and shared understanding among participants. Communicators contribute to a trusting and cooperative environment by providing the appropriate amount of information (Quantity), ensuring accuracy and truthfulness (Quality), maintaining relevance (Relation), and expressing themselves clearly (Manner). This adherence reduces the likelihood of misunderstandings, promotes efficient information exchange, and fosters social harmony in a variety of contexts. The Cooperative Principle, based on these maxims, becomes a linchpin for effective communication, essential for developing relationships, making informed decisions, and facilitating productive interactions (HIRST, 1989).

The writer of this research uses the Luke Podcast on YouTube as the object because most researchers use objects like talk shows and interviews, and those who use the Luke Podcast under the title "Master Easy English Discussions by Listening to Native Speaker" on YouTube are still limited in their analysis of the maxim. Additionally, the author selected the Luke Podcast on YouTube due to its popularity and usage in literature courses within the English Department. In addition, the author uses the Luke Podcast on YouTube, which features numerous analyses of maxims from conversations between the show's characters. Thus, the author will examine the maxims found in the Luke Podcast on YouTube.

One example of maxim analysis of Luke podcast on youtube is, Luke : "So, start off in Germany, that's where i did my semester abroad, and then i went up to Czech Republic, down to Hungary, into Slovenia, Austria, where else did i go to... oh, Denmark". The analysis is luke explained the details of his journey in a clear and detailed manner, according to the principle of manner.

METHOD

This study carries a qualitative approach with the aim of exploring the use of Maxim Grice in English teaching podcasts by Teacher Luke. According to (Ratna, Nyoman, 2004) the qualitative descriptive method involves describing facts and then conducting analyses. Qualitative analysis methods are used to explore the nuances and contexts of using Grice's maxim, allowing researchers to explore in depth participants' understanding of these communication principles.

The initial stage involves selecting representative podcast episodes, which are then transcribed in detail. The transcript becomes the main database of data to be analyzed. Each conversation is identified and categorized based on the dominant type of Grice's maxim, such as quantity, quality, relation, and manner maxims.

The analysis process is carried out with a thematic approach, where findings from transcripts are grouped and categorized based on the type of Grice maxim. Categorization criteria involve consideration of context, implicit meaning, and influence on listener understanding. Data from the transcript were analyzed taking into account the global context of each episode and the

relationships between parts. Several data analysis steps will be used by the researchers to examine the research data. Sutopo (2006: 41) states that analysis entails gathering, reducing, presenting, and verifying data.

It is important to note that study also paid attention to non-verbal interactions and paraverbal elements in the use of grice maxim. Facial expressions, tone of voice, and intonation were taken into account in the analysis, presenting a more holistic dimension of communication.

RESULTS AND DISCUSSION

Results

The principle of cooperation is one of the most important theories in pragmatics. This explains that the cooperative principle encourages people to contribute as needed in the process. The requirements are determined by the objectives and scope of the project. To analyze the CP, we will first provide an overview of its fundamental concepts and maxims. According to Austin (1962) and Searle (1969) explored the relationship between direct and indirect speech acts and the idea that language can be used to perform actions, similar to opening and closing doors. Proponents of the use theory rejected the truth-values approach and relied on sense and reference for meaning. In addition to sentences, there was a growing interest in the meaning of utterances. It has been observed that at the discourse level, there is no one-to-one correspondence between linguistic form and utterance meaning. Indirect speech can convey the same intended meaning as direct speech. Grice emphasizes the distinction between saying and meaning. Indirect speech can convey the same intended meaning as direct speech. Grice is concerned about the distinction between saying and meaning. How do speakers create implicit meanings, and can they trust their audience to understand them correctly? He intends to discover the mechanism underlying this process (Recanati, 2000). The speaker can only understand the meaning if the listener cooperates. Grice developed the cooperative principle, which states that participants should contribute to the conversation based on the agreed-upon purpose and direction.

