

**NOVICE BIPA TEACHING PRACTITIONERS' PERCEPTIONS OF VIOLATIONS
OF THE COOPERATIVE PRINCIPLE IN VIRTUAL CLASSROOM INTERACTION
A QUALITATIVE CASE STUDY**

Herliana Dewi¹, Yustika Nur Fajriah², Setia Muljanto³

Institut Pendidikan Indonesia Garut

herlianadewi04@gmail.com¹

yustikanurfajriah@institutpendidikan.ac.id²

setiamuljanto@institutpendidikan.ac.id³

ABSTRACT

This research investigates the perceptions of beginner BIPA (Bahasa Indonesia for Foreign Speakers) teaching practitioners regarding violations of the Cooperative Principle in online classroom interactions. Although earlier research has mainly concentrated on pinpointing and categorizing maxim breaches in classroom discussions, there has been little emphasis on how new practitioners view and react to these communication challenges in BIPA settings. This qualitative case study focused on two beginner BIPA teaching practitioners who had finished virtual teaching practice sessions. Data were gathered via semi-structured interviews and examined employing thematic analysis. The results indicated that participants viewed successful classroom communication as a collective duty of both educators and students. Breach of conversational norms were typically seen as inherent aspects of novice language acquisition instead of deliberate lack of collaboration. Participants identified communication challenges primarily due to learners' restricted vocabulary, inadequate language skills, low self-confidence, and partial comprehension of the instructional material. To tackle these issues, professionals used clarification, repetition, simplified descriptions, contextual illustrations, visual aids, and corrective feedback. The research emphasizes the significance of educators' views in fostering communication and student growth in online BIPA classrooms.

Keywords: Cooperative Principle, BIPA in Classroom, Novice Teaching Practitioner.

ABSTRACT

Penelitian ini menyelidiki persepsi praktisi pengajaran BIPA (Bahasa Indonesia untuk Penutur Asing) pemula mengenai pelanggaran Prinsip Kerja Sama dalam interaksi kelas daring. Meskipun penelitian sebelumnya sebagian besar berfokus pada

penentuan dan pengkategorian pelanggaran prinsip dalam diskusi kelas, hanya sedikit penekanan pada bagaimana praktisi baru memandang dan bereaksi terhadap tantangan komunikasi ini dalam pengaturan BIPA. Studi kasus kualitatif ini berfokus pada dua praktisi pengajaran BIPA pemula yang telah menyelesaikan sesi praktik mengajar virtual. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik. Hasil menunjukkan bahwa peserta memandang komunikasi kelas yang sukses sebagai tugas bersama pendidik dan siswa. Pelanggaran norma percakapan biasanya dilihat sebagai aspek inheren dari pemerolehan bahasa pemula, bukan kurangnya kolaborasi yang disengaja. Peserta mengidentifikasi tantangan komunikasi terutama karena kosakata siswa yang terbatas, keterampilan bahasa yang tidak memadai, kepercayaan diri yang rendah, dan pemahaman parsial terhadap materi pembelajaran. Untuk mengatasi masalah ini, para profesional menggunakan klarifikasi, pengulangan, deskripsi yang disederhanakan, ilustrasi kontekstual, alat bantu visual, dan umpan balik korektif. Penelitian ini menekankan pentingnya pandangan pendidik dalam mendorong komunikasi dan pertumbuhan siswa di kelas BIPA daring.

Kata Kunci: Prinsip Kerja Sama, BIPA di Kelas, Praktisi Pengajaran Pemula.

A. Introduction

Communication when learning a second language is a process that requires not only mastery of structure and grammar but also the ability to recognize and understand meaning based on context. This process is related to pragmatic competence, the ability to adapt to interactions within social and cultural contexts. Learners at varying levels of proficiency employ a variety of communication strategies, from reduction strategies to attainment and interaction strategies, that support the negotiation of meaning and shared understanding. Furthermore, cultural background and native language also influence how people learn to use

language in intercultural communication. (Su, 2025) notes, communication strategies play a crucial role in supporting the negotiation of meaning and helping learners overcome barriers to second language use. In this context, meaning in communication is determined not only by the form of language used, but also by the context of the situation in which communication occurs. George Yule describes pragmatics as the analysis of the meaning conveyed by the speaker and interpreted by the listener, so understanding context is key to effective language use (Yule, 1996).

