



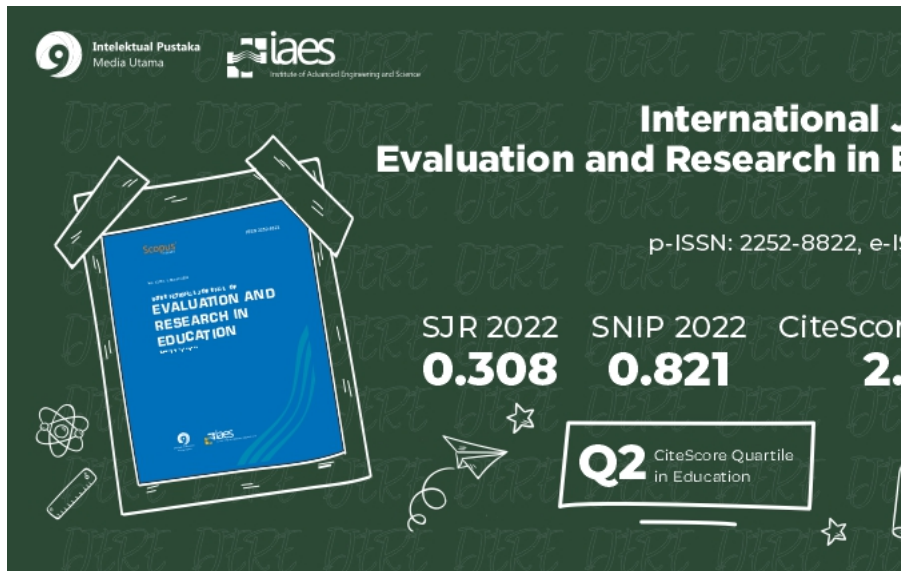
- HOME
 - ABOUT
 - LOGIN
 - REGISTER
 - SEARCH
 - CURRENT
 - ARCHIVES
- ANNOUNCEMENTS

Home > **Vol 13, No 1**

International Journal of Evaluation and Research in Education (IJERE)

International Journal of Evaluation and Research in Education (IJERE), p-ISSN: 2252-8822, e-ISSN: 2620-5440 is an interdisciplinary publication of original research and writing on education which publishes papers to international audiences of educational researchers. This journal aims to provide a forum for scholarly understanding of the field of education and plays an important role in promoting the process that accumulated knowledge, values, and skills are transmitted from one generation to another; and to make methods and contents of evaluation and research in education available to teachers, administrators and research workers. The journal encompasses a variety of topics, including child development, curriculum, reading comprehension, philosophies of education and educational approaches, etc. IJERE has been indexed by [SCOPUS](#) and [ScimagoJR](#).

Beginning with issue 1 of volume 13 (2024), this journal will be published as a bimonthly journal (6 issues/year). The journal is published by [Institute of Advanced Engineering and Science \(IAES\)](#) in collaboration with [Intelektual Pustaka Media Utama \(IPMU\)](#).



- Papers published:
- (1) report evaluation and research findings;
 - (2) treat conceptual and methodological issues; and/or
 - (3) consider the implications of the above for action; and/or
 - (4) an extensive book reviews section and also occasional reports on educational materials and equipment.

Kindly please download the IJERE template in [MS Word](#) or [Latex](#)

Submit your manuscripts today! <[click in here](#)>

Please do not hesitate to contact us if you require any further information at email: ijere@iaesjournal.com.

All Issues:

- 2023: [Vol. 12 No. 1](#), [Vol. 12 No. 2](#), [Vol. 12 No. 3](#), Vol. 12 No. 4
- 2022: [Vol. 11 No. 1](#), [Vol. 11 No. 2](#), [Vol. 11 No. 3](#), [Vol. 11 No. 4](#)
- 2021: [Vol. 10 No. 1](#), [Vol. 10 No. 2](#), [Vol. 10 No. 3](#), [Vol. 10 No. 4](#)
- 2020: [Vol. 9 No. 1](#), [Vol. 9 No. 2](#), [Vol. 9 No. 3](#), [Vol. 9 No. 4](#)
- 2019: [Vol. 8 No. 1](#), [Vol. 8 No. 2](#), [Vol. 8 No. 3](#), [Vol. 8 No. 4](#)
- 2018: [Vol. 7 No. 1](#), [Vol. 7 No. 2](#), [Vol. 7 No. 3](#), [Vol. 7 No. 4](#)
- 2017: [Vol. 6 No. 1](#), [Vol. 6 No. 2](#), [Vol. 6 No. 3](#), [Vol. 6 No. 4](#)
- 2016: [Vol. 5 No. 1](#), [Vol. 5 No. 2](#), [Vol. 5 No. 3](#), [Vol. 5 No. 4](#)
- 2015: [Vol. 4 No. 1](#), [Vol. 4 No. 2](#), [Vol. 4 No. 3](#), [Vol. 4 No. 4](#)
- 2014: [Vol. 3 No. 1](#), [Vol. 3 No. 2](#), [Vol. 3 No. 3](#), [Vol. 3 No. 4](#)
- 2013: [Vol. 2 No. 1](#), [Vol. 2 No. 2](#), [Vol. 2 No. 3](#), [Vol. 2 No. 4](#)
- 2012: [Vol. 1 No. 1](#), [Vol. 1 No. 2](#)

Announcements

Caution! This website is fraudulent and does not represent the authentic IJERE website.

Dear Editors, Authors, Reviewers, and Readers

We hereby declare that the website <https://ijereiaescore.org/index.html> is **fraudulent** and **not affiliated** with **Institute of Advanced Engineering and Science (IAES)**.

Someone has committed an act of unethical conduct by duplicating our website, <http://ijere.iaescore.com>, and creating a new website, <https://ijereiaescore.org/index.html>.

USER

Username

Password

Remember me

- CITATION ANALYSIS**

 - Google Scholar
 - Scholar Metrics
 - Scinapse
 - Scopus
 - ERIC
 - Web of Science

- QUICK LINKS**

 - Author Guideline
 - Editorial Boards
 - Online Submissions
 - Abstracting and Indexing
 - Publication Ethics
 - Visitor Statistics
 - Contact Us

JOURNAL CONTENT

Search

Search Scope All

Browse

- By Issue
- By Author
- By Title

- INFORMATION**

 - For Readers
 - For Authors
 - For Librarians

We absolve ourselves of any liability for all communications originating from <https://ijereiaescore.org>. Hence, we transmit this information.

Best regards,
International Journal of Educational Research and Evaluation (IJERE) Editorial Office
Institute of Advanced Engineering and Science (IAES)

Posted: 2023-10-28

[More...](#)

International Journal of Evaluation and Research in Education will begin publishing bimonthly, starting 2024

The International Journal of Evaluation and Research in Education (IJERE), ISSN: 2252-8822, has published quarterly since 2013. IJERE's submissions have increased in response to the growing recognition of the organization and the continued support of our authors. As a high-quality academic exchange platform, we are committed to publishing articles quickly, allowing impactful and potentially practice-changing articles to be available to readers as soon as possible after acceptance. As a result, we are pleased to inform you that the IJERE will become a bimonthly publication beginning in 2024. The regular publication months will be February, April, June, August, October, and December.

Editorial Office
International Journal of Evaluation and Research in Education (IJERE)

Posted: 2023-03-26

[More...](#)

Call for Editors

Dear Professors and Doctors,

The International Journal of Evaluation and Research in Education is indexed by [SCOPUS](#), [ScimagoJR](#) and [ERIC Institute of Education Sciences \(IES\) of the U.S. Department of Education](#). All research articles published in this journal go through a rigorous peer review process that involves initial editorial screening and refereeing by at least two anonymous referees. This type of high-quality scholarly communication demands academic collaboration. The journal is professionally managed by a team of editors drawn from the academic and practitioner communities, as well as a journal administrator, for fixed periods of time. As a result, the IJERE is seeking scholars with a strong academic background who desire to leave their imprint on the sands of time to serve as editors.

The editor plays a critical role in dealing with any received information, complaints, or misconduct by the author or reviewer. The editor serves as the primary point of contact for authors, reviewers, and the publisher. The robust editorial team's aim will be to guarantee that the International Journal of Evaluation and Research in Education (IJERE) continues to publish great articles from all areas of evaluation and research in education that have substantial policy implications. The Editor-in-Chief will oversee the quality, integrity, and efficiency of all peer-review procedures, and will participate independently in making article publication choices with the Editorial Team.

Applicants for the role of Editor should have a strong background in academic education research. Applicants should also demonstrate evidence of leadership brilliance, new thinking about journals, managerial competence, and collaborative skills. The ideal applicant will have experience reading and managing journal papers. Applications should include:

1. A curriculum vitae (CV).
2. A summary of your philosophy on evaluation and research in education, your editorship, and your vision for the next five years (1 page maximum).

Submit your application to: info@iaesjournal.com cc: ijere@iaesjournal.com.

Thank you for your ongoing interest in our work.

Best Regards,
IJERE Management Team
ijere@iaesjournal.com

Posted: 2022-12-12

[More...](#)

Does not accept any papers suggestion from conference organizers

Dear Sir/Madam,

Due to huge regular papers submission, we apologize that this journal does not accept any papers suggestion from other conference organizers.

Your attention and cooperation is very highly appreciated.

Best Regards,
Editorial Office

Posted: 2020-06-03

[More...](#)

Sole Author Policy

IJERE Editorial Board has met decision to publish multi-authors' article for 2019 issue and forward.

Posted: 2018-12-02

[More...](#)

[More Announcements...](#)

Vol 13, No 1: February 2024

This is an early-access issue, which is intended to allow authors to publish their work as soon as possible. Every early-access article can be fully cited.

Table of Contents

[The validity and reliability of culturally responsive leadership practice instruments in small schools peninsular Malaysia](#)

Mohd Norlizam Mohd Razali, Aida Hanim A. Hamid, Bity Salwana Alias, Azlin Norhaini Mansor

PDF
1-8

[Family cohesion and disruptive behavior among school adolescents: the mediating role of self-regulation](#)

Galata Sitota, Belay Tefera

PDF
9-17

Research trends in critical thinking skills in mathematics: a bibliometric study	PDF
Arif Hidayatul Khusna, Tatag Yuli Eko Siswono, Pradnyo Wijayanti	18-30
Elementary teachers' understanding of pedagogical content knowledge analysis disaster mitigation: stories from Indonesia	PDF
Muhammad Jaya Adi Putra, Daeng Ayub Natuna, Dina Syafita, Jumili Arianto, Elda Apnes Tiana, Dodi Suryana	31-42
Exploratory data analysis to reveal learning loss condition in Islamic religious education	PDF
Rohmat Mulyana, Dian Sa'adillah Maylawati	43-56
Identifying common errors in polynomials of eighth grade students	PDF
Thayarat Ekamornaroon, Parinya Sa Ngiamsunthorn, Mingkhuan Phaksunchai, Ratchanikorn Chonchaiya	57-68
Research trend on dyscalculia by bibliometric analysis during 2017-2022	PDF
Yohanis Ndapa Deda, Hermina Disnawati, Rooselyna Ekawati, Nadi Suprpto	69-79
Bloom-epistemic and sentiment analysis hierarchical classification in course discussion forums	PDF
Hapnes Toba, Yolanda Trixie Hernita, Mewati Ayub, Maresha Caroline Wijanto	80-90
Employability of accountancy graduates of a Philippine public university	PDF
Eva Uminga Cammayo, Jeanette Ignacio Gonzales	91-99
Return on investment from educational research grant funding: deliverables and measurement	PDF
Ahmad Taufek Abdul Rahman, Mohd Hafiz Hanafiah, Umi Marshida Abd Hamid, Nor Azura Md Ghani, Nur Adilah Md Zain	100-110
A scoping review on mapping the digital leadership constructs for educational settings: what we can learn?	PDF
Nurhafizah Abdul Musid, Mohd Effendi Ewan Mohd Matore, Aida Hanim A. Hamid	111-121
Professional and personal traits of the teacher and the relationship with didactic strategies	PDF
Omar Chamorro-Atalaya, Anthony Gonzáles-Pacheco, Manuel Quipuscoa-Silvestre, Víctor Durán-Herrera, Raul Suarez-Bazalar, Ademar Vargas-Díaz, Víctor Villanueva-Acosta, Lilly Moreno-Chinchay	122-131
Motivation mediating effect on principals' personality, job satisfaction, and affective commitment	PDF
Adisel Adisel, Hegar Harini, Ahmad Gawdy Pranayasa, Onsardi Onsardi, Sulistianingsih Sulistianingsih, Robeet Thadi	132-140
Portrait of students' language politeness in elementary school	PDF
Ari Susandi, Zamzani Zamzani, Mulyo Prabowo, Bambang Yulianto	141-150
How to conduct paired-t-test SPSS: comprehension in adsorption with bibliometric	PDF
Asep Bayu Dani Nandiyanto, Siti Nur Hofifah	151-158
Structural equation modelling: validation of career readiness model using psychological constructs	PDF
Norazwa Yeop Kamarudin, Azlina Mohd Kosnin, Lina Handayani, Che Rozid Mamat	159-169
Sustainable entrepreneurial culture in promoting innovation: a higher education perspective	PDF
Eriana Astuty, Ridho Bramulya Ikhsan, Rudy Aryanto	170-186
The psychometric properties of students' attitudes, coping strategies, and psychological symptoms	PDF
Roslee Ahmad, Dede Rahmat Hidayat, Susi Fitri, Lokman Mohd Tahir, Mohd Faizal Kasmani, Rezki Perdani Sawai, Hizral Tazzif Hisham, Mohd Izwan Mahmud	187-200
Sustainable leadership practices among school leaders and their relationship with school climate	PDF
Muhammad Hasrizal Abdul Rahim, Mohd Izam Mohd Hamzah, Aida Hanim A. Hamid	201-211
Technological, pedagogical, and content knowledge for technology integration: a systematic literature review	PDF
Muhammad Sofwan, Mohd Faiz Mohd Yaakob, Akhmad Habibi	212-222
Eco-pesantren modeling for environmentally friendly behavior: new lessons from Indonesia	PDF
Rihlah Nur Aulia, Hafid Abbas, Nurhattati Nurhattati, Faisal M. Jasin, Mushlihin Mushlihin	223-229
Exploring elementary teacher education students' perception on parental involvement	PDF
Yosef Yosef, Fadhlina Rozzqyah	230-239
Visualization of students' cognitive knowledge in digital concept mapping	PDF
Gabriela Stefkova, Jana Michalkova, Lucia Dimunova, Beata Gress Halasz	240-246
Validation of the French version of the classroom assessment scoring system infant and toddler in Quebec	PDF
Lise Lemay, Paul Hayotte, Julie Lemire, Caroline Bouchard, Lorie-Marlène Brault-Foisy, Nathalie Bigras, Gilles Cantin	247-261

