

## **An Analysis the Speech of Students' Fights at School: a Forensic Linguistic Study at SMA Negeri 2 Batang Anai**

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### **Abstract**

This study describes linguistic phenomena of conversation from the students fight at school, this research is linguistic forensics. This purpose is to identify student utterances which caused fighting and to identify the legal implications that arise as a result of student fight using forensic linguistic study. This study uses a descriptive qualitative approach. Data collection techniques are the recording and interviewing by Counselling teacher. The results of this study indicate that students who fight at school frequently cover up their mistakes by providing convoluted information when the teacher or counselling teacher investigated the causes of students fighting. The counselling teacher's questions sometime seem to corner, accuse, threaten, and offend make students feel uncomfortable and result in students being dishonest. This can be seen from the answers given by the students to Counselling teacher. During the interrogation process, the counselling teacher should analyse the conversation between teacher and students to analyse the conversation. Then, how to analyse the conversation, the counselling teacher will use Grice's cooperative principle. In addition, the Counselling teacher need to pay attention to the language patterns used when interrogating the students so that the students can provide information about committed without pressure and violence.

**Keywords:** forensic, students 'fight, Grice Cooperative principle

### **INTRODUCTION**

The importance of education in schools makes all components in schools realize the importance of school rules which teach students to obey the rules in school, the rules such as discipline. It is very useful for teaching discipline to students. But the reality is that it is not easy to teach discipline. There are still many violations happened at school. One of the violence occurs at school is students' fighting to other students. The fighting always happened because of the utterances used by the students. In other word, they are arguing because of miscommunication. Sometimes the violence happened from the communication among the students when they use a language to speak.

To communicate the thoughts or considerations, of course we need language. Because Language is related to speech. Without language, the discourse can't be conveyed to the audience members. A person's language is a system of communication made up of sounds, words, and grammar (Mirsa Umiya: 2020).

The importance of education in schools makes all components in schools realize the importance of school rules which teach students to obey the rules in school.

Student fights are a form of juvenile delinquency that often occurs in schools. One of the causes of these student fights usually occurs starting from the utterances of the students themselves which make them fight. Sometimes they post on social media that satirize each other. The causes of this are also because there are other parties who provoke it, so that fights cannot be avoided. This has an impact on the character of the student's attitude.

So that the counselling teacher will take action by interrogating everything that causes the violation to occur, especially in students' violations using forensic linguistics. Sometimes Counselling Teacher questions that seem to corner, accuse, threaten, and offend make students feel uncomfortable and result in students being dishonest so they like to tend to cover up their mistakes by providing convoluted information.

This study uses a pragmatic approach to describe all data used in this study. The theory used in this study is the Grice cooperation principle.

From this Grice's approach will describe a branch of linguistics to examine the relationship between language and context. When implementing the cooperative principle each students who fighting must comply with the conventional maxim, namely, maxim of quantity, maxim of quality, maxim of relevance and the last maxim of manner (Nugroho, 2018). The four maxims are used to collect the data about the types and ways of acts of teenagers who fighting wit their friends at school.

### **LITERATURE REVIEW Pragmatics**

Learn the meaning of a word or language in the context of the situation in which it is used—a practice called pragmatics. The study of intent is known as pragmatics. Learn the meaning of a word or language by considering its context and the situation in which it is used. Pragmatics is the study of the speaker's intent.

According to Djajasudarma (2012:48), pragmatics encompasses the investigation of interactions between listener/reader basic knowledge and linguistic knowledge. Yule (2014:3 -4) also makes reference to four meanings of pragmatics, specifically (1) the investigation of speaker aims; (2) research into the meaning of context; (3) research into how to convey more than can be said; and (4) the study of distance-related expressions. Based on the definition above it is possible to draw the conclusion that pragmatics is a connection between speech and context. In addition, Pragmatics is the study of external meaning, which means that when speech partners and speakers communicate with one another, a process of mutual understanding of meaning in the utterance conveyed by speech participants occurs.