In the context of classroom learning, classroom discourse functions

as pragmatic competence realized through interactions between teachers and students. This classroom discourse typically involves interaction between teachers and students in an exchange of information, where students actively express ideas and interpret meaning in context during the learning process. As emphasized by (Grifenhagen and Barnes, 2022), classroom discourse plays a crucial role in applying understanding and language development to context, resulting in meaningful utterances. Despite classroom discourse plays a crucial role, the problem arises when students often struggle to convey their meaning clearly. This difficulty arises because a lack of pragmatic awareness leads to misunderstandings during the learning process.

To better understand how communication can be considered effective, the cooperative principle, proposed by Paul Grice (1975), emphasizes that communication requires collaboration between the speaker and the interlocutor for successful communication. Grice also emphasized that during the communication process, contributions must be made in accordance with

established rules to achieve the communication goals. This principle consists of four maxims, namely the maxim of quantity which requires that the information conveyed be sufficient, the maxim of quality demands the truth and reliability of the information, the maxim of relation emphasizes that the topic discussed must be relevant, and the last maxim, the maxim of manner in communication, demands clarity and can avoid ambiguity in communication and must be systematic in conveying messages. These four maxims serve as a reference for maintaining effectiveness in communication and achieving mutual understanding in interactions, quoted (Huang et al., 2024).

Essentially, in classroom interactions, students often fail to adhere to the cooperative principle. Violations often occur during the learning process when students fail to provide information or provide inappropriate answers, or provide too little or too much information. This often leads to misinterpretation of information or meaning, leading to mutual confusion. As explained by (Trisna Dewi et al, 2024) in their research, maxim violations involve ignoring one

or more of the four maxims of the cooperative principle. In this case, learners experience deviations in communication during class, the difficulty lies in the difficulty of matching expressions or meanings contextually. As a result, this violation causes misunderstandings and ineffective communication, especially in second language learning where linguistic and pragmatic skills still need attention.

In the realm of Indonesian for Foreign Speakers (BIPA), communication in the classroom is crucial due to the varied linguistic and cultural backgrounds of the students. BIPA education focuses on grammatical skills and vocabulary development, as well as the capacity to utilize Indonesian appropriately in real communication situations (Bakri et al., 2025). Moreover, pragmatic competence is crucial in second language interactions as learners must understand contextual meanings and ensure effective communication in classroom settings. Chen and Brown (2025) described that second language learners acquire pragmatic comprehension by negotiating contextual meanings during their interactions. Moreover, Setyaningsih et

al. (2020) highlighted that incorporating pragmatic contexts into BIPA teaching enhances learners' ability to communicate effectively in real social situations. Consequently, pragmatic awareness is a crucial skill for both learners and beginner BIPA teaching professionals. Pragmatic awareness denotes the capacity to grasp the connection between language application, situational contexts, and intended meanings in communication (Yule, 2020). It is crucial for beginner BIPA teaching practitioners to recognize breaches of the cooperative principle in classroom interactions, as this helps them react appropriately, enhance learners' comprehension, and ensure effective communication in the classroom.

The majority of current research on maxim breaches in educational contexts has focused on pinpointing the categories and occurrences of violations in classroom interactions (Waloyo et al., 2023); Trisna Dewi et al., 2024); Agnes et al., 2022). Although these studies are important, they typically take an outsider-analyst viewpoint and give little consideration to how educators view and understand breaches of conversational maxims in

classroom interactions. Teachers' views on pragmatic violations signify a vital but insufficiently examined aspect of classroom interaction and pragmatic mindfulness (Bardovi-Harlig & Dörnyei, 1998; Yang, 2022).