Successful conversations between speakers and interlocutors require adherence to cooperative principles. Grice established the cooperative principle. The cooperative principle involves contributing as needed to the conversation based on the agreed-upon purpose and direction. Grice divides the principle into four sub-principles, called maxims. These maxims define what participants must do to converse in the most efficient, rational, and cooperative manner possible (Levinson, 1983). According to Grice in (Black, 2006), there are four maxims: quantity, quality, relation, and manner. The author discovered that those maxims were mentioned in multiple conversations in this Luke podcast. The author separates this section into two categories: data analysis and data description.

Quantity maxims concern how informative an utterance is perceived to be. Speakers should avoid overloading listeners with information they are already likely to know. The social class perceptions of speakers and listeners can influence what they take for granted. Smart Westerners don't need to be told why people who eat good food in restaurants with good service leave good tips. They are able to make the necessary bridging conclusions based on their own knowledge of the world (Clark, 2017). As a result, listeners frequently make inferences beyond the information provided because they assume that the relevant information they are likely to know has already been omitted. Cooperative rules require a trade-off between quality and quantity of messages in uncertain situations, as speakers cannot guarantee absolute truth. In other words, speakers must balance message precision with other factors (Weber & Hilton, 1990). For example, Jack: "And that's what I did that took up all of my time before coming

here.” Jack provided enough information to explain his main activities before coming to Korea, fulfilling the principle of quantity by providing sufficient detail.

Quality maxims are concerned with the likelihood of an utterance being true. Thus, if the hearer attributes to the speaker qualities such as sincerity, dependability, and knowledgeability, the hearer may well believe that the probable truth value of an utterance is high. If, on the other hand, the hearer believes the speaker is insincere, untrustworthy, or unknowledgeable, the probability of the utterance’s truth may be low. For example, Luke: “Nowadays, I work at a university in Seoul. I teach the English language teaching to prospective teachers”. Luke provides honest and contextualized information, giving explanations about his work and responsibilities at the university. according to the principle maxim of quality.

The speaker should include relevant information for the purpose of interaction, according to the relational maxim. Listeners have the right to assume that any relevant information they are unlikely to know has been entered. They are also responsible for ensuring that the information provided is relevant; if not, why are they providing it? One issue with experimental research is that psychologists frequently dismiss these assumptions by presenting irrelevant information (Nisbett et al., 1981). If bearers (participants) continue to attribute essentially cooperative intentions to speakers (experimenters), they are likely to be misled by the information presented. For example, Jack : “are you familiar with the Lake District?”. Jack is establishing a connection to the topic of the Lake District, adhering to the Maxim of Relation by keeping the conversation relevant.

The maxim of manner to expect a speaker is short, organized, clear, and unambiguous. The extent to which a person can carry out these activities is often determined by their language proficiency. Listeners can help with this if they interpret speech. For example , Luke: “I’ve been here for ten years, so I mean there’s though, for those know how age, you can guess now I was 10 years ago”. Luke uses creative and humorous ways to convey information about his age in Korea, showing ingenuity in conveying messages.

Discussion

Researchers analyzed 125 sentences from the “Master Easy English Discussions by Listening to Native Speaker” Luke Podcast on YouTube and identified four types of conversational maxims. The researchers will use four steps to analyze the data collected for this study. According to Sutopo (2006) identifies three components of analysis: data collection, reduction, visualization, and verification. In this section, the writer examines various types of conversational maxims found in the Luke Podcast on YouTube.

Table 1. Analysis data summary

No	Kinds of maxims	Sum of analyzed items	Percentage
1.	Maxim of quantity	35	28%
2.	Maxim of quality	30	24%
3.	Maxim of relation	31	24,8%
4.	Maxim of manner	29	23,2%
Total		125	100%

Table 2. The analyzes kinds of conversational maxims

Kinds of Maxim	Conversation	Analysis
Quantity	Jack : Yes, so it has changed a lot of things, and it’s wonderful, right?	Jack gives enough information to explain the