Furthermore, it also can be concluded that the speech act is theory that tries to examine the meaning of language which is based on the relationship between speech and actions performed by speakers and speech partner includes the language act whole, which concerns the participants inside conversation, the form of delivery of the mandate, topic, and the context of the mandate

Speech events and speech acts are two symptoms of language that are part of the same process—the communication process. The study of pragmatics explains that speech situation is a very calculated utterance. In point of fact, the only way to determine the speech's meaning is through circumstances that support it. The conversation between counselling teacher and students related to the pragmatics studies about the meaning of the conversation used by the students to answer the counselling teacher.

## **Forensic Study**

Forensic linguistics is a part of applied linguistics involving the relationship between language and law.

Forensic linguistics is a brand of linguistics known as forensic linguistics investigates, examines, or analyzes the language used in the legal profession. In this instance, the language that is used as evidence to present to police, attorneys, or judges is concerned with issues that arise in legal proceedings, such as disputes or crimes.

The context in which the text appears must also be taken into consideration when studying forensic texts. The linguistic, physical, or mental environment that the user refers to is an example of context, which is related to all situations and things that are outside the text and influence the use of language. A social media post about insulting a person or organization serves as an illustration. The post includes writing, audio, and a visual component

According to Olsson (2008), forensic linguistics is the study of the connection between language and matters pertaining to law enforcement, issues, legislation, disputes, or legal procedures that have the potential to involve a violation of the law or the requirement to seek legal relief. In this case the research took research at school, how the counselling teacher connect the language used by the students to answer the questions from the teacher. According to Udina (2017), linguists, legal experts, and educators are currently paying attention to the interdisciplinary fields of language and law. Language plays a significant role in the process of law enforcement.

Forensic linguistics well known as forensic stylistics is a branch of linguistics that focuses on applying linguistic analysis to a wide range of legal and criminal issues, including trial, investigation, rehabilitation, and punishment. Using the scientific methods of linguistics, forensic linguistics reviews and analyses spoken and written materials as a field. Identifying the speakers of oral material, such as taped conversations, and determining who

wrote a written document are two issues that fall under this subfield of linguistics. In addition, forensic linguistics measures and determines the meaning and content of spoken and written material.

Forensics linguistics also study the context in which the text appears must also be taken into consideration when studying forensic texts. The linguistic, physical, or mental environment that the user refers to is an example of context, which is related to all situations and things that are outside the text and influence the use of language. A social media post about insulting a person or organization serves as an illustration. The post includes writing, audio, and a visual component

There are several efforts taken by teachers especially Counselling teacher in overcoming a violation. School order, namely with cooperation between counselling guidance teachers and teachers subject or homeroom teacher by giving advice or advice about the picture that the behaviour of violating the student may damage the future of a student or teach students moral-related material and provide facilities sports and skill or art tools so that students focus more on activities extracurricular activities at school so that the student increases his time for more important things than doing things that are less useful It's outside the school.

The analysis of linguistic samples for the purposes of law enforcement is the fundamental tenet of forensic linguistics. It used Micro or macro linguistics to study forensic linguistics' methods and techniques. To describe the data in this study, a pragmatic approach, which is part of macro linguistics, is used as a method and technique. A subfield of linguistics known as pragmatics studies the connection between language and its context. The Grice cooperation principle is the theoretical framework utilized in this study.

### **Grice's Cooperative Principle**

Grice's Cooperative Principle: Getting The Meaning Across (2000:26) stated:

*"The CP is principally concerned with the distinction between 'saying' and 'meaning', trying to answer the question 'how do speakers know how to generate implicit meanings and how can they assume that their addressees will reliably understand their intended meaning'".*

According to Grice;

Each speaker must adhere to the four conventional maxims—quantity (maximum of quantity), quality (maximum of quality), relevance (maximum of relevance), and implementation (maximum of quality)—in order to put the cooperative principle into action. manner) (2018 Nugroho). Data about the students answers when the counselling teacher interrogative the students and their methods are parsed using the four maxims. The Implications of Interrogation Conversations of students fight.