This research void is important for two reasons. Initially, teachers' views on breaches of the Cooperative Principle might indicate their grasp of cooperative communication standards and their competence in handling pragmatic difficulties during classroom exchanges (Lai, 2025; Khorsheed et al., 2022). Secondly, grasping these perceptions can shed light on how beginner BIPA teaching practitioners address communication failures and sustain productive classroom interaction (Martínez-Flor et al., 2023). While earlier research has highlighted the significance of incorporating pragmatic contexts into BIPA education (Setyaningsih & Rahardi, 2020), few studies directly examine novice BIPA instructors' views on breaches of conversational maxims in virtual class interactions. Most current research primarily emphasizes detecting maxim breaches in classroom discussions rather than exploring teachers' perceptions and understandings of

pragmatic difficulties that arise during interactions. This study investigates the views of novice BIPA teaching practitioners on breaches of the Cooperative Principle during online BIPA classroom interactions.

While earlier research has investigated maxim violations and pragmatic awareness in educational settings, the majority of studies mainly concentrated on recognizing types of maxim violations in classroom conversation instead of examining teachers' views on these pragmatic difficulties during interactions. Moreover, studies addressing pragmatic awareness in BIPA settings are still scarce, especially those focused on novice BIPA educators. Current research has largely overlooked how inexperienced practitioners view students' breaches of the Cooperative Principle and handle communication issues in virtual classroom interactions. Thus, additional research is required to comprehend how beginner BIPA teaching practitioners perceive and address pragmatic challenges that arise in classroom communication.

The study is guided by the research question: How do

inexperienced BIPA teaching practitioners view breaches of the Cooperative Principle that happen during virtual classroom interactions? To tackle this question, the research utilizes a qualitative case study approach, incorporating semi-structured interviews with two inexperienced BIPA teaching practitioners as subjects. The research utilizes Grice's (1975) Cooperative Principle as the main theoretical framework to grasp how violations of conversational maxims are interpreted in classroom interactions. This study enhances the ongoing conversation about pragmatics, teacher awareness, and BIPA pedagogy by concentrating on teachers' perceptions instead of solely pinpointing maxim violations in classroom discourse. Additionally, the results are anticipated to offer perspectives on how beginner BIPA practitioners perceive and handle pragmatic difficulties when interacting with foreign students.

B. Method

This research utilized a qualitative case study method to investigate novice BIPA teaching practitioners' views on violations of Grice's Cooperative Principle during

online classroom interactions. A qualitative approach was chosen as the study aimed at understanding participants' experiences, interpretations, and viewpoints related to communication challenges present in classroom interactions. Creswell and Poth (2018) contend that qualitative research is especially apt to explore how people create meaning from their experiences in particular social settings. The research utilized a case study approach as it allows for a thorough exploration of a modern phenomenon in its actual context (Yin, 2018). The case was situated within a virtual BIPA classroom setting, emphasizing how new teaching professionals understood and dealt with communication challenges that emerged while interacting with international students.

The research took place in a virtual Indonesian classroom for Foreign Speakers (BIPA) with novice-level students. The study involved two beginner BIPA teaching practitioners. They were chosen using purposive sampling since they had recently finished a university-affiliated BIPA teaching practicum in an online setting. Each participant had carried out three

teaching sessions, indicating their position as beginner practitioners with limited teaching experience. In this research, novice BIPA teaching practitioners denote university students or early-career teachers who are in the process of enhancing their teaching and communication skills for instructing foreign learners in the Indonesian language. Creswell and Poth (2018) state that small sample sizes are suitable for qualitative research when the goal is to gather comprehensive and in-depth narratives of participants' experiences.

Data were gathered via semi-structured interviews held after the participants finished their teaching practicum. Semi-structured interviews were selected for their ability to offer participants the freedom to express their experiences while enabling the researcher to tackle topics relevant to the research aims (Creswell & Poth, 2018). The interviews investigated participants' views on communication challenges, their understanding of students' breaches of conversational rules, and the techniques they used to sustain productive classroom dialogue.

C. Finding and Discussion

All interviews took place in Indonesian, were audio-recorded with the participants' approval, and then transcribed for analysis.

The data from the interviews were examined through thematic analysis based on Braun and Clarke's (2006) six-step framework: becoming acquainted with the data, creating initial codes, identifying themes, evaluating themes, clarifying and labeling themes, and compiling the final report. Grice's (1975) Cooperative Principle provided the theoretical framework for understanding participants' views on communication challenges and breaches in conversation. Instead of classifying utterances based on particular maxims, the analysis aimed at recognizing common patterns in how participants interpreted, articulated, and reacted to communication failures in virtual BIPA classrooms. To improve the credibility of the results, member checking was performed by presenting crucial interpretations to participants for validation, while thick description was utilized to offer in-depth portrayals of participants' experiences and viewpoints (Lincoln & Guba, 1985).