Systematic literature review on the implementation of the Six Sigma approach in education Siti Hannah Sabtu, Mohd Effendi@Ewan Mohd Matore	PDF 262-270
The role of social support on vocational school students' career choices Suyitno Suyitno, Dwi Jatmoko, Aci Primartadi, Dianna Ratnawati, Haris Abizar	PDF 271-279
An exploratory study on perceived online learning experience of university students during the COVID-19 pandemic Priyanka Singh, Shyju P. J., Ranjeeva Ranjan, Binayak Kumar Dubey, Chandra Shamsher Bahadur Singh	PDF 280-291
Technology-based learning interventions on mathematical problem-solving: a meta-analysis of research in Indonesia Himmatul Ulya, Sugiman Sugiman, Raden Rosnawati, Heri Retnawati	PDF 292-301
Distributive leadership as predictor of 21st century teaching practices Nantah Ponnusamy, Arumugam Raman	PDF 302-310
Effects of career readiness module on career self-efficacy among university students Nik Rafidah Nik Yusoff, Mastura Mahfar, Muhammad Sukri Saud, Aslan Amat Senin	PDF 311-320
The influence of school climate on high school teachers' job satisfaction in a conflict-affected country Abdul Qawi Noori, Hamdan Said, Sayeed Naqibullah Orfan, Siti Nisrin Mohd Anis	PDF 321-328
Designing learning activities to develop self-directed learning competency in teaching informatics Kieu Phuong Thuy, Nguyen Chi Trung	PDF 329-338
Stakeholders' awareness and acceptance of the vision, mission, goals, and outcomes statements of a teacher education college Januard D. Dagdag, Noel A. Palapuz, Jane C. Caliboso, Eddie I. Peru, Regina P. Mauro	PDF 339-346
Evaluation of students' environmental attitude instruments: exploratory and confirmatory factor analysis Siti Nurul Izzah, Sudarmin Sudarmin, Wiyanto Wiyanto, Sri Wardani	PDF 347-354
Validity of instrument to measure mathematics teachers' perceptions towards problem-based learning activities Mohamad Ikram Zakaria, Mohd Fadzil Abdul Hanid, Roslizam Hassan	PDF 355-362
Financial relaxation of Islamic rural banks and private schools resilience during COVID-19 Riduwan Riduwan, Zalik Nuryana, Roful Wahyudi, Suyadi Suyadi, Lina Handayani	PDF 363-370
Knowledge, attitude, and practice towards anemia prevention among female students in Indonesia: a mixed method study Lafi Munira, Pramon Viwattanakulvanid	PDF 371-378
Students' interests and attitudes toward science, technology, engineering, and mathematics careers Arifin Septiyanto, Dwi Oetomo, Nurma Yunita Indriyanti	PDF 379-389
The role of psychological security climate, leadership, and self-efficacy on teachers capability through knowledge management Edy Siswanto, Samsudi Samsudi, Eko Suprpto, Yeri Sutopo	PDF 390-397
Correlates gender traits and mindset on the choice of physics subject at high school in Kenya Eunice Ruraa Mugendi, Ciriaka Gitonga, Peter Rugano, Zachary Njagi Ndwiga	PDF 398-406
Flipped classroom with collaborative learning approach in enhancing writing skills of Indonesian university students Kheryadi Kheryadi, Muchlas Suseno, Ninuk Lustyantie	PDF 407-413
Incorporating financial literacy in video clips amongst high school students Khoo Yin Yin, Eng Tek Ong, Fatimah Salwa Abd. Hadi	PDF 414-421
Assessing numeracy skills on flat shapes and scaffolding forms in junior high school Setiyani Setiyani, Stevanus Budi Waluya, Yohanes Leonardus Sukestiyarno, Adi Nur Cahyono, Dina Pratiwi Dwi Santi	PDF 422-432
Learning from COVID-19: how Indonesian English teachers see computer-assisted language learning? Rizkiana Maharddhika, Mushoffan Prasetianto	PDF 433-440
Fuzzy Delphi method for A-level mathematics technological pedagogical and content knowledge module Chinghao Chua, Azlina Mohd Kosnin, Kee Jiar Yeo	PDF 441-453
E-Module problem-based learning on chemical equilibria to improve students' higher-order thinking skills: an analysis Nur Syuhada Rusli, Nor Hasniza Ibrahim, Chuzairy Hanri, Johari Surif	PDF 454-465

Geographic-inquiry on virtual environment mobile application to support fieldwork based on blended learning	PDF 466-474
Dwi Angga Oktavianto, Sugeng Utaya, Sumarmi Sumarmi, Didik Taryana	
Context input process product evaluation of hybrid learning practices in Indonesian universities	PDF 475-487
Adi Suryanto, Aman Aman, Lia Yuliana, Nurtanio Agus Purwanto, Fery Muhamad Firdaus, Rahmat Fadhi	
Academic performance of online physical education learning during COVID-19 outbreak: systematic literature review	PDF 488-495
Jeki Haryanto, Edi Setiawan, Ruslan Abdul Gani, Padli Padli, Ifdil Ifdil	
Honey and Mumford learning style: creative thinking process in solving statistical problems	PDF 496-502
Rosita Dwi Ferdiani, Wahyudi Harianto	
Development of Android-based virtual laboratory media at vocational school: effects on students' cognitive skills	PDF 503-510
Aisyah Khilawaton Niswah, Roemintoyo Roemintoyo, Triana Rejekiningsih	
Classroom practices in primary schools' mathematics teaching supported by the Interactive Mathematics Software for Rwanda	PDF 511-522
Innocente Uwineza, Alphonse Uworwabayeho, Kenya Yokoyama	
Effectiveness of learning mathematics derivative materials using modules equipped with cooperative models in high schools	PDF 523-533
Jitu Halomoan Lumbantoruan, Risma Uly Manalu	
Spice plants as a biology learning resource based-education for sustainable development	PDF 534-546
Ratna Dyah Hartanti, Paidi Paidi, Suyitno Aloysius, Heru Kuswanto, Rifqi Rasis	
The evaluation of problem-solving oriented e-module in learning computer-based subject	PDF 547-558
Noor Hidayah Che Lah, Mashitoh Hashim, Jamalludin Harun, Yusri Abdullah	
Collaborative mind mapping in RICOSRE learning model to improve students' information literacy	PDF 559-569
Liah Badriah, Susriyati Mahanal, Betty Lukiati, Murni Septa Sari	
An integrative review of secondary school quantum physics curricula in Malaysia	PDF 570-579
Jedol Dayou, Lurah Markus	
Students' ICT literacy and conceptual knowledge correlation: from a genetic course and a gender perspective	PDF 580-588
Dewi Murni, Sri Rahayu Lestari, Sri Endah Indriwati, Siti Zubaidah, Hendra Susanto, Paidi Paidi	
Investigating pre-service teachers' perceptions on readability tools: a case study in Indonesia	PDF 589-596
Basori Basori, Diah Wihardini, Imam Rofiki, Elva Riezky Maharany	
Teachers' digital literacy overview in secondary school	PDF 597-606
Sherly Rahmawati, Ade Gafar Abdullah, Isma Widiaty	
The study of digital literacy components for youths during the COVID-19 pandemic in Bangkok, Thailand	PDF 607-616
Ruthairat Siriwattannarat, Kittikhun Meethongjun, Donsak Tsallekthim, Weerawich Wongroj	
Indonesian English language teachers' conceptions of critical thinking: challenge and strategy	PDF 617-625
Bachtiar Bachtiar, Juhana Juhana, Widya Rizky Pratiwi	
Driving to communicate approach: the innovative teaching speaking methods in Indonesian English immersion program	PDF 626-634
Widya Rizky Pratiwi, Heri Kuswoyo, Maya Puspitasari, Juhana Juhana, Bachtiar Bachtiar	
Challenges encountered by newly arrived Thai students when learning Indonesian as a foreign language	PDF 635-642
Fendy Yogha Pratama, Andayani Andayani, Retno Winarni, Muhammad Rohmadi	

International Journal of Evaluation and Research in Education (IJERE)

p-ISSN: 2252-8822, e-ISSN: 2620-5440

The journal is published by [Institute of Advanced Engineering and Science \(IAES\)](#) in collaboration with [Intelektual Pustaka Media Utama \(IPMU\)](#).



[View IJERE Stats](#)



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](#).

HOME ABOUT LOGIN REGISTER SEARCH CURRENT ARCHIVES
ANNOUNCEMENTS

Home > Archives > **Vol 12, No 3**

Vol 12, No 3

September 2023

DOI: <http://doi.org/10.11591/ijere.v12i3>

Table of Contents

Teacher's perception on student's self-regulated learning in a technology-based learning setting Deafey Majitol, Melor Md Yunus	PDF 1155-1164
Self-regulation, self-evaluation, and self-efficacy: How does its impact on employability? Muhamad Hasan Abdillah, Fatwa Tentama, Herlina Siwi Widiانا, Zurqoni Zurqoni	PDF 1165-1173
Bibliometric analysis of leadership and physical education based on Scopus data Novri Gazali, Norazlinda Saad	PDF 1174-1184
Character and moral education based learning in students' character development Indah Suciati, Idrus Idrus, Hajerina Hajerina, Nasim Taha, Dewi Sri Wahyuni	PDF 1185-1194
Impact of COVID-19 and emotional states of Filipino university students John Paul Palo Miranda, Julius Cezar Gatchalian Tolentino	PDF 1195-1205
Physics mathematization assessment: The nominal group technique as a context to investigate student understanding Abdelwahab El Azzouzi, Fatiha Kaddari, Abdelrhani Elachqar	PDF 1206-1211
Teachers' worklife, mental health, and job burnout: Cases of Thailand and Indonesia Araya Piyakun, Herli Salim	PDF 1212-1221
An investigation of emotional intelligence and counselling self-efficacy among counsellors-in-training Mohd Azrin Mohd Nasir, Nor Atikah Mat Ali, Abdul Rashid Abdul Aziz, Suzila Ismail, Farah Nadia Mohd Faudzi	PDF 1222-1232
Mentoring relationships as an enhancer of mentees' success Azman Ismail, Aminudin Mokhtar, Mustafa Zihni Tunca, Mehmet Genturk, Zalina Ibrahim	PDF 1233-1243
Undergraduate students' modular experiences in learning mathematics in the new normal education Rovinson Deladia Gaganao, Rey Naranja Discar	PDF 1244-1252
A systematic literature review on levels and effects of parental involvement in children's learning Siti Soraya Lin Abdullah Kamal, Abdul Halim Masnan, Nor Hashimah Hashim	PDF 1253-1261
Online learning in Indonesian higher education: New indicators during the COVID-19 pandemic Fairusy Fitria Haryani, Sarwanto Sarwanto, Dwi Maryono	PDF 1262-1270
Indonesian language teachers' teaching performance and students' learning outcomes Basilius Redan Werang, I Made Suarjana, Kariyanti Kumala Dewi, Sandra Ingrid Asaloei	PDF 1271-1277
Exploring digital competencies domain and elements for information technology graduates in Malaysia Asnidatul Adilah Ismail, Razali Hassan	PDF 1278-1289
Creative reality counseling model: Acceptability and effectiveness at improving self-regulated learning Purwadi Purwadi, Wahyu Nanda Eka Saputra	PDF 1290-1298
The role of big five personality dimensions in Indonesian teachers' subjective career success Tri Muji Ingarianti, Fendy Suhariadi, Fajrianthi Fajrianthi, Dini Lutfia, Devina Andriany	PDF 1299-1306
Effective learning model bases problem based learning and digital mind maps to improve student's collaboration skills Nurkhairo Hidayati, Siti Zubaidah, Sri Amnah	PDF 1307-1314

USER

Username
Password
 Remember me

CITATION ANALYSIS

- Google Scholar
- Scholar Metrics
- Scinapse
- Scopus
- ERIC
- Web of Science

QUICK LINKS

- Author Guideline
- Editorial Boards
- Online Submissions
- Abstracting and Indexing
- Publication Ethics
- Visitor Statistics
- Contact Us

JOURNAL CONTENT

Search
Search Scope
All

Browse

- By Issue
- By Author
- By Title

INFORMATION

- For Readers
- For Authors
- For Librarians

Exploration of factors affecting changes in student learning behavior: A systematic literature review	PDF
Mutiawati Mutiawati, Mailizar Mailizar, Rahmah Johar, Marwan Ramli	1315-1326
The violation of the cooperative maxim in early childhood: A pragmatic case study	PDF
Wini Tarmini, Nani Solihati, Somariah Fitriani, Nini Ibrahim	1327-1335
Optimizing and strengthening the productivity of lecturer's scientific work	PDF
Lina Novita, Elly Sukmanasa, Eka Suhardi, Suhendra Suhendra	1336-1345
Conceptualization of e-professionalism among physics student teachers	PDF
Nurfarahin Nasri, Nik Mohd Rahimi, Harwati Hashim, Nurfaradilla Mohamad Nasri	1346-1355
Android-based 4-tier physics test app to identify student misconception profiles	PDF
Irnin Agustina Dwi Astuti, Yoga Budi Bhakti, Rendi Prasetya, Zulherman Zulherman	1356-1363
Development of learning models for inculcating Pancasila values	PDF
Taat Wulandari, Anik Widiastuti, Nasiwan Nasiwan, Johan Setiawan, Muhammad Rijal Fadli, Hadisaputra Hadisaputra	1364-1374
Technology readiness in enterprise resource planning gamification to improve student learning outcomes	PDF
Budi Septiawan, Ayatulloh Michael Musyaffi, Martin Quinn, Ifa Ratifah	1375-1382
Teachers' acceptance of technology as predictors of the use of Google Classroom analytical learning	PDF
Ellie Esterina Mohd Fasihah, Ahmad Fauzi Mohd Ayub, Nurul Nadwa Zulkifli	1383-1389
Retrospective of five years research of school leadership in Asia (2018-2022): A scientometric paradigm	PDF
Nurhuda Nurhuda, Novri Gazali, Khairul Hafezad Abdullah, Norazlinda Saad, Edi Setiawan, Joseph Lobo	1390-1398
Indonesian national assessment support: Can RE-STEM Android app improve students' scientific literacy skills?	PDF
Bambang Subali, Ellianawati Ellianawati, Zulfatul Faizah, Mohamad Sidiq	1399-1407
Blended learning in elementary school science learning: A systematic literature review	PDF
Herwulan Irine Purnama, Insih Wilujeng, Cepi Safruddin Abdul Jabar	1408-1418
International student experience in Indonesia and public diplomacy consequences: Governance of Darmasiswa program	PDF
Aldila Maharani Sutjipto, Janette Maria Pinariya, Fiona Suwana	1419-1428
Teaching competency in virtual education: Systematic review	PDF
Martha-Amparo Cuzcano-Huarcaya, Juan Mendez Vergaray, Carol Maritza Cuzcano-Santa Cruz, Sebastian Sanchez Diaz, Edward Flores	1429-1439
Systematic review: Factors influencing creativity in the design discipline and assessment criteria	PDF
Dai Zetian, Wee Hoe Tan, Ren Shumin, Zhang Menglin, Mansour Amini, Wang Shoushan	1440-1448
Assessment of kinematic concepts comprehension: A systematic review	PDF
Akhmad Jufriadi, Sutopo Sutopo, Sentot Kusairi, Sunaryono Sunaryono	1449-1459
Exploring the influence of student leadership on self-resilience for national secondary school students in Malaysia	PDF
Noorhazlina Fairuz Fauzi, Yahya Don, Mat Rahimi Yusof	1460-1466
Strengthening students' scientific literacy through scientific coaching programs	PDF
Umi Muzayannah, Arif Gunawan Santoso, Saimroh Saimroh, Titi Isnaini Fauzah	1467-1476
Teacher-parent collaboration for developing student character in online learning	PDF
Rahmat Aziz, Meinarni Susilowati, Masturin Masturin, Zaenuddin Hudi Prasoj	1477-1485
The performance of vocational high school principal's learning supervision in Indonesia	PDF
Lia Yuliana, Johan Setiawan, Muhammad Rijal Fadli	1486-1496
Critical thinking and hypothetic-deductive scheme for studying the elements of quantum theory	PDF
Serhii Tereshchuk, Sergii Sharov, Andriy Tereshchuk, Vira Kolmakova, Tetiana Sharova	1497-1506
Determinants for participation in independent learning policy and independent campus programs	PDF
Gatot Gunarso, Lidia Sandra, Marcel Yap	1507-1519
Effectiveness of simulation-based learning using "e-archive" technology in the archiving subject vocational school	PDF
Sigit Permansah, Cicilia Dyah Sulistyningrum Indrawati, Muhtar Muhtar, Dede Rusmana	1520-1527