There four maxims used to interrogative the students' utterances. When we write or talk, of course we generally have a purpose to convey information, and the better we are at conveying information, the more likely people are to understand and accept what you have to say. But we often do the mistake in doing conversation. Sometime the mistake is not to much but sometime we do serious misunderstanding.

So, there are some simple principles as "Grice's maxims of conversation". We can use the Grice's principle to help us to avoid some serious mistakes in communication. Here the maxim of Grice used;

### ***Maxim of Quantity***

As stated by Grice "Make your contribution as informative as is required" (Grice, 2004:45), it means that provide your information as needed.; "Do not make your contribution more informative than is required" (Grice, 2004:45), it means that "Don't give more information than is necessary. The speaker is not required to provide more information than is necessary in this instance. The speaker simply says what needs to be said without changing or adding the necessary information.

The maxim of quality suggests that speech participants in interacting do not provide information that is believed to be false (lie) and does not provide information that is not supported by sufficient evidence. This can be seen in conversations between the students and the counselling Teacher (Harist Satria: 2022)

### ***Maxim of quality***

"Do not say what you believe to be false" (Grice, 1975:46), This maxim of quality based on Grice's statement mean that do not say something if it is not true or with other word; "Do not say that for which you lack adequate evidence" (Grice, 1975:46). So the conclusion do not say liar or say something based on reality or fact.

The maxim of quality is the speech participants that do not provide information that is believed to be false (lie) and does not provide information that is not supported by sufficient evidence .( Harist Satria: 2022) .

This can be seen in conversations between the counselling teacher with the teenagers who violate the school regulation.

### ***Maxim of Relevance***

This maxim of Relevance is what should be answered relevant which means please be relevant. This means it is expected that a speaker should make a good contribution. appropriate or related to the topic discussed in his conversation

The maxim of relevance suggests that the speech participants provide information that is relevant to the topic of conversation. In its realization, the speech participants in an interaction obey the maxim of the relationship by conveying utterances that contain information that is relevant to the flow of interaction being followed. ( Harist Satria: 2022)

A cooperative speaker should believe to convey any information that is relevant to the context of the utterance, as this violates the maxim of relation (or relevance). It means that when the counselling teacher when giving question to the students who fighting should be relevance. Do not say convoluted.

The counselling teacher should pay attention when the students' speech are convoluted, the counselling teacher will be wised that the students are not speaking honestly. Because their answers are not relevance with the counselling teacher's questions.

### ***Maxim of manner***

According to Grice (1975), maxim of manner is when a person tries to be as clear, concise, and unambiguous, and organized in what is said. This maxim of manner explains that the state that the speaker must provide accurate, targeted information and avoid mistakes.

Furthermore Grice advises individuals working together to provide appropriate information to avoid ambiguity, make it brief (answers are not out of context of the conversation), and must obey.

As stated by Harist Satria in his article "The maxim of manner means that speech participants in an interaction obey the maxim of manner by avoiding ambiguous speech, avoiding speech that has multiple meanings, not being convoluted, and delivering speech regularly" ( Harist Satria: 2022)

The researcher wants to investigate the problem how is the analysis of conversational implicatures of students who fighting during interrogation process by counselling teacher and students based on Grice's cooperative principle and how are speech acts and speech events in the interrogation language of students fight from the perspective of forensic linguistics.

## **METHOD**

This study is a descriptive type of qualitative approach. The research is focused on the conversations between counselling teacher and students who fight at school. Speech acts and speech events in the interrogation language used were observed to reveal the forensic linguistic study that occurred. The data of this research is the speech of students fight with the Grice's principle of cooperation or conversational implicatures. The principle of cooperation consists of four maxims, namely quantity, quality, relationship or relevance, and method or implementation. The Counselling teacher has investigated the utterance used by the students who fight with others students. And the counselling teacher also has recorded what the answer of student when the counselling teacher interrogatives them in Counselling room at school. The data source comes from the students which consisting of 3 students who fights at SMA Negeri 2 Batang Anai . Data collection techniques were carried out through the researcher interview the Counselling teacher. The data analysis technique was carried out through three stages, namely data reduction, data presentation, and drawing conclusions.