Efficient Classroom Interaction
as a Collective Obligation The interview

results indicated that both beginner BIPA teaching practitioners viewed successful classroom communication as a collaborative process between teachers and students. Participants stressed that effective communication needs not only clear explanations from instructors but also active involvement from students.

NP1 clarified:

"Komunikasi berjalan efektif itu ketika guru atau si pengajar bisa memberikan atau menyampaikan materi pembelajaran dengan jelas dan bahasanya mudah dipahami, kayak kata-katanya tu yang ringan, to the point, ga bertele-tele."

In a similar manner, NP2 emphasized the significance of reciprocal communication:

"Efektif di kelas itu ketika komunikasinya terjadi dalam dua arah, karena gurunya tidak hanya menjelaskan saja, tapi memberikan peluang kepada siswanya saling sharing."

These replies suggest that both educators saw communication in the classroom as a collective obligation of teachers and students. Effective

interaction was viewed not solely as the teacher's duty but as a joint effort that necessitated active involvement from both participants.

This discovery illustrates the main concept of Grice's (1975) Cooperative Principle, indicating that successful communication occurs when individuals contribute suitably to a common communicative goal. While the participants did not directly mention Grice's theory, their grasp of effective communication aligns with the idea of cooperation that underpins conversational exchanges. This result aligns with Huang et al. (2024), who discovered that effective classroom dialogue relies on mutual engagement between teachers and students. In the same vein, Waloyo et al. (2023) contended that collaborative interaction fosters opportunities for significant communication and enhances language growth in learning environments.

Communication Violations as Innate Aspects of Novice BIPA Learning

Both participants viewed violations of the Cooperative Principle as frequent and anticipated events in beginner-level BIPA classrooms.

Circumstances like silence, short replies, unrelated answers, and vague statements were considered typical elements of the language acquisition process instead of deliberate communication breakdowns.

NP1 mentioned:

"Kalo menurut aku ya pelanggaran komunikasi waktu kelas BIPA itu wajar sih, karena kan siswa BIPA masih beginner, jadi mereka masih dalam tahap belajar bahasa jadi levelnya pemula, jadi wajar jika ada pelanggaran dalam komunikasi."

Reciprocally, NP2 commented:

"Menurut saya tidak, karena kesalahan itu bagian dari belajar, apalagi kan siswa saya pemula. Wajar jika ada salah, namanya juga belajar."

These statements imply that beginner practitioners typically took a forgiving stance regarding communication challenges. Instead of viewing violations as problematic actions, they saw them as a normal result of students' evolving language skills.

This discovery contrasts with conventional views of maxim violations

as shortcomings in adhering to cooperative principles (Grice, 1975). Within the framework of BIPA learning, participants viewed these violations from a pedagogical perspective, acknowledging that learners are in the process of enhancing their linguistic and communicative abilities. This view corresponds with Khorsheed et al. (2022), who discovered that communication discrepancies in second-language environments are usually understood within the larger framework of language acquisition instead of being seen as intentional non-cooperation. In a similar vein, Yasseen and Hussein (2024) noted that language instructors often exhibit pragmatic tolerance when communication challenges stem from students' restricted proficiency.

3. Communication Errors as Signs of Students' Language Challenges

The results also indicated that both practitioners mainly blamed communication errors on students' restricted vocabulary, inadequate language skills, and low self-esteem. Communication challenges were not considered deliberate actions but rather as manifestations of learners'

continuous attempts to express themselves in a second language.

NP1 clarified:

"Penyebabnya ketika siswa tidak menangkap materi jadi si siswanya kayak kesulitan mengatakan, dia mau jawab cuman kesulitannya soalnya kan belum memahami kosakata, terus ragu-ragu gitu."

In the same way, NP2 stated:

"Sering menurut saya, gara-gara siswanya kurang paham juga."