The influence of motivation and habit on acceptance of elementary school students using Google Classroom	PDF
Zulherman Zulherman, Putri Alya Diana, Ikbah Salsabila, Elsa Ananda Putri, Hanifah May Wisuda Ashari, Mardhiyah Widya Ningsih	1528-1535
Gender-based analysis on self-efficacy beliefs of pre-service teachers and their readiness in taking licensure examination	PDF
Vilma Muega-Geronimo, Marites D. Carlos	1536-1541
Student perception of online learning activities during COVID-19 pandemic: Psychological constraints and factors	PDF
Latifatul Fazriyah, Sri Kusrohmaniah	1542-1549
Individual student key performance using mobile web apps based on knowledge profile and cumulative grade point average	PDF
Aziah Khamis, Muhammad Suhaizan Sulong, Nur Ilyana Anwar Apandi, Azrita Alias	1550-1559
Implementing quality function deployment using service quality and Kano model to the quality of e-learning	PDF
Theresiawati Theresiawati, Henki Bayu Seta, Artika Arista	1560-1571
Effects of principals' leadership styles on teachers' commitment in Vietnam	PDF
Van Dat Tran, Thi Tuong Vy Huynh, Thi A Dong Le	1572-1581
Assessing student perceptions on hybrid learning	PDF
Zuraida Alwaddood, Suhaila Ab Halim, Sumarni Abu Bakar, Norlenda Mohd Noor	1582-1590
Influences of the effective use of a computer simulation on learning in physical science	PDF
Adil Hamamous, Nadia Benjelloun	1591-1598
Developing a digital learning environment team-based project to support online learning in Indonesia	PDF
Rahmat Fadhli, Aris Suharyadi, Fery Muhamad Firdaus, Meilina Bustari	1599-1608
Digital literacy competency of elementary school teachers: A systematic literature review	PDF
Hamidulloh Ibdia, Ibnu Syamsi, Rukiyati Rukiyati	1609-1617
Chemistry private tutoring in Malaysia	PDF
Low Suan Ee, Nor Hasniza Ibrahim, Johari Surif	1618-1625
Exploring the pre-service basic science teachers' misconceptions using the six-tier diagnostic test	PDF
Muhamad Imaduddin, Muhammad Mujahidus Shofa, Muhammad Fatkhur Riza, Achmad Ali Fikri	1626-1636
Environmental supplement book of flood disaster for university students	PDF
Ilimi Zajuli Ichsan, Agung Purwanto, Henita Rahmayanti	1637-1644
Online-based activities to improve students' critical thinking, problem solving, and communication	PDF
Marinu Waruwu, Yari Dwikurnaningsih, Sophia Tri Satyawati	1645-1653
Can the teaching factory model improve the entrepreneurial intentions of vocational high school students?	PDF
Any Sutiadiningsih, Tuatul Mahfud	1654-1662
Mixed gamification with virtual tools modify poor school performance	PDF
Jhon Holguin-Alvarez, Jenny Ruiz-Salazar, Giovanna Manrique-Alvarez, Juan Antonio Picoy Gonzales, Ana Holgado-Quispe	1663-1673
A systematic review on interventions for children with dyslexia	PDF
Lim Wai Wai, Yeo Kee Jiar, Lina Handayani	1674-1682
Literacy voluntary teaching for low socio-economic early graders in Sumbawa Regency of Indonesia	PDF
Iwan Jazadi, Elli Marlina, Dita Rezkia Utami, Aris Dwi Intan Aprianti, Jalaluddin Jalaluddin, Solihin Solihin	1683-1695
Writing scientific articles for undergraduate students: A need analysis	PDF
Khairun Nisa, Syahrul Ramadhan, Harris Effendi Tahar	1696-1704
Automated writing evaluation tools for Indonesian undergraduate English as a foreign language students' writing	PDF
Delsa Miranty, Utami Widiati, Bambang Yudi Cahyono, Tengku Intan Suzila	1705-1715
English speaking anxiety among English-major tertiary students in Ghana	PDF
Daniel Arkoh Fenyi, Angel Edward Kongo, Michael Owusu Tabiri, Ivy Jones-Mensah	1716-1726
Writing anxiety among international students in a Thai university	PDF
Jebamani Anthony, Jeffrey Dawala Wilang	1727-1734

[Teaching critical thinking to Chinese students in English as a foreign language writing class: A review](#)
Xiaomeng Zeng, Latha Ravindran, Mansour Amini

[PDF](#)
1735-1744

[International Journal of Evaluation and Research in Education \(IJERE\)](#)

p-ISSN: 2252-8822, e-ISSN: 2620-5440

The journal is published by [Institute of Advanced Engineering and Science \(IAES\)](#), in collaboration with [Intelektual Pustaka Media Utama \(IPMU\)](#).



[View IJERE Stats](#)



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](#).



HOME ABOUT LOGIN REGISTER SEARCH CURRENT ARCHIVES
ANNOUNCEMENTS

Home > [About the Journal](#) > **Editorial Team**

Editorial Team

Editor-in-Chief

[Prof. Dr. Yeo Kee Jiar](#), Universiti Teknologi Malaysia, Malaysia

Managing Editor

[Dr. Lina Handayani](#), Universitas Ahmad Dahlan, Indonesia

Associate Editors

[Assoc. Prof. Lena Lindenskov, Ph.D.](#), Aarhus Universitet at the Copenhagen Campus, Denmark

[Associate Prof. Alain Flaubert Takam](#), University of Lethbridge, Canada

[Dr. Kevin John Flint](#), Nottingham Trent University, United Kingdom

[Assoc. Prof. Jonathan William deHaan, Ph.D.](#), University of Shizuoka, Japan

Editorial Board Members

[Prof. Maja Ljubetic, Ph.D.](#), University of Split, Croatia

[Assoc. Prof. Dr. Azlina Bt. Mohd Kosnin](#), Universiti Teknologi Malaysia, Malaysia

[Assoc. Prof. Dr.paed. Elina Maslo](#), University of Latvia, Latvia

[Assoc. Prof. Ulf Brinkkjar](#), Aarhus University, Denmark

[Asst. Prof. Asghar Soltani, Ph.D.](#), Shahid Bahonar University of Kerman, Iran, Islamic Republic of

[Asst. Prof. Junjun Chen, Ph.D.](#), The Hong Kong Institute of Education, China

[Dr. Camilla Brorup Dvssegaard](#), Aarhus University, Denmark

[Dr. Chew Cheng Meng](#), Universiti Sains Malaysia, Malaysia

[Dr. Jacek Stando](#), Lodz University of Technology, Poland

[Dr. Kususanto Prihadi](#), HELP University, Malaysia

[Dr. Natali Loizidou Leridou](#), Frederick university, Cyprus

[Dr. Rafael Denadai](#), Institute of Plastic and Craniofacial Surgery, SOBRAPAR Hospital, Campinas, São Paulo, Brazil

[Dr. Ramadan Elaiees](#), University of Benghazi, Libya

[Dr. Robert Bruce Kelsey](#), Thomas College, United States

[Dr. Tariq Osman Khider](#), University of Bahri, Sudan

[Tine Basse Fisker, Ph.D.](#), Aarhus University, Denmark

[International Journal of Evaluation and Research in Education \(IJERE\)](#)

p-ISSN: 2252-8822, e-ISSN: 2620-5440

The journal is published by [Institute of Advanced Engineering and Science \(IAES\)](#), in collaboration with [Intelektual Pustaka Media Utama \(IPMU\)](#).



[View IJERE Stats](#)



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](#).

USER

Username
 Password
 Remember me

CITATION ANALYSIS

- Google Scholar
- Scholar Metrics
- Scinapse
- Scopus
- ERIC
- Web of Science

QUICK LINKS

- Author Guideline
- Editorial Boards
- Online Submissions
- Abstracting and Indexing
- Publication Ethics
- Visitor Statistics
- Contact Us

JOURNAL CONTENT

Search
 Search Scope

Browse

- By Issue
- By Author
- By Title

INFORMATION

- For Readers
- For Authors
- For Librarians

The violation of the cooperative maxim in early childhood: A pragmatic case study

Wini Tarmini¹, Nani Solihati¹, Somariah Fitriani², Nini Ibrahim³

¹Department of Indonesian Language Education, Graduate School, Universitas Muhammadiyah Prof. DR HAMKA, Jakarta, Indonesia

²Department of Educational Administration, Graduate School, Universitas Muhammadiyah Prof. DR HAMKA, Jakarta, Indonesia

³Faculty of Teacher Training and Education, Universitas Muhammadiyah Prof. DR HAMKA, Jakarta, Indonesia

Article Info

Article history:

Received Aug 20, 2022

Revised May 10, 2023

Accepted Jun 8, 2023

Keywords:

Case study

Cooperative maxim

Early childhood

Pragmatic

Violation

ABSTRACT

The study examined the violation of the maxim of cooperation in early childhood conversation by means of a pragmatic case study, which is an important undertaking given the strong influence of the surrounding environment on children's language development. Previous studies have delved into this area, particularly with regard to children with special needs, but have not widely explored how such a violation emerges in the early childhood period. Here, we adopted a qualitative approach using a pragmatic case study design, and over seven months collected data by observing, listening to and recording the conversations of a 4-year-old boy. The results of this process were used as transcripts for conversation data. Specifically, we found that of the 40 conversation data items concerning the form of cooperative maxim violations, there were 13 (32.5%) conversation data items. These results indicate that children in the early childhood period already possess pragmatic abilities, as evidenced by the ability to answer questions relevantly, but are constrained by their ignorance in answering questions correctly, thereby leading many children to violate the maxim of manners.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Wini Tarmini

Department of Indonesian Language Education, Graduate School,

Universitas Muhammadiyah Prof. DR HAMKA

Warung Buncit Raya Street No.17 Pancoran 12740, South Jakarta, Indonesia

Email: winitarmini@uhamka.ac.id

1. INTRODUCTION

Research on the violation of cooperative maxims in early childhood conversation using a pragmatic approach is an important undertaking, as children's language development is strongly influenced by a child's surrounding environment [1], [2]. While children's language development is influenced by environmental, social and genetic factors [3]. Fitriani [4] identified factors such as linguistic input, imitation, environment, language acquisition devices (LADs) and exposure as having an impact on children's speech. Fromkin, Rodman, and Hyams [5] highlighted the importance of linguistic input during a child's formative years, which, in the point of Lenneberg's view [6] constitute a critical time of development. Additionally, Brown [7] argued that language learning is the result of practice, imitation, success feedback and habit formation.

In Indonesia, research dedicated to the topic of children's language has, for the most part, concentrated on violations of the cooperative maxim that are committed by adolescents or adults [8]–[10]. This has left the early childhood period largely untapped through a pragmatic lens, and those studies that do exist focus on language vis-à-vis children with special needs. The maxim violation of children with intellectual disabilities is generally the maxim of relevance, as they are likely to change topics often due to a lack of interest [11]. Furthermore, the language of children who is growing and developing without such challenges usually displays

a better pragmatic understanding than that of children with autism spectrum disorders [12]. This is because children with autism spectrum disorders often have difficulty communicating with others. Consequently, the way in which to understand pragmatics in early childhood for those who have normal growth and development will certainly be different from that for children with special needs.

Through language, children can express their ideas and their thoughts. Notably, those aged 3–4 years already have an ability to communicate, construct vocabularies and recognize symbols in preparation for learning to read, write and compose simple sentences in a complete structure [13]. Moreover, children who are 4 years of age or who are in the simple construction period are able to produce speech in the form of various sentences, which often appear as declarative sentences and rarely as imperative ones [14]. At 4 years of age, children can communicate in short dialogues involving simple contexts. In their interactions, especially when answering questions, these children already possess pragmatic abilities and can master speech acts—how to say something, ask something or demand something. However, it is possible for 4-year-olds to make speech deviations, where there is a discrepancy between one word spoken and its reference. Thus, the conversations of children aged 4 years (early age) constitute an interesting—and important—area of in-depth study. Paulus and Wörle [15] revealed that young children understand the use of language as a normal practice. Children, particularly, aged 3–5 years learn language through their exposure to other people using new words, either in a direct context or through hearing. They even can be selective to learn new words from whom to learn [16].

With the passage of time, the focus of pragmatic studies has shifted from an orientation towards meaning for some parts and intentions for others [17]. In this investigation, pragmatic studies were used to analyze conversations based on meaning and intent involving context. Such research is crucial, given that children's language development patterns are strongly influenced by a child's environment. Moreover, children's language in this era must have a different pattern than that of children of the same age but in different eras. Previous research on cooperative principles has not examined the conversations of children aged 4 years, especially in Indonesia. In fact, research related to children's language generally focuses on children's language acquisition [18]–[20].