## **FINDINGS**

There are four Grice Cooperation Principle to analysis the Counselling teacher and students who fight at school conversation based on Grice Cooperation Principles.

### ***Principles of Cooperation***

When speaking, the speaker intends to convey something to the other person and hopes that the other person can comprehend what is being communicated. To avoid wasting the interlocutor's time, speakers always strive to make their speeches relevant to the context, clear, easy to understand, dense, concise, and straight-forward.

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

- The maxim of quantity is to provide the speech partner with the amount of information they require. The following is a recording of the conversation that took place between counselling teacher the students who fight is as follow

Counselling Teacher : berapa orang yang bertengkar? ("how many students are fighting?)

Students A : 2 buk. (two) Mut and Ad Counselling Teacher : what are you fighting?

Students A : they cheated my homework.

Counselling Teacher : how many times have your friends cheated you homework? Student

A : three times , mam

From the conversation above, the students will answer the short speech. What the teacher question the students answer with short answer. The counselling teacher and students fight are working together. He believes that his answer is true. The counselling teacher and students asked the number of who fight and the answered "2, mam, and when the counselling teacher asked question how many times they have cheated, the answer of this student three times"

In maxim of quantity the speaker is not required to provide more information than is necessary in this instance. The speaker simply says what needs to be said without changing or adding the necessary information.

In this case, The students used Maxim of quantity, because after look from the conversation above what the counselling teacher interrogatives the students, the students will answer directly and very simple answer and the students will believe what the answer are true.

## **2. Quality maxim**

- The maxim of quality suggests that speech participants in interacting do not provide information that is believed to be false (lie) and does not provide information that is not supported by sufficient evidence. This can be seen in conversations between the teacher and students who fight

Mutia : "kata Anas , dia (adela) yang telah mencontek tugas saya. Tapi dia tidak mengaku buk?"

Counselling Teacher :benarkah dela? Ingat sebagai siswa itu tidak dibenarkan. Adela : tidak buk, saya hanya melihat dan menulis saja buk

From the conversation, Mutia and Adela stated the truth because she did not feel making a mistake. But the reality they make a mistake. They violence the maxim of quality.

Based on the conversation above between the counselling teacher and students who fight, the counselling teacher should pay attention or should be careful to analysis what the students' answer.

Commonly the teenagers will avoid this questions because they think that they stated the truth. But the fact they are hard to speak the truth. They will be sel-defense. . in this case rhe counselling teacher will analyse the students' utterances.

## **3. Maxim of relevance**

According to the maxim of relevance, speech participants should provide information that is pertinent to the subject of the conversation. When the maxim of the relationship is realized, the speech participants in an interaction convey utterances that contain information pertinent to the interaction's flow. The following is a conversation between counselling teacher and the students who fighting Counselling Teacher: "Nak. kenapa kamu bertengkar hanya karena temanmu memberitahu kebenaran bahwa kamu mencontek hasil kerja temanmu?,

benarkah ?

( kids.. why did you fight because one of your friend inform you the truth?, Is it true?

Adela : "saya tadi melihat buku tugas itu di meja saya , saya hanya

melihat dan menulis beberapa saja buk. (I saw that exercise book on my table, I only see and write a liittle , mam)

"The questions asked by the Counselling teacher as well as the answers from students who fight have complied with the maxim of relevance.

The counselling teacher hopes the student will answer relevance with the teacher question. But, actually they always to convince their selves that what the answers are relevance. So it means that the students answers are not relevance.

#### 4. *Maxim of manner*

The maxim of manner stipulates that participants in an interaction adhere to the maxim of manner by delivering speech consistently, avoiding ambiguous speech, avoiding speech with multiple meanings, and not being convoluted.

Counselling Teacher: jadi bagaimana? Apakh masih mau bertengkar gara-gara ini?

