

The Principle of Cooperation in the Healthy Hacks ID Podcast on the Episode “Antigen SWAB or PCR SWAB?” and Its Implications in Learning to Interview

Emidar^{1,*}

¹ Indonesian Language Education, Universitas Negeri Padang, Padang, Indonesia

*Corresponding author. Email: emidar@fbs.unp.ac.id

ABSTRACT

People usually work together to get their point across. A communication activity will run smoothly as it should, if both the speaker and the speech partner are able to provide cooperation that is relevant to the conversation topic being discussed to achieve a desired goal. In addition to daily conversations in the community, cooperative conversations are also displayed in podcasts because it is one of the most popular media today. So that, the research purposes to describe principle of cooperation. This type of research is qualitative. Healthy Hacks ID Podcast, specifically on the episode “Antigen SWAB or PCR SWAB” is the data source. Utterance interviewer and interviewee becomes the data. The result of this study are mentioned the principle of cooperation in Healthy Hacks ID Podcast consisting of maxim of quantity, maxim of quality, maxim of relevance, and maxim of implementation.

Keywords: *the principle of cooperation, podcast.*

1. INTRODUCTION

At first, the function of language was as a means of communication [1]. Communication is one of the forms so that humans can work together with the community environment [2]. Communication is an activity that occurs every day for each individual as a social being [3][4]. As social beings, humans have the ability to interact in the form of conversations that involve two or more people to convey a feeling, idea and desire in the form of speech or speech [5][6]. In addition, interaction is not only conveying ideas and feelings, but also how to use and choose the right words to the addressee in the right situations and conditions [7].

The success of a communication is influenced by several elements, namely the source (speaker), message, channel (media) and recipient (receiver, audience) [8]. An effective and interactive communication process basically involves two parties, namely the speaker and the interlocutor while the interlocutor receives the information [5]. Communication aims to convey information and opinions about something that is being discussed in order to achieve the same meaning. The similarity of meaning is realized if the response given by the speech partner to what is said by the speaker is relevant information [9].

In pragmatics, the main purpose of communication is considered to be the exchange of information. People usually work together to get their point across. Therefore, conversation is a cooperative effort based on common ground and the pursuit of a common goal [10][11]. A communication activity will run smoothly as it should, if both the speaker and the speech partner are able to provide cooperation that is relevant to the conversation topic being discussed to achieve a desired goal [2]. They also realize that there are rules that govern their actions, their use of language, and their interpretation of the actions and words of their interlocutors [3][4]. In this type of communication, the speaker will speak as informatively as possible, say something with adequate evidence, carefully consider the context of the conversation, always try to keep the resulting speech concise, and not taxa so as not to mislead the interlocutor [11].

All language communication involves the act or study of speech acts so it should be realized that in speech events there are principles that must be obeyed by every speech participant [12][13][14]. If there are one or more parties who are not actively involved in speaking activities, it can be ascertained that the speech cannot run smoothly [15]. In order for a successful conversation between the speaker and the speech partner

must comply with the principles of cooperation [16]. Every individual who is involved and interacts in a communication situation is expected to always work together and maintain each other's self-image [11].

Cooperation is a term used in linguistic literature to denote human behavior in conversation [17]. The principle of cooperation is one of the principles of conversation in pragmatic science [18]. The philosopher H. P. Grice was perhaps the first to point out to what extent our ability to communicate effectively depends on the speaker acting cooperatively [19][20]. This was explained in his article entitled "Logic and Conversation" in 1975 [10]. According to him, the principle of cooperation in communication activities requires speech participants to make good contributions [5].

Grice claims that conversations are guided by a number of assumptions. These assumptions are based on rational considerations and can be formulated as guidelines for communicating a language more efficiently and effectively in conversation [21]. These guidelines are called "conversational maxims", which fall under a more general principle called the "Cooperation Principle" [22]. Grice defines the Cooperative Principle as "making your conversational contribution as required, at the stage in which it occurs, with the aim or direction received from the conversational exchange in which you are involved" [23]. Grice sees cooperation as a necessary outcome of applying reason to the speaking process. In other words, cooperation is the realization of rationality applied at the level of discourse" [17][24].