Various research studies on the violation of the cooperative maxim have been conducted in the last few decades. Pellegrini, Brody, and Stoneman [21] examined the violation of maxims by 2-, 3-, and 4-year-old children in their conversations with adults familiar to them. Previous researchers [22], [23] indicated that children not only had to identify the maxims that are violated, but also the reasons for the speaker's intention in violating the maxims. Eskritt, Whalen, and Lee [24] researched the sensitivity of preschool children to three of Grice's maxims—the maxim of quality, the maxim of relevance and the maxim of quantity—and found that the children showed not only different responses to these three maxims but also developmental differences in their levels of performance. More recently, a study showed that children consistently identify violations of cooperative principles and that their performance improves with age [25]. It may be extrapolated that the violation of maxim performed by the children varies related to their ages and degree of development, and that they will be aware of their violation and better it with age. Other research also found that younger children demonstrated some knowledge of the maxims [24], [26], [27]. Under these circumstances, knowing the precise rules that children begin to comprehend earlier or later, as well as the age at which they start to do so, can help adults (teachers, researchers, parents, judges) better understand the characteristics of children's conversation and determine the best approaches to communicating with children [28].

All conversations in the previous studies were in English, which was the native language of the studies' participants. To fill this research gap, the current investigation focuses on the four cooperative maxims [29], within the particular context of Indonesia. This study gives theoretical contribution to Gricean pragmatic framework of maxim in Indonesian language. Practically, this study contributes to the language development of a child from the maxim's standpoint. Specifically, this study aims to examine the violation of the cooperative maxim in conversation and the factors that cause these violations. To address the research objectives, we posed the following research questions: i) What are the violations of the cooperative maxim in the conversations of a 4-year-old child?, ii) What are the factors that cause the violations of the maxim?

2. LITERATURE REVIEW

2.1. Grice's cooperative maxim

Children's acquisition and mastery of language is a process that occurs both naturally, when they learn their native language, and formally, when they learn in the classroom setting. Subsumed under the language acquisition process is the process of competence and performance [30]–[32]. The process of competence refers to the mastery of grammar that is acquired without realization. This process consists of: i) the understanding process, namely the ability to observe or perceive the sentences that are being heard, and ii) the process of producing sentences, namely the ability to issue or produce one's own sentences. These two abilities, when mastered, are what become children's linguistic abilities.

The process of acquiring and mastering a language by a child is extraordinary, and how it occurs is often difficult to prove. Various theories from different disciplines have been forwarded by language researchers, who have identified, for example, that the linguistic system has been mastered by children even without formal teaching. The development of children's communication actually starts at an early age, as crying during birth shows discomfort due to hunger. At 12 weeks of age, a simple dialogue pattern takes the form of vocalized responses. At the age of 2 months, babies begin to respond to their mother's communication, and at the age of 5 months, begin to imitate gestures and learn facial expressions. At the ages of 7–12 months, they begin to point at something in order to show their desire. At the age of 2 years, children acquire syntactic skills by assembling two words. At the age of 3–4 years, children are able to communicate in short dialogues by involving simple contexts appropriately [20]. Children's language development reaches the stage of mastery at the age of 17 years [33].

The cooperative maxim developed by Grice [29] is used as the theoretical basis in this study [34], [35]. Grice divides maxims into four types, namely the maxim of quantity, the maxim of quality, the maxim of relevance, and the maxim of manner. Grice's theory of meaning is interpreted as a communication theory that contains how communication can be achieved without going through conventional ways of conveying messages. Furthermore, Grice also developed the concept of implicature, which states that there are a set of deviant assumptions that serve as guidelines in conducting conversations. Based on this, basic considerations are formulated as an effective and efficient use of language in conversation to ensure that the goals can be achieved. Grice refers to the four maxims as the 'maxim of conversation' that underlies cooperation in using language. He also interprets conversational maxims as code of belief of rationality [36]. Within a Gricean framework, the appropriate level of a description can be identified. The Gricean maxim of quantity often known as the maxim of informativeness [29], states that one should anticipate speakers to give a detailed enough description to set an intended referent apart from other context-relevant items. Even in preschoolers, communication can break down when someone deviates from this expectation, such as when they use a more specific name than is necessary in the situation [28]. It can also cause the hearer to assume the speaker meant something other than what was actually intended [37].

Violations of the maxim of conversation would cause awkwardness and unnaturalness. This could be seen if the information provided feels redundant (violations of the maxim of quantity), not true (violations of the maxim of quality) or irrelevant (violations of the maxim of relevance). Although this awkwardness is usually used in humor [38], sometimes even ordinary communication does not follow these principles. Such is possible for several reasons, including providing information implicitly (implicature) and maintaining the face of the interlocutor (politeness). In a conversation, a speaker must have a certain intention when he or she says something. Violations of maxims occur when the speaker does not know the truth and only understands the surface meaning of the words. The speaker intentionally conveys information that is ineffective, irrelevant or with a meaning that the speaker does not think is wrong [11].

3. RESEARCH METHOD

The participant in this case study was a 4-year-old boy named Adam (pseudonym) who was raised by an educated family. Data collection was carried out via recording, listening and note-taking techniques. Data that was recorded, listened to and noted comprised speech or conversations in a dialogue between the authors and the participant. Paper and pen were used for observation and recording, and a recording device for listening and recording. Listening, documenting and recording were carried out from November 2021 to May 2022. The recordings were listened to, re-recorded and matched with the authors' notes. The results of listening, documenting and recording were used as transcripts for conversation data. The data analysis technique in this study used the pragmatic equivalent analysis method.

The instrument used in collecting research data was in the form of verbal data media. Verbal data media consists of various sentences such as news sentences, question sentences, and command sentences. The instrument was used as a tool for early childhood elicitation so that the necessary data could be collected. The table graphic was used as an instrument of data analysis in this study. The data analysis table was used to see the data reduction unit and data presentation. Through the data analysis table, researchers were able to easily interpret the data and its relationship with other aspects. Conclusions would be made based on the results of data interpretation.

The data analysis technique used in this study was constructed by adopting the qualitative data analysis technique developed by Miles and Huberman, namely the interactive model of analysis. The interactive model focuses on three components: data reduction, data presentation, and data interpretation [39]. Data reduction was carried out to reduce the data according to the research focus and to identify violations of the cooperative maxim. The preparation of this unit used sorting techniques and data analysis instruments in the form of tables. The presentation of the data was carried out by entering data into the designated format. It was intended that the data in the data reduction component would only be in the form of units that could be

seen as a whole, so that it was easier to examine the violation of maxims in the conversations of early childhood in Indonesia, which was the source of the data. Meanwhile, data interpretation was carried out by giving careful consideration to what the data indicated. Once the data are displayed, the data set can be considered as complete, making it easier for researchers to continue data analysis and interpretation. Researchers obtained meaning in each data item and in the relationship between the data items. Furthermore, the meanings of the results were examined in order to address the focus of the problem.

4. RESULTS AND DISCUSSION

There were 40 conversations recorded using data collected over the course of seven months. Based on the results of classification and data analysis, children in early childhood already have the abilities to communicate and to use or apply the cooperative maxim in their conversations. Of the 40 conversation data items, there were violations of maxims in 13 conversations, or 32.5%, which included violations of the maxim of quantity, with 3 conversation data items; violations of the maxim of quality, with 4 conversation data items; a violation of the maxim of relevance, with 1 conversation data item; and violations in the maxim of manner, with 5 conversation data items. Thus, the violation of the maxim of quality had the highest tendency. The violation of maxims in early childhood relates to communication: children are sometimes able to answer questions relevantly, as evidenced by the fact that across 40 conversations, a violation of the maxim of relevance occurred only once, but such is constrained by the participant's inability to answer questions correctly as can be seen in Figure 1.

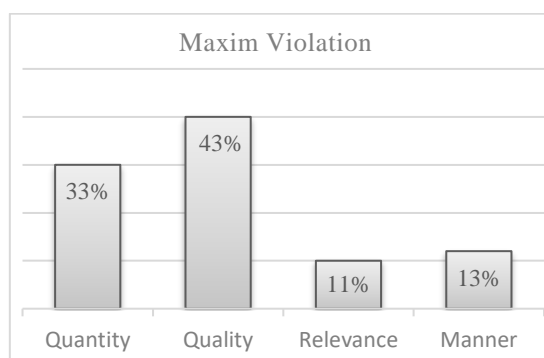


Figure 1. Maxim violation

4.1. Violation of the cooperative maxim

4.1.1. Violation of the maxim of quantity

As seen in Table 1, along the way, M (mother) and A (early child) always have discussions. On the way home, A expressed his desire to eat potatoes. M offered to make broccoli potatoes. A respond in English, "No, I don't." M offered another type of food and A responded back in English, "No I don't." M asked again why he didn't want to and A answered in English, "I'm bored." The violation of the maxim of quantity occurred because A did not provide information that was in accordance with the required conversational objectives.

Table 1. Violation of the maxim of quantity

Data	Interpretations
A: Potato vegetable. M: Mom will make you broccoli potatoes, okay. A: No, I <i>don</i> , No I <i>don</i> . M: Why no I don't? Say yes I do, yes I do, please. A: No, I <i>don</i> , no I <i>don</i> , do yu lo, I want what I wanted earlier, Mom. M: Do you like carrot? A: No, I <i>don</i> , no I <i>don</i> . M: Why? Carrot is a healthy food! A: No, I <i>don</i> . M: Why, what's wrong? A: I am bored.	A: Potato vegetable. M: Mom will make you broccoli potatoes, okay. A: No, I don't, No I don't. M: Why no I don't? Say yes, I do, yes, I do, please. A: No, I don't, no I don't, do you know, I want what I wanted earlier, Mom. M: Do you like carrots? A: No. I don't, no I don't. M: Why? Carrot is a healthy food! A: No. I don't. M: Why, what's wrong? A: I am boring.

Note: The conversation took place in the car on the way home from school. M: mother; A: early child.

The conversation on Table 2 occurred when M (mother) and A (early child) were in the family room at 11.30 a.m. A expressed his desire to draw on the wall, but he knew that his mother would forbid it. His mother said that if A wants to color, A has to use a drawing book. However, A responded with the answer, “*I am bored.*” The conversation continued, and A said that he wanted to draw a potato. M answered ‘No’, but A insisted that it should be allowed. M said back that he was allowed and A changed the topic by saying, “*Mmm... these three not yet.*” From the conversation, the violation of the maxim of quantity occurred because A did not provide information that was in accordance with the required conversational objectives. When asked where to draw, A said “*I am bored.*” Then when his mother said, “*It is allowed if the owner permits it, but if the owner says no, then you can’t,*” and A answered, “*Mmmm..., these three not yet.*”

Table 2. Violation of the maxim of quantity

Data	Interpretations
M: Did I allow you? But you need to tell Mom first.	M: <i>Did I allow you? But you need to tell Mom first.</i>
A: Oh, Mom, I want to do it on the wall, but you said no.	A: Oh, Mom, I want to do it on the wall, but you said no.
M: Yes, it is not allowed, if Mas Abi wants to coloring, in the drawing book, right?	M: Yes, it is not allowed, if Mas Abi wants to coloring, in the drawing book, right?
A: I am bored.	A: I am bored.
M: Why is the drawing book bored. What do you want to draw? Do you want me to draw it for you?	M: Why is the drawing book bored. What do you want to draw? Do you want me to draw it for you?
A: I want to draw potato.	A: I want to draw potato.
M: What is the name of the potato?	M: What is the name of the potato?
A: Seasoned potato.	A: Seasoned potato.
M: No, seasoned potato.	M: No, seasoned potato.
M: Did I allow you? But you need to tell Mom first.	M: Did I allow you? But you need to tell Mom first.
A: Seasoned potato, is it allowed Mom?	A: Seasoned potato, is it allowed Mom?
M: Ih, not allowed, you will be scolded	M: Ih, not allowed, you will be scolded.
A: Ih eh Mom, you were...	A: Ih eh Mom, you were...
M: It is allowed if the owner permits it, but if the owner says no, then you can't.	M: It is allowed if the owner permits it, but if the owner says no, then you can't.
A: Mmmm..., these three not yoot.	A: Mmmm..., these three not yet.

Note: The conversation occurred in the family room. M: mother; A: early child.

4.1.2. Violation of the maxim of quality

The conversation on Table 3 took place in the car on the way home from school around 10.30 a.m. M found out that A liked the ‘Shinbi Apartment’ movie, in which one of the stories was related to ghosts. M asked A if there were ghosts or not at the school. A answered by saying, “*Yes, there is. No, I saw it in Class 2.*” A’s answer indicates that a violation of the maxim of quality occurred because A did not answer and state the right thing. An answered with his imagination because it was influenced by his liking to watch ghost movies.

Table 3. Violation of the maxim of quality

Data	Interpretations
M: Eh, Mas Abim, Mom wants to ask, is there any ghost at school?	M: Eh, Mas Abim, Mom wants to ask, is there any ghost at school?
A: Yes, there is.	A: Yes, there is.
A: No, I saw it in Class 2.	A: No, I saw it in Class 2.
M: Which class?	M: Which class?
A: Class 2.	A: Class 2.
M: In Class 2? Where is the location of the class?	M: In Class 2? Where is the location of the class?
A: Over there.	A: Over there
M: Tell Mom later, where is the class when I visit the school, okay, is it scary?	M: Tell Mom later, where is the class when I visit the school, okay, is it scary?
A: Scaly.	A: Scary.

Note: The conversation took place in the car on the way home from school. Condition: A was in love with the ‘Shinbi Apartment’ movie

The conversation on Table 4 happened in the car on the way home from school. A few days earlier, A celebrated his birthday at school. On the way home, M asked whether A was happy or not to have a birthday at his school. An answered happily. However, when M asked, “*Then, what song did you sing? When you have a birthday, what song do you usually sing?*” A answered the Dino “*dinosaurus*” song. A violation of the maxim of quality occurred because A did not answer the right thing.

Table 4. Violation of the maxim of quality

Data	Interpretations
M: Yesterday Mas Abi had a birthday at school, right? Were you happy ?	M: Yesterday Mas Abi had a birthday at school, right? Were you happy ?
A: Happy .	A: Happy .
M: What did you do yesterday at school, Mas? Blow... What did you blow when you have a birthday? Blowing can...	M: What did you do yesterday at school, Mas? Blow... What did you blow when you have a birthday? Blowing can...
A: Blowing candle...	A: Blowing candle...
M: Then, what song did you sing? When you have a birthday, what song do you usually sing?	M: Then, what song did you sing? When you have a birthday, what song do you usually sing?
A: Dino song .	A: Dino song .
M: Why Dino song?	M: Why Dino song?
A: Happy birthday we...	A: Happy birthday we...
M: We say...	M: We say...

Note: The conversation took place in the car on the way home from school.

4.1.3. Violation of the maxim of relevance

The conversation on Table 5 ensued in the car on the way home from school. M asked when A was at school whether, “*Eh with whom did you play with other than Keka?*” M’s question was answered by A by asking another topic, “*Yes. what is this for, Mom?*” A’s answer does not match the question posed. A violation of the maxim of relevance occurred because A diverted to a different topic.