The two participants felt that students typically desired to engage in classroom discussions but often did not have the language skills needed to communicate effectively.

Both practitioners found that communication violations served as valuable insights into learners' comprehension and advancement. NP1 observed:

"Kalau misalkan jawaban siswanya kurang tepat, menurut aku tetap membantu proses belajar karena dari jawaban itu juga bisa mengetahui tingkat pemahaman dan kesulitan siswa."

NP2 shared a comparable perspective:

"Jelas membantu karena kita tahu di mana kesalahannya, jawabannya sampai mana relevan atau tidak, materinya paham atau tidak."

These results indicate that communication breaches were seen not just as obstacles but also as important indicators of students' needs and learning progress.

This result reinforces earlier research indicating that communication issues in second-language classrooms are frequently linked to inadequate linguistic resources. Trisna Dewi et al. (2024) discovered that violations of maxims often occur as learners find it challenging to construct answers in the target language. Similarly, Putri et al. (2023) noted that restrictions in vocabulary frequently lead to communication challenges for BIPA students. The results also reinforce Muzakki's (2022) assertion that communication issues in BIPA settings often stem from linguistic and pragmatic disparities encountered by international students.

4. Educators as Enablers of Communication Correction

During communication challenges, both participants noted using different strategies to assist learners in comprehending and engaging more effectively. These strategies include repetition, clarification, simplified descriptions, illustrations, visual aids, and corrective input.

NP1 provided an explanation:

"Mencoba menjelaskan dengan bahasa yang lebih sederhana lagi, jadi kadang ada dua atau tiga kali penjelasan ulang supaya siswanya benar-benar paham sama apa yang kita jelaskan."

She additionally highlighted the importance of contextual examples and visual tools:

"Meskipun mereka ga terlalu paham tapi mereka bisa memahami sedikit melalui gambar atau contoh yang diberikan."

In the same way, NP2 mentioned utilizing clarification and step-by-step correction:

"Saya minta siswanya jawab ulang, kalau beberapa kali salah, langsung koreksi tapi secara perlahan sambil dijelaskan lagi."

These replies suggest that both practitioners see their role as enabling communication instead of just assessing learner performance. Their main focus was assisting students in grasping concepts and maintaining engagement in class discussions.

This result aligns with Ishihara and Cohen (2022), who highlight the significance of teacher assistance in helping language learners to navigate communication challenges. Similarly, Martínez-Flor et al. (2023) contend that educators are essential in supporting students' pragmatic growth by assisting them with communicative difficulties. The results also indicate that new practitioners gain awareness of learners' communication challenges via teaching experience, reinforcing the idea that pragmatic awareness can arise from reflective classroom practices (Glaser, 2023; Myrset & McConachy, 2023).

D. Conclusion

This research explored the views of novice BIPA teaching practitioners regarding breaches of the Cooperative Principle in virtual classroom interactions. The results suggest that the participants viewed

effective communication in the classroom as a collaborative effort between teachers and students. In beginner-level BIPA learning, breaches of conversational norms were typically seen as normal events rather than deliberate failures to engage. Participants identified communication challenges mainly due to students' restricted vocabulary, inadequate language skills, low self-assurance, and partial comprehension of teaching materials.

The results additionally indicated that inexperienced practitioners often addressed communication challenges by employing supportive teaching techniques, including clarification, repetition, simplified discussions, contextual illustrations, visual resources, and corrective feedback. These approaches were utilized to sustain classroom engagement and help students address linguistic and pragmatic difficulties. In general, the research indicates that beginner BIPA teaching practitioners view breaches of the Cooperative Principle as elements of the language learning journey and as opportunities to recognize learners' requirements and aid their communicative progression.

In light of these findings, it is suggested that BIPA teacher education programs focus more on pragmatic awareness and communication management during classroom interactions. Training focused on the Cooperative Principle and strategies for improving communication could help novice practitioners in addressing communication challenges more efficiently in multilingual educational settings. Future studies could incorporate a greater number of participants, involve seasoned BIPA instructors for comparison, and combine interview data with classroom observations to achieve a more thorough understanding of how views on violations of the Cooperative Principle affect teaching practices and classroom dynamics.

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