	<p>So we're doing the same kind of thing..."</p> <p>Luke : exactly</p>	<p>changes that have taken place and states that it is something extraordinary, according to the principle of quantity.</p>
	<p>Jack : And that's what I did that took up all of my time before coming here.</p> <p>Luke : I mean that sounds like a dream job,</p>	<p>Jack provided enough information to explain his main activities before to coming to Korea, fulfilling the principle of quantity by providing sufficient detail.</p>
Quality	<p>Luke : Nowadays, I work at a university in Seoul. I teach the English language teaching to prospective teachers.</p> <p>Jack : yeah</p>	<p>Luke provides honest and contextualized information, explaining his work and responsibilities at the university.</p>
	<p>Luke : So, in Europe, I was lucky enough to study abroad for a whole semester. I got actually got paid a little bit to do so.</p> <p>Jack : Wow...</p>	<p>Luke provided honest and relevant information about his study abroad experience and earned a small fee, in accordance with the principle of quality.</p>
Relation	<p>Luke : And this week's topic is about backpacking. So let's start off with our first points. So Jack, have you ever been backpacking?</p>	<p>In accordance with the principle of relation, Luke ensured that his question was relevant to the current topic of conversation, which was backpacking.</p>
	<p>Jack : I have I've done a lot of backpacking actually,</p>	
	<p>Jack : Yes so the Lake District is a national park in the northwest of England.</p> <p>Luke : yeah</p>	<p>Jack provides additional information about the Lake District, maintaining the relevance of the conversation and following the Maxim of Relation.</p>
Manner	<p>Jack : I spent a year in Australia going hostel to hostel, getting jobs here and there, and yeah, living on a very small amount of money, and I did that for a year and saved my money and had a wonderful time with lots of experiences.</p> <p>Luke : so it was amazing.</p>	<p>Jack explains his backpacking experience in detail and clearly, following the principle of manner.</p>
	<p>Jack : So if you're looking for a quality bag, try Berg House. I don't know if they sell that in your country, but it was wonderful.</p>	<p>Jack provides a clear and specific recommendation for a backpack brand, adding a disclaimer about the availability in the</p>

Luke : Right yeah for me, i think listener's country, ensuring
 you know, you know on the same clarity and transparency.
 lines as a backpack.

The percentage analysis of maxim usage in Teacher Luke's YouTube podcasts provides useful insights into the distribution of linguistic principles, which corresponds to Grice's Cooperative Principle. The quantity maxim dominates the content, accounting for 28% of the total (35 out of 125 sentences). Teacher Luke's commitment to providing a rich and informative learning experience is demonstrated by his dominant emphasis on quantity, which is in line with Grice's maxim of providing as much information as is needed and no more (P. (1991 Grice, n.d.)

Maxim of quality, at 24% (30 out of 125 sentences), contributes to the discourse's cooperative nature by emphasizing the value of truthful and accurate information. Maxim of relation, which accounts for 24.8% (31 of 125 sentences), emphasizes the importance of relevance and coherence in maintaining a cooperative conversation. Finally, maxim of manner, accounting for 23.2% (29 out of 125 sentences), demonstrates the clarity and directness required for effective communication within the cooperative framework.

The observed percentages indicate that Teacher Luke follows the Cooperative Principle by ensuring a balanced incorporation of maxims, resulting in a coherent and engaging learning environment. The intentional emphasis on quantity, which is supported by cooperative principles, seeks to provide learners with the information they require for effective comprehension and engagement.

This analysis not only provides useful insights into Teacher Luke's instructional approach, but it also sets the foundations for future research into the complex interactions between Grice's maxims and educational content in the digital domain.

CONCLUSION

Finally, the investigation and application of Grice's cooperative principle in the context of the "Maxim Analysis of Teacher Luke Podcast on YouTube" revealed important insights into the communicative dynamics of this educational platform. The researchers identified four types of maxims: quantity, quality, manner, and relevance, based on 125 sentences from one episode of Luke's podcast on YouTube.

The analysis reveals a high prevalence of the Maxim of quantity, indicating an intentional effort by Teacher Luke and the audience to maximize the amount of information provided during podcast conversations. The meticulous examination of linguistic exchanges highlights the importance of quantity as a guiding principle, as well as the collaborative nature of these educational interactions. Understanding and acknowledging the influence of cooperative communication principles, as demonstrated in this study, not only enriches our understanding of the Teacher Luke Podcast, but also contributes to a broader understanding of effective communication.

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