( "so.. do you still want to fight again?") Students : "tidak buk". ( no Mam)  
Counselling Teacher: okay. Do you promise? Student : Yes I promise mam.

The conversation above has followed the proverb of way by responding to inquiries from the counselling teacher. When a conversation deviates from the norm, the speaker is attempting to convey certain meanings. The speaker in question either does not cooperate or is not cooperative if the implication does not exist. The principle of cooperation has been fighting if communication fails to function properly.

The students has already violating the conversation between counselling teacher with the students. The students' utterance always convolute. The counselling teacher should concern the good question so the students do not feel worry to answer the question. The teacher also try to choose the kind of questions so the students can answer the truth when the counselling interrogatives the students.

### **DISCUSSION**

Based on this investigation the research results and findings above, there three things can be formulated. First, Grice's cooperative principle which is described in the maxims is not always obeyed by the students. From of Grice's cooperative principle creates conversational implicatures. Observing the factors causing the fighting of the maxims of quantity, quality, relevance, and manner is the main attraction in pragmatic research on legal cases. Second, the interlocutor may be irritated by speech that tends to press for information, leading the interrogated party to choose not to engage in conversations that provide unclear information. Third, speech acts by utilizing the conversational principles contained in pragmatic theory produce interrogation language patterns that can be used by interrogators to obtain information from the interrogated party. This research can be used as a basis for the counselling teacher to conduct the interrogation process on students who fight, they should not be carried away by emotions and use words that are cornering and judgmental.

This research can serve as a foundation for the counselling teacher so that, when students are being questioned about their fight, they do not get carried away by their feelings and use words that are condescending and critical. Students fought as a result, and the counselling teacher did not receive the information she requested. Additionally, students who fight convey information that appears to be lengthy and complicated.

However, many of these rules are actually broken by the students without them realizing it, which makes it harder for them to communicate. Therefore, when you are



attempting to convey information to others, you can actively use these maxims as guiding principles and actively remind yourself to adhere to them in order to ensure that your communication is as effective and free of issues as possible.

There are several efforts taken by the Counselling teacher in overcoming a violation of the rules orderly school that is with the existence of cooperation between guidance counseling teachers by giving advice or advice about the description to the students who break the rules at school that the behavior of violating student rules. It can damage the future of a student or teach students material related to morals and provide facilities sports and skills or art tools so that students focus more on activities extracurricular activities at school so that these students spend more time on things that are more important than doing things that are less useful there outside of school.

To deal with students who commit a violation of internal school rules mild category, namely by giving advice and giving verbal or written warnings for those who commit minor offences.

Furthermore, the students who commit a violation of the rules school, namely by giving verbal warnings, giving directions, making statement or agreement, calling parents to school, and if repeating another violation of the rules that are categorized as being such a fight will given severe sanctions such as suspension and even expulsion from school.

## **CONCLUSION**

The conclusion of this study based on the research and discussion of the research results, that students who fight at school often cover up their mistakes by providing confusing information. The responses provided to the counselling teacher demonstrate this. Grice's cooperative principle was repeatedly broken during the interrogation process. In addition, the counselling teacher need to pay attention to the language patterns used when questioning students who fight so that the students can freely disclose the fighting they committed.

The counselling teacher uses the Grice's Principles, especially analysis the students' conversation when the counselling teacher interrogative the students by using four maxims, namely, maxim of quality, quantity, relevance and manner.

In this research, the researcher wants to convey some suggestions. Through this research the researcher hopes this research will inspire and give motivation for more in depth research about Grice's Principle maxims to add the source of reference in the field of pragmatics especially in analysis the forensic study about utterance or conversation by using the Grice's Principle maxims.

If the Students who break school rules are dealt with by giving them a verbal warning, giving them directions, writing letters or agreements, calling the person in question to talk to his parents so that the person in question doesn't do it again, and giving them severe penalties like: even being drop- out of school.

However, the role of the counselling teacher in overcoming students who commit violations must be considered carefully before the final decision is taken by the school to expel this students.

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