Table 5. Violation of the maxim of relevance

Data	Interpretations
M: Eh with whom did you play with other than Keka?	M: Eh with whom did you play with other than Keka?
A: Yes... what is this for, Mom?	A: Yes... what is this for, Mom?
M: What, what is that for?	M: What, what is that for?
A: Eh this is for animal.	A: Eh this is for animal.

Note: The conversation took place in the car on the way home from school.

4.1.4. Violation of the maxim of manner

The conversation on Table 6 took place on the way home from school. M asked A because he knew A was having fun playing with his friends in the complex to look for snails. When M asked how to take the snails, A did not answer M’s question. The child did not give clear information. The answer did not match the question posed. A chattered that the snail stinks and is poisonous and dangerous.

The conversation on Table 7 happened when M accompanied A before going to sleep. M asked if A likes sleeping at hotels, A answered ‘yes’ and said, ‘the one on the top’ (A meant that the hotel was high and had floors up to the top). The violation of the maxim of manner occurred because A did not provide clear and orderly information.

Table 6. Violation of the maxim of manner

Data	Interpretations
M: Bi, what did you use to take the snail? Were you not scared?	M: Bi, what did you use to take the snail? Were you not scared?
A: But you know, this is you know, because you know, it stinks, because you know it is poisonous you know, because some are dangerous and some are not.... (The child says what he wants to say).	A: But you know, this is you know, because you know, it stinks, because you know it is poisonous you know, because some are dangerous and some are not.... (The child says what he wants to say).

Note: The conversation took place in the housing complex, A likes to play by looking for snails with his friends. M: mother; A: early child.

Table 7. Violation of the maxim of manner

Data	Interpretations
M: Mas Abi, do you like to sleep at the hotel?	M: Mas Abi, do you like to sleep at the hotel?
A: Yeees, the one on the top.	A: Yeees, the one on the top.
M: Eh, where is Dad’s hotel?	M: Eh, where is Dad’s hotel?
A: In to plane.... yes, a high hotel.	A: In to plane.... yes, a high hotel.

Note: The conversation happened in the bedroom at 8 p.m. M: mother; A: early child.

This study aimed to explore the violation of maxims committed by a 4-year-old child and the factors behind these violations. There is disagreement in the literature as to when– and how– children follow cooperative principles. We explored breaches of conversation at an early age because it is at this stage that

children become active speakers and their language development is enhanced. According to the conversation data of early childhood analyzed in this study, the rate of the violation of the cooperative maxim was 32.5%. The violation of the maxim of manners had the highest tendency, while the violation of the maxim of relevance had the lowest. In the study of Surian [40] on children with autism found that all children, regardless of clinical status, had difficulty with the maxim of quantity (i.e., the recognition of redundancy in messages).

In contrast to study findings [11], the maxim violation of children with intellectual disabilities is generally the maxim of relevance. This shows that the violation of the maxim of relevance in early childhood is normally the minimum violation. On the other hand, the violation of the maxim of relevance in children with intellectual disabilities has the highest tendency to violate the maxim. These findings are almost similar to the research [24], which discovered that the appearance of children's response conversations using dolls is better, with 68% of children aged 3–5 years being able to choose a doll that suits the maxim of relevance. However, children aged 4–5 years can perform more accurately than children aged 3 years.

The factor causing the violation of the cooperative maxim in early childhood conversation is the discrepancy between a word spoken and its reference. This is because at that age, children are in the process of mastering language after the first language and are at least influenced by two aspects, namely physiological and psychological factors. Physiological factors include speech-producing organs such as the mouth and brain function, while psychological factors include the cognitive development of a child in the process of mastering his or her first language [41]. In addition, early childhood is characterized by a substantial amount of energy and a high sense of curiosity, so that sometimes the questions addressed to children in this age group are answered according to his or her thoughts.

In this study, early age children already possessed good communication skills. The questions addressed could be answered relevantly, but sometimes the answers were not quite right. According to the developmental research, children do not begin to engage in conscious inference until at least 5 or 6 years of age [22], [42]; hence, one would predict that the acquisition of cooperative principles would not occur until middle childhood. Skarakis-Doyle *et al.* [25] also assert that children can engage in the appropriate use of language in a social setting before they understand why they do it. A naturalistic study of young children's expressive language shows that even 2-year-olds have begun to observe conversational maxims and that their ability to do so increases during the preschool period [25].

To ensure that those in early childhood can communicate well without violating the cooperative maxim in conversation, they should be guided and trained to focus on the topic of conversation. Sharakis-Doyle *et al* [25] suggest the importance of early and consistent conversational interactions with parents, which may be an important influence on sensitivity to violation and adherence to maxims. This is consistent with Nelson, Plesa, and Henseler experiential framework [43]. In addition, the results also show that 4- and 5-year-olds can actually improve accuracy and consistency in identifying violations of maxims, which is probably the result of their more sophisticated language skills and greater social experience [25]. In his research, Mushi [44] also demonstrated the importance of the role of parents in children's language learning. In other words, the social experiences that children receive—such as in the school setting, the family environment and the home environment—can increase their language acquisition and improve their speaking skills due to their exposure to these environments. To develop children's concentration skills, they can be given, among others, fun games or activities that are time intensive and that require focus.

5. CONCLUSION

Based on the study's findings and discussion of these results, we conclude that at an early age, a child is able to communicate with a fairly good language structure and already possesses pragmatic abilities. In addition, those in early childhood are also able to apply the cooperative maxim in their conversations and are able to identify the maxim naturally. The factors causing the violation of the maxims consist of: i) the existence of a situation that shows an excessive sense of desire in the child that is not in accordance with his or her will; ii) the child has misunderstood the information; iii) the child has not been able to answer questions; and iv) the child has not been sensitive to context/situation.

There are several limitations of this case study. First, the investigation's qualitative nature is subjective and only involves one child; thus, the results of the research cannot be generalized. Second, the cooperative maxim, besides the four maxims, also needs to be investigated. Although these four maxims are most often associated with the cooperative principle, the maxim of politeness is required and conventionally followed in a successful exchange of conversation; and, in line with the growth of a child's age, children's use of language will continue to develop and experience changes. Therefore, it is still necessary to conduct further studies related to the development of children's age and language acquisition using different theories or with different aspects, as seen from Philip Pettit's social norms.

ACKNOWLEDGEMENTS

The authors thank to scientific publication support and enhancement unit (UPPI), University of Muhammadiyah Prof. DR. HAMKA for providing financial assistance for this study.




REFERENCES

- [1] B. Ambridge, E. Kidd, C. F. Rowland, and A. L. Theakston, "The ubiquity of frequency effects in first language acquisition," *Journal of Child Language*, vol. 42, no. 2, pp. 239–273, Mar. 2015, doi: 10.1017/S030500091400049X.
- [2] F. Reali and M. H. Christiansen, "Processing of relative clauses is made easier by frequency of occurrence," *Journal of Memory and Language*, vol. 57, no. 1, pp. 1–23, Jul. 2007, doi: 10.1016/j.jml.2006.08.014.
- [3] F. S. AlHammadi, "Prediction of child language development: A review of literature in early childhood communication disorders," *Lingua*, vol. 199, pp. 27–35, Nov. 2017, doi: 10.1016/j.lingua.2017.07.007.
- [4] S. Fitriani, "A Child Language Acquisition in Indonesian and English Language: A Longitudinal case study," *Register Journal*, vol. 12, no. 2, pp. 126–156, Nov. 2019, doi: 10.18326/rgt.v12i2.126-156.
- [5] V. Fromkin, R. Rodman, and N. Hyams, *An introduction to language*, 7th ed. USA: Thomson Wadsworth, 2003.
- [6] E. H. Lenneberg, *Biological Foundations of Language*. Washington: Wiley, 1967.
- [7] H. D. Brown, *Principles of Language Learning and Teaching*, 5th ed. New York: Pearson Longman, 2007.
- [8] N. A. Laila, "Cooperative Principles in the 2019 Indonesian Presidential Debate: Grice's Maxim Analysis," *Applied Linguistics Research Journal*, vol. 4, no. 1, pp. 14–22, 2019, doi: 10.14744/alrj.2019.85057.
- [9] A. U. Satria Raharja and A. Rosyidha, "Maxim of Cooperative Principle Violation by Dodit Mulyanto in Stand-up Comedy Indonesia Season 4," *Journal of Pragmatics Research*, vol. 1, no. 1, pp. 62–77, Apr. 2019, doi: 10.18326/jopr.v1i1.62-77.
- [10] E. Zebua, D. Rukmini, and M. Saleh, "The Violation and Flouting of Cooperative Principles in the Ellen Degeneres Talk Show," *Journal of Language and Literature*, vol. 12, no. 1, pp. 103–113, 2017.
- [11] I. E. Retnosari, Kisyani, and B. Yulianto, "The violation of maxims in Indonesian speech of mental retardation child," *Indonesian Journal of English Language Teaching and Applied Linguistics*, vol. 5, no. 1, pp. 133–147, 2020.
- [12] K. Asada *et al.*, "Understanding of the Gricean maxims in children with autism spectrum disorder: Implications for pragmatic language development," *Journal of Neurolinguistics*, vol. 63, p. 101085, Aug. 2022, doi: 10.1016/j.jneuroling.2022.101085.
- [13] R. Pandudinata, S. Sumarlam, and K. Saddhono, "Language Acquisition of Children With Mental Disabilities in Pacitan," *Humanus*, vol. 17, no. 1, pp. 26–36, Mar. 2018, doi: 10.24036/humanus.v17i1.8542.
- [14] M. Yumi, A. Atmazaki, and E. Gani, "Children's sentence performance during the simple construction period: A case study of a 4-year-old child." (in Indonesian), *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, vol. 3, no. 1, pp. 191–198, Feb. 2019, doi: 10.31004/obsesi.v3i1.162.
- [15] M. Paulus and M. Wörle, "Young children protest against the incorrect use of novel words: Toward a normative pragmatic account on language acquisition," *Journal of Experimental Child Psychology*, vol. 180, pp. 113–122, 2019, doi: 10.1016/j.jecp.2018.09.012.
- [16] D. M. Sobel and Z. Finiasz, "How Children Learn from Others: An Analysis of Selective Word Learning," *Child Development*, vol. 91, no. 6, pp. e1134–e1161, Nov. 2020, doi: 10.1111/cdev.13415.
- [17] K. Rahardi, "Extralinguistic context landscape in cyber pragmatics," (in Indonesian), *Linguistik Indonesia*, vol. 40, no. 1, pp. 39–48, Feb. 2022, doi: 10.26499/li.v40i1.287.
- [18] N. Purba, Mukramah, M. W. Maulana, and G. Ningsi, "Language Acquisition of Children Age 4-5 Years Old in TK Dhinukum Zholtan Deli Serdang," *Linglit Journal: Scientific Journal of Linguistics and Literature*, vol. 1, no. 1, pp. 19–24, Dec. 2020, doi: 10.33258/linglit.v1i1.347.
- [19] L. Nuraeni, "The acquisition of morphology (verb) in children aged 3, 4 and 5 years (A neuro psycholinguistic study)," (in Indonesian), *STKIP Siliwangi*, vol. 1, no. 1, pp. 13–30, 2015.
- [20] B. S. Hutauruk, "Children First Language Acquisition at Age 1-3 Years Old in Balata," *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, vol. 20, no. 8, pp. 51–57, 2015.
- [21] A. D. Pellegrini, G. H. Brody, and Z. Stoneman, "Children's conversational competence with their parents," *Discourse Process*, vol. 10, no. 1, pp. 93–106, Jan. 1987, doi: 10.1080/01638538709544661.
- [22] D. J. Conti and L. A. Camras, "Children's understanding of conversational principles," *Journal of Experimental Child Psychology*, vol. 38, no. 3, pp. 456–463, Dec. 1984, doi: 10.1016/0022-0965(84)90088-2.
- [23] B. P. Ackerman, "When is a question not answered? The understanding of young children of utterances violating or conforming to the rules of conversational sequencing," *Journal of Experimental Child Psychology*, vol. 31, no. 3, pp. 487–507, Jun. 1981, doi: 10.1016/0022-0965(81)90032-1.
- [24] M. Eskritt, J. Whalen, and K. Lee, "Preschoolers can recognize violations of the Gricean maxims," *British Journal of Developmental Psychology*, vol. 26, no. 3, pp. 435–443, Sep. 2008, doi: 10.1348/026151007X253260.
- [25] E. Skarakis-Doyle, K. Izaryk, W. Campbell, and A. Terry, "Preschoolers' Sensitivity to the Maxims of the Cooperative Principle: Scaffolds and Developmental Trends," *Discourse Processes*, vol. 51, no. 4, pp. 333–356, May 2014, doi: 10.1080/0163853X.2013.867196.
- [26] R. L. Gillis and E. S. Nilsen, "Children's use of information quality to establish speaker preferences," *Developmental Psychology*, vol. 49, no. 3, pp. 480–490, 2013, doi: 10.1037/a0029479.
- [27] M. D. Vazquez, S. S. Delisle, and M. M. Saylor, "Four- and six-year-olds use pragmatic competence to guide word learning," *Journal of Child Language*, vol. 40, no. 2, pp. 291–306, Mar. 2013, doi: 10.1017/S0305000911000420.
- [28] M. Okanda, K. Asada, Y. Moriguchi, and S. Itakura, "Understanding violations of Gricean maxims in preschoolers and adults," *Frontiers in Psychology*, vol. 6, 2015, doi: 10.3389/fpsyg.2015.00901.
- [29] H. P. Grice, "Logic and Conversation," in *Syntax and Semantics: Speech Acts*, 3rd ed. Leiden, Netherlands: BRILL, 1975, pp. 41–58. doi: 10.1163/9789004368811_003.
- [30] N. Chomsky, "Conditions on transformations," in *A Festschrift for Morris Halle*, New York: Holt, Rinehart, & Winston, 1973, pp. 232–286.
- [31] S. Dardjowidjojo, *Introduction to understanding human language*. Jakarta: Yayasan Pustaka Obor Indonesia (in Indonesian), 2003.
- [32] M. Siddiq, "Speech acts and pragmatic acquisition in early childhood," (in Indonesian), *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, vol. 2, no. 2, pp. 268–290, Apr. 2019, doi: 10.24176/kredo.v2i2.2868.
- [33] A. E. Hernandez, J. P. Bodet, K. Gehm, and S. Shen, "What does a critical period for second language acquisition mean?: Reflections on Hartshorne *et al.* (2018)," *Cognition*, vol. 206, p. 104478, Jan. 2021, doi: 10.1016/j.cognition.2020.104478.




- [34] I. D. P. Wijana and M. Rohmadi, *Pragmatic discourse analysis: Theoretical and analytical studies*, 3rd ed. Surakarta: Yuma Pustaka (in Indonesian), 2009.
- [35] W. Tarmini and I. Safii, "Language politeness of the UHAMKA academic community: a socio-pragmatic study," (in Indonesian), *Imajeri: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, vol. 1, no. 1, pp. 77–91, 2018, doi: 10.22236/imajeri.v1i1.5060.
- [36] M. H. Stotts, "Conversational maxims as social norms," *Inquiry*, pp. 1–23, Feb. 2022, doi: 10.1080/0020174X.2021.2020158.
- [37] S. Frisson and G. L. Murphy, "Maxim of quantity and presupposition in understanding object labels," *Language, Cognition and Neurosciences*, vol. 35, no. 2, pp. 246–255, Feb. 2020, doi: 10.1080/23273798.2019.1650193.
- [38] J. N. R. P. Amianna and A. Putranti, "Humorous Situations Created by Violations and Floutings of Conversational Maxims in a Situation Comedy Entitled How I Met Your Mother," *Journal of Language and Literature*, vol. 17, no. 1, pp. 97–107, Apr. 2017, doi: 10.24071/joll.v17i1.598.
- [39] N. K. Denzin and Y. S. Lincoln, *The SAGE Handbook of Qualitative Research*, 5th ed. Texas: SAGE Publications, Inc., 2011.
- [40] L. Surian, "Are Children with Autism Deaf to Gricean Maxims?" *Cognitive Neuropsychiatry*, vol. 1, no. 1, pp. 55–72, Feb. 1996, doi: 10.1080/135468096396703.
- [41] O. A. Nugraha, "Language acquisition for 4 years old, children semantic study of child speech deviation," (in Indonesian), *Kajian Linguistik dan Sastra*, vol. 2, no. 2, pp. 104–110, Aug. 2018, doi: 10.23917/ks.v2i2.6733.
- [42] N. Ryder and E. Leinonen, "Use of context in question answering by 3-, 4- and 5-year old children," *Journal of Psycholinguistic Research*, vol. 32, no. 4, pp. 397–415, 2003, doi: 10.1023/A:1024847529077.
- [43] K. Nelson, D. Plesa, and S. Henseler, "Children's Theory of Mind: An Experiential Interpretation," *Human Development*, vol. 41, no. 1, pp. 7–29, 1998, doi: 10.1159/000022565.
- [44] S. Mushi, "Acquisition of Multiple Languages Among Children of Immigrant Families: Parents' Role in the Home-School Language Pendulum," *Early Child Development and Care*, vol. 172, no. 5, pp. 517–530, Oct. 2002, doi: 10.1080/03004430214546.

BIOGRAPHIES OF AUTHORS






Wini Tarmini    is an Associate Professor and Teacher Educator at the University of Muhammadiyah Prof. DR. HAMKA Jakarta Indonesia. She finished her undergraduate degree from Padjadjaran University, postgraduate degree from Gadjah Mada University and doctorate degree from Padjadjaran University in all the field of linguistics. Now she serves as the Head of the Indonesian Language Education Study Program at the Graduate School of UHAMKA. She has teaching and research experiences in the field of applied linguistics. She can be contacted via email winitarmini@uhamka.ac.id.






Nani Solihati    is a professor in the field of Indonesian Language Education and the head of Indonesian language Education of Doctorate Study Program in University of Muhammadiyah Prof. DR. HAMKA. She completed her undergraduate from Universitas Pendidikan Indonesia (UPI) majoring Indonesian education. She had a graduate degree and doctorate degree from Jakarta State University (UNJ) majoring Indonesian Language and Literature Education. She has published a number of modules, books, and journal articles both in national and international journals. She can be emailed to nani_solihati@uhamka.ac.id.



Somariah Fitriani    is a Senior Lecturer in Postgraduate School at University of Muhammadiyah Prof. DR. HAMKA, who has a doctorate degree in educational management. Her research interests include school governance, education for street children, child friendly school, facility and classroom management, vocational high school, collaborative learning in higher education and leadership in educational management and English education. She can be made contact via email somariah@uhamka.ac.id.



Nini Ibrahim    is an Associate Professor in the Faculty of Teacher Training and Education, University of Muhammadiyah Prof. DR. HAMKA. She completed her undergraduate from Jakarta Institute of Teacher Training and Education (IKIP Jakarta), post graduate and doctorate degree from Jakarta State University (UNJ) in Indonesian Language and Literature education. She actively conducts the research and does community service. She also has published a number of modules, books, articles in national and international journals. She can be contacted via email nini_ibrahim@uhamka.ac.id.

Wini Tarmini_The violation of the cooperative maxim in early childhood: A pragmatic case study

by Wini Tarmini By Layanan Perpustakaan Uhamka

Submission date: 12-Jan-2024 10:24AM (UTC+0700)

Submission ID: 2269728769

File name: Artikel_Jurnal_IJERE._Q3.pdf (390K)

Word count: 7321

Character count: 37816

The violation of the cooperative maxim in early childhood: A pragmatic case study

Wini Tarmini¹, Nani Solihati¹, Somariah Fitriani², Nini Ibrahim³

¹Department of Indonesian Language Education, Graduate School, Universitas Muhammadiyah Prof. DR HAMKA, Jakarta, Indonesia

²Department of Educational Administration, Graduate School, Universitas Muhammadiyah Prof. DR HAMKA, Jakarta, Indonesia

³Faculty of Teacher Training and Education, Universitas Muhammadiyah Prof. DR HAMKA, Jakarta, Indonesia

Article Info

Article history:

Received Aug 20, 2022

Revised May 10, 2023

Accepted Jun 8, 2023

Keywords:

Case study
Cooperative maxim
Early childhood
Pragmatic
Violation

ABSTRACT

The study examined the violation of the maxim of cooperation in early childhood conversation by means of a pragmatic case study, which is an important undertaking given the strong influence of the surrounding environment on children's language development. Previous studies have delved into this area, particularly with regard to children with special needs, but have not widely explored how such a violation emerges in the early childhood period. Here, we adopted a qualitative approach using a pragmatic case study design, and over seven months collected data by observing, listening to and recording the conversations of a 4-year-old boy. The results of this process were used as transcripts for conversation data. Specifically, we found that of the 40 conversation data items concerning the form of cooperative maxim violations, there were 13 (32.5%) conversation data items. These results indicate that children in the early childhood period already possess pragmatic abilities, as evidenced by the ability to answer questions relevantly, but are constrained by their ignorance in answering questions correctly, thereby leading many children to violate the maxim of manners.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Wini Tarmini
Department of Indonesian Language Education, Graduate School,
Universitas Muhammadiyah Prof. DR HAMKA
Warung Buncit Raya Street No.17 Pancoran 12740, South Jakarta, Indonesia
Email: winitarmini@uhamka.ac.id

1. INTRODUCTION

Research on the violation of cooperative maxims in early childhood conversation using a pragmatic approach is an important undertaking, as children's language development is strongly influenced by a child's surrounding environment [1], [2]. While children's language development is influenced by environmental, social and genetic factors [3]. Fitriani [4] identified factors such as linguistic input, imitation, environment, language acquisition devices (LADs) and exposure as having an impact on children's speech. Fromkin, Rodman, and Hyams [5] highlighted the importance of linguistic input during a child's formative years, which, in the point of Lenneberg's view [6] constitute a critical time of development. Additionally, Brown [7] argued that language learning is the result of practice, imitation, success feedback and habit formation.

In Indonesia, research dedicated to the topic of children's language has, for the most part, concentrated on violations of the cooperative maxim that are committed by adolescents or adults [8]–[10]. This has left the early childhood period largely untapped through a pragmatic lens, and those studies that do exist focus on language vis-à-vis children with special needs. The maxim violation of children with intellectual disabilities is generally the maxim of relevance, as they are likely to change topics often due to a lack of interest [11]. Furthermore, the language of children who is growing and developing without such challenges usually displays

a better pragmatic understanding than that of children with autism spectrum disorders [12]. This is because children with autism spectrum disorders often have difficulty communicating with others. Consequently, the way in which to understand pragmatics in early childhood for those who have normal growth and development will certainly be different from that for children with special needs.

Through language, children can express their ideas and their thoughts. Notably, those aged 3–4 years already have an ability to communicate, construct vocabularies and recognize symbols in preparation for learning to read, write and compose simple sentences in a complete structure [13]. Moreover, children who are 4 years of age or who are in the simple construction period are able to produce speech in the form of various sentences, which often appear as declarative sentences and rarely as imperative ones [14]. At 4 years of age, children can communicate in short dialogues involving simple contexts. In their interactions, especially when answering questions, these children already possess pragmatic abilities and can master speech acts—how to say something, ask something or demand something. However, it is possible for 4-year-olds to make speech deviations, where there is a discrepancy between one word spoken and its reference. Thus, the conversations of children aged 4 years (early age) constitute an interesting—and important—area of in-depth study. Paulus and Wörle [15] revealed that young children understand the use of language as a normal practice. Children, particularly, aged 3–5 years learn language through their exposure to other people using new words, either in a direct context or through hearing. They even can be selective to learn new words from whom to learn [16].

With the passage of time, the focus of pragmatic studies has shifted from an orientation towards meaning for some parts and intentions for others [17]. In this investigation, pragmatic studies were used to analyze conversations based on meaning and intent involving context. Such research is crucial, given that children's language development patterns are strongly influenced by a child's environment. Moreover, children's language in this era must have a different pattern than that of children of the same age but in different eras. Previous research on cooperative principles has not examined the conversations of children aged 4 years, especially in Indonesia. In fact, research related to children's language generally focuses on children's language acquisition [18]–[20].

Various research studies on the violation of the cooperative maxim have been conducted in the last few decades. Pellegrini, Brody, and Stoneman [21] examined the violation of maxims by 2-, 3-, and 4-year-old children in their conversations with adults familiar to them. Previous researchers [22], [23] indicated that children not only had to identify the maxims that are violated, but also the reasons for the speaker's intention in violating the maxims. Eskritt, Whalen, and Lee [24] researched the sensitivity of preschool children to three of Grice's maxims—the maxim of quality, the maxim of relevance and the maxim of quantity—and found that the children showed not only different responses to these three maxims but also developmental differences in their levels of performance. More recently, a study showed that children consistently identify violations of cooperative principles and that their performance improves with age [25]. It may be extrapolated that the violation of maxim performed by the children varies related to their ages and degree of development, and that they will be aware of their violation and better it with age. Other research also found that younger children demonstrated some knowledge of the maxims [24], [26], [27]. Under these circumstances, knowing the precise rules that children begin to comprehend earlier or later, as well as the age at which they start to do so, can help adults (teachers, researchers, parents, judges) better understand the characteristics of children's conversation and determine the best approaches to communicating with children [28].

All conversations in the previous studies were in English, which was the native language of the studies' participants. To fill this research gap, the current investigation focuses on the four cooperative maxims [29], within the particular context of Indonesia. This study gives theoretical contribution to Gricean pragmatic framework of maxim in Indonesian language. Practically, this study contributes to the language development of a child from the maxim's standpoint. Specifically, this study aims to examine the violation of the cooperative maxim in conversation and the factors that cause these violations. To address the research objectives, we posed the following research questions: i) What are the violations of the cooperative maxim in the conversations of a 4-year-old child?, ii) What are the factors that cause the violations of the maxim?

2. LITERATURE REVIEW

2.1. Grice's cooperative maxim

Children's acquisition and mastery of language is a process that occurs both naturally, when they learn their native language, and formally, when they learn in the classroom setting. Subsumed under the language acquisition process is the process of competence and performance [30]–[32]. The process of competence refers to the mastery of grammar that is acquired without realization. This process consists of: i) the understanding process, namely the ability to observe or perceive the sentences that are being heard, and ii) the process of producing sentences, namely the ability to issue or produce one's own sentences. These two abilities, when mastered, are what become children's linguistic abilities.

The process of acquiring and mastering a language by a child is extraordinary, and how it occurs is often difficult to prove. Various theories from different disciplines have been forwarded by language researchers, who have identified, for example, that the linguistic system has been mastered by children even without formal teaching. The development of children's communication actually starts at an early age, as crying during birth shows discomfort due to hunger. At 12 weeks of age, a simple dialogue pattern takes the form of vocalized responses. At the age of 2 months, babies begin to respond to their mother's communication, and at the age of 5 months, begin to imitate gestures and learn facial expressions. At the ages of 7–12 months, they begin to point at something in order to show their desire. At the age of 2 years, children acquire syntactic skills by assembling two words. At the age of 3–4 years, children are able to communicate in short dialogues by involving simple contexts appropriately [20]. Children's language development reaches the stage of mastery at the age of 17 years [33].

The cooperative maxim developed by Grice [29] is used as the theoretical basis in this study [34], [35]. Grice divides maxims into four types, namely the maxim of quantity, the maxim of quality, the maxim of relevance, and the maxim of manner. Grice's theory of meaning is interpreted as a communication theory that contains how communication can be achieved without going through conventional ways of conveying messages. Furthermore, Grice also developed the concept of implicature, which states that there are a set of deviant assumptions that serve as guidelines in conducting conversations. Based on this, basic considerations are formulated as an effective and efficient use of language in conversation to ensure that the goals can be achieved. Grice refers to the four maxims as the 'maxim of conversation' that underlies cooperation in using language. Halso interprets conversational maxims as code of belief of rationality [36]. Within a Gricean framework, the appropriate level of a description can be identified. The Grice maxim of quantity often known as the maxim of informativeness [29], states that one should anticipate speakers to give a detailed enough description to set an intended referent apart from other context-relevant items. Even in preschoolers, communication can break down when someone deviates from this expectation, such as when they use a more specific name than is necessary in the situation [28]. It can also cause the hearer to assume the speaker meant something other than what was actually intended [37].

Violations of the maxim of conversation could cause awkwardness and unnaturalness. This could be seen if the information provided feels redundant (violations of the maxim of quantity), not true (violations of the maxim of quality) or irrelevant (violations of the maxim of relevance). Although this awkwardness is usually used in humor [38], sometimes even ordinary communication does not follow these principles. Such is possible for several reasons, including providing information implicitly (implicature) and maintaining the face of the interlocutor (politeness). In a conversation, a speaker must have a certain intention when he or she says something. Violations of maxims occur when the speaker does not know the truth and only understands the surface meaning of the words. The speaker intentionally conveys information that is ineffective, irrelevant or with a meaning that the speaker does not think is wrong [11].

3. RESEARCH METHOD

The participant in this case study was a 4-year-old boy named Adam (pseudonym) who was raised by an educated family. Data collection was carried out via recording, listening and note-taking techniques. Data that was recorded, listened to and noted comprised speech or conversations in a dialogue between the authors and the participant. Paper and pen were used for observation and recording, and a recording device for listening and recording. Listening, documenting and recording were carried out from November 2021 to May 2022. The recordings were listened to, re-recorded and matched with the authors' notes. The results of listening, documenting and recording were used as transcripts for conversation data. The data analysis technique in this study used the pragmatic equivalent analysis method.

The instrument used in collecting research data was in the form of verbal data media. Verbal data media consists various sentences such as news sentences, question sentences, and command sentences. The instrument was used as a tool for early childhood elicitation so that the necessary data could be collected. The table graphic was used as an instrument of data analysis in this study. The data analysis table was used to see data reduction unit and data presentation. Through the data analysis table, researchers were able to easily interpret the data and its relationship with other aspects. Conclusions would be made based on the results of data interpretation.

The data analysis technique used in this study was constructed by adopting the qualitative data analysis technique developed by Miles and Huberman, namely the interactive model of analysis. The interactive model focuses on three components: data reduction, data presentation, and data interpretation [39]. Data reduction was carried out to reduce the data according to the research focus and to identify violations of the cooperative maxim. The preparation of this unit used sorting techniques and data analysis instruments in the form of tables. The presentation of the data was carried out by entering data into the designated format. It was intended that the data in the data reduction component would only be in the form of units that could be

The violation of the cooperative maxim in early childhood: A pragmatic case study (Wini Tarmini)

seen as a whole, so that it was easier to examine the violation of maxims in the conversations of early childhood in Indonesia, which was the source of the data. Meanwhile, data interpretation was carried out by giving careful consideration to what the data indicated. Once the data are displayed, the data set can be considered as complete, making it easier for researchers to continue data analysis and interpretation. Researchers obtained meaning in each data item and in the relationship between the data items. Furthermore, the meanings of the results were examined in order to address the focus of the problem.

4. RESULTS AND DISCUSSION

There were 40 conversations recorded using data collected over the course of seven months. Based on the results of classification and data analysis, children in early childhood already have the abilities to communicate and to use or apply the cooperative maxim in their conversations. Of the 40 conversation data items, there were violations of maxims in 13 conversations, or 32.5%, which included violations of the maxim of quantity, with 3 conversation data items; violations of the maxim of quality, with 4 conversation data items; a violation of the maxim of relevance, with 1 conversation data item; and violations in the maxim of manner, with 5 conversation data items. Thus, the violation of the maxim of quality had the highest tendency. The violation of maxims in early childhood relates to communication: children are sometimes able to answer questions relevantly, as evidenced by the fact that across 40 conversations, a violation of the maxim of relevance occurred only once, but such is constrained by the participant's inability to answer questions correctly as can be seen in Figure 1.



Figure 1. Maxim violation

4.1. Violation of the cooperative maxim

4.1.1. Violation of the maxim of quantity

As seen in Table 1, along the way, M (mother) and A (early child) always have discussions. On the way home, A expressed his desire to eat potatoes. M offered to make broccoli potatoes. A respond in English, "No, I don't." M offered another type of food and A responded back in English, "No I don't." M asked again why he didn't want to and A answered in English, "I'm bored." The violation of the maxim of quantity occurred because A did not provide information that was in accordance with the required conversational objectives.

6
Table 1. Violation of the maxim of quantity

Data	Interpretations
A: Potato vegetable. M: Mom will make you broccoli potatoes, okay. A: No, I don't, No I don't. M: Why no I don't? Say yes I do, yes I do, please. A: No, I don't, no I don't, do you lo, I want what I wanted earlier, Mom. M: Do you like carrot? A: No, I don't, no I don't. M: Why? Carrot is a healthy food! A: No, I don't. M: Why, what's wrong? A: I am bored.	A: Potato vegetable. M: Mom will make you broccoli potatoes, okay. A: No, I don't, No I don't. M: Why no I don't? Say yes, I do, yes, I do, please. A: No, I don't, no I don't, do you know, I want what I wanted earlier, Mom. M: Do you like carrots? A: No, I don't, no I don't. M: Why? Carrot is a healthy food! A: No, I don't. M: Why, what's wrong? A: I am boring.

Note: The conversation took place in the car on the way home from school. M: mother; A: early child.

The conversation on Table 2 occurred when M (mother) and A (early child) were in the family room at 11.30 a.m. A expressed his desire to draw on the wall, but he knew that his mother would forbid it. His mother said that if A wants to color, A has to use a drawing book. However, A responded with the answer, "I am bored." The conversation continued, and A said that he wanted to draw a potato. M answered 'No', but A insisted that it should be allowed. M said back that he was allowed and A changed the topic by saying, "Mmm... these three not yet." From the conversation, the violation of the maxim of quantity occurred because A did not provide information that was in accordance with the required conversational objectives. When asked where to draw, A said "I am bored." Then when his mother said, "It is allowed if the owner permits it, but if the owner says no, then you can't," and A answered, "Mmmm..., these three not yet."

Table 2. Violation of the maxim of quantity

Data	Interpretations
M: Did I allow you? But you need to tell Mom first.	M: Did I allow you? But you need to tell Mom first.
A: Oh, Mom, I want to do it on the wall, but you said no.	A: Oh, Mom, I want to do it on the wall, but you said no.
M: Yes, it is not allowed, if Mas Abi wants to coloring, in the drawing book, right?	M: Yes, it is not allowed, if Mas Abi wants to coloring, in the drawing book, right?
A: I am bored.	A: I am bored.
M: Why is the drawing book bored. What do you want to draw? Do you want me to draw it for you?	M: Why is the drawing book bored. What do you want to draw? Do you want me to draw it for you?
A: I want to draw potato.	A: I want to draw potato.
M: What is the name of the potato?	M: What is the name of the potato?
A: Seasoned potato.	A: Seasoned potato.
M: No, seasoned potato.	M: No, seasoned potato.
M: Did I allow you? But you need to tell Mom first.	M: Did I allow you? But you need to tell Mom first.
A: Seasoned potato, is it allowed Mom?	A: Seasoned potato, is it allowed Mom?
M: Ih, not allowed, you will be scolded	M: Ih, not allowed, you will be scolded.
A: Ih eh Mom, you were...	A: Ih eh Mom, you were...
M: It is allowed if the owner permits it, but if the owner says no, then you can't.	M: It is allowed if the owner permits it, but if the owner says no, then you can't.
A: Mmmm..., these three not yet.	A: Mmmm..., these three not yet.

Note: The conversation occurred in the family room. M: mother; A: early child.

4.1.2. Violation of the maxim of quality

The conversation on Table 3 took place in the car on the way home from school around 10.30 a.m. M found out that A liked the 'Shinbi Apartment' movie, in which one of the stories was related to ghosts. M asked A if there were ghosts of 11 at the school. A answered by saying, "Yes, there is. No, I saw it in Class 2." A's answer indicates that a violation of the maxim of quality occurred because A did not answer and state the right thing. An answered with his imagination because it was influenced by his liking to watch ghost movies.

Table 3. Violation of the maxim of quality

Data	Interpretations
M: Eh, Mas Abim, Mom wants to ask, is there any ghost at school?	M: Eh, Mas Abim, Mom wants to ask, is there any ghost at school?
A: Yes, there is.	A: Yes, there is.
A: No, I saw it in Class 2.	A: No, I saw it in Class 2.
M: Which class?	M: Which class?
A: Class 2.	A: Class 2.
M: In Class 2? Where is the location of the class?	M: In Class 2? Where is the location of the class?
A: Over there.	A: Over there
M: Tell Mom later, where is the class when I visit the school, okay, is it scary?	M: Tell Mom later, where is the class when I visit the school, okay, is it scary?
A: Scary.	A: Scary.

Note: The conversation took place in the car on the way home from school. Condition: A was in love with the 'Shinbi Apartment' movie

The conversation on Table 4 happened in the car on the way home from school. A few days earlier, A celebrated his birthday at school. On the way home, M asked whether A was happy or not to have a birthday at his school. An answered happily. However, when M asked, "Then, what song did 11 sing? When you have a birthday, what song do you usually sing?" A answered the Dino "dinosaur" song. A violation of the maxim of quality occurred because A did not answer the right thing.

11

Table 4. Violation of the maxim of quality

Data	Interpretations
M: Yesterday Mas Abi had a birthday at school, right? Were you happy ?	M: Yesterday Mas Abi had a birthday at school, right? Were you happy ?
A: Happy .	A: Happy .
M: What did you do yesterday at school, Mas? Blow... What did you blow when you have a birthday? Blowing can...	M: What did you do yesterday at school, Mas? Blow... What did you blow when you have a birthday? Blowing can...
A: Blowing candle...	A: Blowing candle...
M: Then, what song did you sing? When you have a birthday, what song do you usually sing?	M: Then, what song did you sing? When you have a birthday, what song do you usually sing?
A: Dino song.	A: Dino song.
M: Why Dino song?	M: Why Dino song?
A: Happy birthday we...	A: Happy birthday we...
M: We say...	M: We say...

Note: The conversation took place in the car on the way home from school.

4

4.1.3. Violation of the maxim of relevance

The conversation on Table 5 ensued in the car on the way home from school. M asked when A was at school whether, "*Eh with whom did you play with other than Keka?*" M's question was answered by A by asking another topic, "*Yes. what is this for, Mom?*" A's answer does not match the question posed. A violation of the maxim of relevance occurred because A diverted to a different topic.

Table 5. Violation of the maxim of relevance

Data	Interpretations
M: Eh with whom did you play with other than Keka?	M: Eh with whom did you play with other than Keka?
A: Yes... what is this for, Mom?	A: Yes... what is this for, Mom?
M: What, what is that for?	M: What, what is that for?
A: Eh this is for animal.	A: Eh this is for animal.

Note: The conversation took place in the car on the way home from school.

4

4.1.4. Violation of the maxim of manner

The conversation on Table 6 took place on the way home from school. M asked A because he knew A was having fun playing with his friends in the complex to look for snails. When M asked how to take the snails, A did not answer M's question. The child did not give clear information. The answer did not match the question posed. A chattered that the snail stinks and is poisonous and dangerous.

The conversation on Table 7 happened when M accompanied A before going to sleep. M asked if A likes sleeping at hotels, A answered 'yes' and said, 'the one on the top' (A meant that the hotel was high and had floors up to the top). The violation of the maxim of manner occurred because A did not provide clear and orderly information.

Table 6. Violation of the maxim of manner

Data	Interpretations
M: Bi, what did you use to take the snail? Were you not scared?	M: Bi, what did you use to take the snail? Were you not scared?
A: But you know, this is you know, because you know, it stinks, because you know it is poisonous you know, because some are dangerous and some are not.... (The child says what he wants to say).	A: But you know, this is you know, because you know, it stinks, because you know it is poisonous you know, because some are dangerous and some are not.... (The child says what he wants to say).

Note: The conversation took place in the housing complex, A likes to play by looking for snails with his friends. M: mother; A: early child.

Table 7. Violation of the maxim of manner

Data	Interpretations
M: Mas Abi, do you like to sleep at the hotel?	M: Mas Abi, do you like to sleep at the hotel?
A: Yees, the one on the top.	A: Yees, the one on the top.
M: Eh, where is Dad's hotel?	M: Eh, where is Dad's hotel?
A: In to plane.... yes, a high hotel.	A: In to plane.... yes, a high hotel.

Note: The conversation happened in the bedroom at 8 p.m. M: mother; A: early child.

This study aimed to explore the violation of maxims committed by a 4-year-old child and the factors behind these violations. There is disagreement in the literature as to when- and how- children follow cooperative principles. We explored breaches of conversation at an early age because it is at this stage that

7

children become active speakers and their language development is enhanced. According to the conversation data of early childhood analyzed in this study, the rate of the violation of the cooperative maxim was 32.5%. The violation of the maxim of manners had the highest tendency, while the violation of the maxim of relevance had the lowest. In the study of Surian [40] on children with autism found that all children, regardless of clinical status, had difficulty with the maxim of quantity (i.e., the recognition of redundancy in messages).

In contrast to study findings [11], the maxim violation of children with intellectual disabilities is generally the maxim of relevance. This shows that the violation of the maxim of relevance in early childhood is normally the minimum violation. On the other hand, the violation of the maxim of relevance in children with intellectual disabilities has the highest tendency to violate the maxim. These findings are almost similar to the research [24], which discovered that the appearance of children's response conversations using dolls is better, with 68% of children aged 3–5 years being able to choose a doll that suits the maxim of relevance. However, children aged 4–5 years can perform more accurately than children aged 3 years.

The factor causing the violation of the cooperative maxim in early childhood conversation is the discrepancy between a word spoken and its reference. This is because at that age, children are in the process of mastering language after the first language and are at least influenced by two aspects, namely physiological and psychological factors. Physiological factors include speech-producing organs such as the mouth and brain function, while psychological factors include the cognitive development of a child in the process of mastering his or her first language [41]. In addition, early childhood is characterized by a substantial amount of energy and a high sense of curiosity, so that sometimes the questions addressed to children in this age group are answered according to his or her thoughts.

In this study, early age children already possessed good communication skill. The questions addressed could be answered relevantly, but sometimes the answers were not quite right. According to the developmental research, children do not begin to engage in conscious inference until at least 5 or 6 years of age [22], [42]; hence, one would predict that the acquisition of cooperative principles would not occur until middle childhood. Skarakis-Doyle *et al.* [25] also assert that children can engage in the appropriate use of language in a social setting before they understand why they do it. A naturalistic study of young children's expressive language shows that even 2-year-olds have begun to observe conversational maxims and that their ability to do so increases during the preschool period [25].

To ensure that those in early childhood can communicate well without violating the cooperative maxim in conversation, they should be guided and trained to focus on the topic of conversation. Skarakis-Doyle *et al.* [25] suggest the importance of early and consistent conversational interactions with parents, which may be an important influence on sensitivity to violation and adherence to maxims. This is consistent with Nelson, Plesa, and Henseler experiential framework [43]. In addition, the results also show that 4- and 5-year-olds can actually improve accuracy and consistency in identifying violations of maxims, which is probably the result of their more sophisticated language skills and greater social experience [25]. In his research, Mushi [44] also demonstrated the importance of the role of parents in children's language learning. In other words, the social experiences that children receive—such as in the school setting, the family environment and the home environment—can increase their language acquisition and improve their speaking skills due to their exposure to these environments. To develop children's concentration skills, they can be given, among others, fun games or activities that are time intensive and that require focus.

5. CONCLUSION

Based on the study's findings and discussion of these results, we conclude that at an early age, a child is able to communicate with a fairly good language structure and already possesses pragmatic abilities. In addition, those in early childhood are also able to apply the cooperative maxim in their conversations and are able to identify the maxim naturally. The factors causing the violation of the maxims consist of: i) the existence of a situation that shows an excessive sense of desire in the child that is not in accordance with his or her will; ii) the child has misunderstood the information; iii) the child has not been able to answer questions; and iv) the child has not been sensitive to context/situation.

There are several limitations of this case study. First, the investigation's qualitative nature is subjective and only involves one child; thus, the results of the research cannot be generalized. Second, the cooperative maxim, besides the four maxims, also needs to be investigated. Although these four maxims are most often associated with the cooperative principle, the maxim of politeness is required and conventionally followed in a successful exchange of conversation; and, in line with the growth of a child's age, children's use of language will continue to develop and experience changes. Therefore, it is still necessary to conduct further studies related to the development of children's age and language acquisition using different theories or with different aspects, as seen from Philip Pettit's social norms.

ACKNOWLEDGEMENTS

The authors thank to scientific publication support and enhancement unit (UPPI), University of Muhammadiyah Prof. DR. HAMKA for providing financial assistance for this study.




REFERENCES

- [1] B. Ambridge, E. Kidd, C. F. Rowland, and A. L. Theakston, "The ubiquity of frequency effects in first language acquisition," *Journal of Child Language*, vol. 42, no. 2, pp. 239–273, Mar. 2015, doi: 10.1017/S030500091400049X.
- [2] F. Reali and M. H. Christiansen, "Processing of relative clauses is made easier by frequency of occurrence," *Journal of Memory and Language*, vol. 57, no. 1, pp. 1–23, Jul. 2007, doi: 10.1016/j.jml.2006.08.014.
- [3] F. S. AlHamadi, "Prediction of child language development: A review of literature in early childhood communication disorders," *Lingua*, vol. 199, pp. 27–35, Nov. 2017, doi: 10.1016/j.lingua.2017.07.007.
- [4] S. Fitriani, "A Child Language Acquisition in Indonesian and English Language: A Longitudinal case study," *Register Journal*, vol. 12, no. 2, pp. 126–156, Nov. 2019, doi: 10.18326/rjt.v12i2.126-156.
- [5] V. Fromkin, R. Rodman, and N. Hyams, *An introduction to language*, 7th ed. USA: Thomson Wadsworth, 2003.
- [6] E. H. Lenneberg, *Biological Foundations of Language*. Washington: Wiley, 1967.
- [7] H. D. Brown, *Principles of Language Learning and Teaching*, 5th ed. New York: Pearson Longman, 2007.
- [8] N. A. Laila, "Cooperative Principles in the 2019 Indonesian Presidential Debate: Grice's Maxim Analysis," *Applied Linguistics Research Journal*, vol. 4, no. 1, pp. 14–22, 2019, doi: 10.14744/alrj.2019.85057.
- [9] A. U. Satria Raharja and A. Rosyidha, "Maxim of Cooperative Principle Violation by Dodit Mulyanto in Stand-up Comedy Indonesia Season 4," *Journal of Pragmatics Research*, vol. 1, no. 1, pp. 62–77, Apr. 2019, doi: 10.18326/jopr.v1i1.62-77.
- [10] E. Zebua, D. Rukmini, and M. Saleh, "The Violation and Flouting of Cooperative Principles in the Ellen Degeneres Talk Show," *Journal of Language and Literature*, vol. 12, no. 1, pp. 103–113, 2017.
- [11] I. E. Retnosari, Kisyani, and B. Yulianto, "The violation of maxims in Indonesian speech of mental retardation child," *Indonesian Journal of English Language Teaching and Applied Linguistics*, vol. 5, no. 1, pp. 133–147, 2020.
- [12] K. Asada *et al.*, "Understanding of the Gricean maxims in children with autism spectrum disorder: Implications for pragmatic language development," *Journal of Neurolinguistics*, vol. 63, p. 101085, Aug. 2022, doi: 10.1016/j.jneuroling.2022.101085.
- [13] R. Pandudinata, S. Sumarlam, and K. Saddhono, "Language Acquisition of Children With Mental Disabilities in Pacitan," *Humanus*, vol. 17, no. 1, pp. 26–36, Mar. 2018, doi: 10.24036/humanus.v17i1.8542.
- [14] M. Yumi, A. Atmazaki, and E. Gani, "Children's sentence performance during the simple construction period: A case study of a 4-year-old child," (in Indonesian), *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, vol. 3, no. 1, pp. 191–198, Feb. 2019, doi: 10.31004/obsesi.v3i1.162.
- [15] M. Paulus and M. Wörle, "Young children protest against the incorrect use of novel words: Toward a normative pragmatic account on language acquisition," *Journal of Experimental Child Psychology*, vol. 180, pp. 113–122, 2019, doi: 10.1016/j.jecp.2018.09.012.
- [16] D. M. Sobel and Z. Finasz, "How Children Learn from Others: An Analysis of Selective Word Learning," *Child Development*, vol. 91, no. 6, pp. e1134–e1161, Nov. 2020, doi: 10.1111/cdev.13415.
- [17] K. Rahardi, "Extralinguistic context landscape in cyber pragmatics," (in Indonesian), *Linguistik Indonesia*, vol. 40, no. 1, pp. 39–48, Feb. 2022, doi: 10.26499/li.v40i1.287.
- [18] N. Purba, Mukramah, M. W. Maulana, and G. Ningsi, "Language Acquisition of Children Age 4-5 Years Old in TK Dhinukum Zholtan Deli Serdang," *Linglit Journal: Scientific Journal of Linguistics and Literature*, vol. 1, no. 1, pp. 19–24, Dec. 2020, doi: 10.33258/linglit.v1i1.347.
- [19] L. Nuraeni, "The acquisition of morphology (verb) in children aged 3, 4 and 5 years (A neuro psycholinguistic study)," (in Indonesian), *STKIP Siliwangi*, vol. 1, no. 1, pp. 13–30, 2015.
- [20] B. S. Hutauruk, "Children First Language Acquisition at Age 1-3 Years Old in Balata," *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, vol. 20, no. 8, pp. 51–57, 2015.
- [21] A. D. Pellegrini, G. H. Brody, and Z. Stoneman, "Children's conversational competence with their parents," *Discourse Process*, vol. 10, no. 1, pp. 93–106, Jan. 1987, doi: 10.1080/01638538709544661.
- [22] D. J. Conti and L. A. Camras, "Children's understanding of conversational principles," *Journal of Experimental Child Psychology*, vol. 38, no. 3, pp. 456–463, Dec. 1984, doi: 10.1016/0022-0965(84)90088-2.
- [23] B. P. Ackeman, "When is a question not answered? The understanding of young children of utterances violating or conforming to the rules of conversational sequencing," *Journal of Experimental Child Psychology*, vol. 31, no. 3, pp. 487–507, Jun. 1981, doi: 10.1016/0022-0965(81)90032-1.
- [24] M. Eskritt, J. Whalen, and K. Lee, "Preschoolers can recognize violations of the Gricean maxims," *British Journal of Developmental Psychology*, vol. 26, no. 3, pp. 435–443, Sep. 2008, doi: 10.1348/026151007X253260.
- [25] E. Skarakis-Doyle, K. Izaryk, W. Campbell, and A. Terry, "Preschoolers' Sensitivity to the Maxims of the Cooperative Principle: Scaffolds and Developmental Trends," *Discourse Processes*, vol. 51, no. 4, pp. 333–356, May 2014, doi: 10.1080/0163853X.2013.867196.
- [26] R. L. Gillis and E. S. Nilsen, "Children's use of information quality to establish speaker preferences," *Developmental Psychology*, vol. 49, no. 3, pp. 480–490, 2013, doi: 10.1037/a0029479.
- [27] M. D. Vazquez, S. S. Delisle, and M. M. Saylor, "Four- and six-year-olds use pragmatic competence to guide word learning," *Journal of Child Language*, vol. 40, no. 2, pp. 291–306, Mar. 2013, doi: 10.1017/S0305000911000420.
- [28] M. Okanda, K. Asada, Y. Moriguchi, and S. Itakura, "Understanding violations of Gricean maxims in preschoolers and adults," *Frontiers in Psychology*, vol. 6, 2015, doi: 10.3389/fpsyg.2015.00901.
- [29] H. P. Grice, "Logic and Conversation," in *Syntax and Semantics: Speech Acts*, 3rd ed. Leiden, Netherlands: BRILL, 1975, pp. 41–58, doi: 10.1163/9789004368811_003.
- [30] N. Chomsky, "Conditions on transformations," in *A Festschrift for Morris Halle*, New York: Holt, Rinehart, & Winston, 1973, pp. 232–286.
- [31] S. Dardjowidjojo, *Introduction to understanding human language*. Jakarta: Yayasan Pustaka Obor Indonesia (in Indonesian), 2003.
- [32] M. Siddiq, "Speech acts and pragmatic acquisition in early childhood," (in Indonesian), *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, vol. 2, no. 2, pp. 268–290, Apr. 2019, doi: 10.24176/kredo.v2i2.2868.
- [33] A. E. Hernandez, J. P. Bodet, K. Gehm, and S. Shen, "What does a critical period for second language acquisition mean?: Reflections on Hartshorne *et al.* (2018)," *Cognition*, vol. 206, p. 104478, Jan. 2021, doi: 10.1016/j.cognition.2020.104478.




- [34] I. D. P. Wijana and M. Rohmadi, *Pragmatic discourse analysis: Theoretical and analytical studies*, 3rd ed. Surakarta: Yuma Pustaka (in Indonesian), 2009.
- [35] W. Tarmini and I. Safii, "Language politeness of the UHAMKA academic community: a socio-pragmatic study," (in Indonesian), *Imajeri: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, vol. 1, no. 1, pp. 77–91, 2018, doi: 10.22236/imajeri.v1i1.5060.
- [36] M. H. Stotts, "Conversational maxims as social norms," *Inquiry*, pp. 1–23, Feb. 2022, doi: 10.1080/0020174X.2021.2020158.
- [37] S. Frisson and G. L. Murphy, "Maxim of quantity and presupposition in understanding object labels," *Language, Cognition and Neuroscience*, vol. 35, no. 2, pp. 246–255, Feb. 2020, doi: 10.1080/23273798.2019.1650193.
- [38] J. N. R. P. Amianna and A. Putranti, "Humorous Situations Created by Violations and Floutings of Conversational Maxims in a Situation Comedy Entitled How I Met Your Mother," *Journal of Language and Literature*, vol. 17, no. 1, pp. 97–107, Apr. 2017, doi: 10.24071/joll.v17i1.598.
- [39] N. K. Denzin and Y. S. Lincoln, *The SAGE Handbook of Qualitative Research*, 5th ed. Texas: SAGE Publications, Inc., 2011.
- [40] L. Surian, "Are Children with Autism Deaf to Gricean Maxims?" *Cognitive Neuropsychiatry*, vol. 1, no. 1, pp. 55–72, Feb. 1996, doi: 10.1080/135468096396703.
- [41] O. A. Nugraha, "Language acquisition for 4 years old, children semantic study of child speech deviation," (in Indonesian), *Kajian Linguistik dan Sastra*, vol. 2, no. 2, pp. 104–110, Aug. 2018, doi: 10.23917/kl.v2i2.6733.
- [42] N. Ryder and E. Leinonen, "Use of context in question answering by 3-, 4- and 5-year old children," *Journal of Psycholinguistic Research*, vol. 32, no. 4, pp. 397–415, 2003, doi: 10.1023/A:1024847529077.
- [43] K. Nelson, D. Plesa, and S. Henseler, "Children's Theory of Mind: An Experiential Interpretation," *Human Development*, vol. 41, no. 1, pp. 7–29, 1998, doi: 10.1159/000022565.
- [44] S. Mushi, "Acquisition of Multiple Languages Among Children of Immigrant Families: Parents' Role in the Home-School Language Pendulum," *Early Child Development and Care*, vol. 172, no. 5, pp. 517–530, Oct. 2002, doi: 10.1080/03004430214546.

BIOGRAPHIES OF AUTHORS






Wini Tarmini    is an Associate Professor and Teacher Educator at the University of Muhammadiyah Prof. DR. HAMKA Jakarta Indonesia. She finished her undergraduate degree from Padjadjaran University, postgraduate degree from Gadjah Mada University and doctorate degree from Padjadjaran University in all the field of linguistics. Now she serves as the Head of the Indonesian Language Education Study Program at the Graduate School of UHAMKA. She has teaching and research experiences in the field of applied linguistics. She can be contacted via email winitarmini@uhamka.ac.id.






Nani Solihati    is a professor in the field of Indonesian Language Education and the head of Indonesian language Education of Doctorate Study Program in University of Muhammadiyah Prof. DR. HAMKA. She completed her undergraduate from Universitas Pendidikan Indonesia (UPI) majoring Indonesian education. She had a graduate degree and doctorate degree from Jakarta State University (UNJ) majoring Indonesian Language and Literature Education. She has published a number of modules, books, and journal articles both in national and international journals. She can be emailed to nani_solihati@uhamka.ac.id.



Somariah Fitriani    is a Senior Lecturer in Postgraduate School at University of Muhammadiyah Prof. DR. HAMKA, who has a doctorate degree in educational management. Her research interests include school governance, education for street children, child friendly school, facility and classroom management, vocational high school, collaborative learning in higher education and leadership in educational management and English education. She can be made contact via email somariah@uhamka.ac.id.



Nini Ibrahim    is an Associate Professor in the Faculty of Teacher Training and Education, University of Muhammadiyah Prof. DR. HAMKA. She completed her undergraduate from Jakarta Institute of Teacher Training and Education (IKIP Jakarta), post graduate and doctorate degree from Jakarta State University (UNJ) in Indonesian Language and Literature education. She actively conducts the research and does community service. She also has published a number of modules, books, articles in national and international journals. She can be contacted via email nini_ibrahim@uhamka.ac.id.

The violation of the cooperative maxim in early childhood: A pragmatic case study (Wini Tarmini)

Wini Tarmini_The violation of the cooperative maxim in early childhood: A pragmatic case study

ORIGINALITY REPORT

17%

SIMILARITY INDEX

17%

INTERNET SOURCES

8%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1 discovery.researcher.life 4%
Internet Source

2 www.tandfonline.com 3%
Internet Source

3 ojs.unm.ac.id 1%
Internet Source

4 jurnal-umbuton.ac.id 1%
Internet Source

5 ejournal.stkipbudidaya.ac.id 1%
Internet Source

6 jurnalvivid.fib.unand.ac.id 1%
Internet Source

7 repository.uhamka.ac.id 1%
Internet Source

8 Submitted to Universitas Islam Negeri
Antasari Banjarmasin 1%
Student Paper

journalregister.iainsalatiga.ac.id

9

Internet Source

1 %

10

Wini Tarmini, Imam Safi'i, Tati Nurhikmah.
"Tourism Practitioner's Language Politeness
Model in Kota Tua Jakarta", European Journal
of Language and Culture Studies, 2023

Publication

<1 %

11

journal.ugm.ac.id

Internet Source

<1 %

12

Sintha Wahjusaputri, Tashia Indah Nastiti.
"Digital literacy competency indicator for
Indonesian high vocational education needs",
Journal of Education and Learning (EduLearn),
2022

Publication

<1 %

13

doi.org

Internet Source

<1 %

14

ejournal.iainpalopo.ac.id

Internet Source

<1 %

15

journals.ums.ac.id

Internet Source

<1 %

16

ejournal.unida.gontor.ac.id

Internet Source

<1 %

Exclude quotes Off

Exclude bibliography On

Exclude matches < 17 words