The principle of cooperation is the principle that governs how the speaker/speaker should cooperate with the listener/speaker so that their conversation is cooperative [25]. Speakers, for example, can answer the speaker's questions correctly, correctly and clearly [26]. Grice's cooperative principle explains that speakers make conversational contributions as needed when the speech occurs [27]. Grice proposes that when we engage in conversational exchanges, we need to provide enough information to the people we are talking to so that they get the idea or message they are trying to understand [23]. In addition, the speaker must also have the same goal in the conversation so that they can understand what is meant and implied by the other party, so that the purpose or direction of the exchange can be accepted by both parties [28].

Grice claims that humans communicate with each other in logical and rational ways, and cooperation is embedded in people's conversations [10]. Grice's conceptualization of cooperation lies in logic, thus providing the basis for rational and intention-based meanings, maxims and principles of cooperation [29]. The principle of cooperation is needed to more easily explain the relationship between meaning and power, a

very adequate explanation, especially to solve problems that arise in semantics using a truth-based approach [29]. This principle allows the speaker to assume that the listener is willing to cooperate. In this case, this principle serves to regulate the words spoken by the conversation participants so that the speech can lead to the purpose of the discourse [30].

The Cooperation Principle and its maxims are designed taking into account that the meaning of language is often different from what was intended during a conversation [31]. On many occasions, the assumption of cooperation can be expressed as a cooperative principle in conversation and can be broken down into four sub-principles, called maxims [5]. The conversational maxim as proposed by Grice (1975) concerns how people use language [22]. Maxims are principles that must be obeyed by speech participants in interacting, both textually and interpersonally in an effort to smooth the course of the communication process [32].

There are four maxims in the principle of cooperation which are explained as follows [7][11][33]. First, the maxim of quality requires that every participant in the conversation should be based on sufficient evidence [11]. This maxim states that in a conversation, the speaker should not give information that is not certain; do not provide information that the speaker himself does not have enough evidence to prove to be true [34]. Second, the maxim of quantity requires each participant of the speech to contribute as much or as much as needed by the other person [11]. This maxim states that in a conversation make contributions as informative as is necessary for the purpose of the current exchange and do not make contributions more informative than necessary [27].

Third, the maxim of relevance requires the participants of the conversation to make contributions that are relevant to the problem of the conversation [11][27]. The content of this maxim is "be relevant" which is defined by Senft (2014) as a thimble that requires the speaker to make a relevant contribution according to the currently assumed goals of the people involved in the conversation [33]. Fourth, the maxim of "Be perspicuous!" (easy to understand), requires that each participant of the conversation speak directly, not vaguely, not ambiguous and not exaggerating, and coherently. This maxim states that in a conversation be clear so that it is easy to understand; avoid ambiguity; avoid ambiguity of expression; be curt or avoid unnecessary cheating; and be organized) [27][33][35].

This science is closely related to the phenomena of everyday human life. In addition to daily conversations in the community, cooperative conversations are also displayed in various media such as dramas, films, talk shows, debates and even in literary works such as short stories, novels, and others [33]. One of the most

popular media today is podcasts. As of January 2020, there are more than 850,000 podcasts and 30 million episodes available worldwide, and this number is increasing every day [36]. Currently podcasts are experiencing rapid development in Indonesia. Podcasts are mostly produced by individual creators and mass media groups in Indonesia [37]. Podcasts are growing in popularity with younger listeners, and during quarantine, children and teens have more time to access them, as well as a wide variety of topics [38].

The term "Podcast" comes from two technologies, "iPod", and "Broadcast" [39][40]. Podcasts were first defined as online digital media that appeal to the senses of hearing and sight where headphones or speakers are required to hear and view the content [41]. A podcast is a series of digital audio and video recordings uploaded on the web with the help of Rapid Simple Syndication (RSS) feeds [42]. Through the use of RSS, users get alerts after new content is uploaded and the latest episodes are downloaded automatically [43]. Because of its on-demand nature, a podcast broadcast can be listened to over and over again [37].

"Podcasts," are media that incorporate a collection of audio or video files to which individuals subscribe freely over the Internet. Usually with a subscription option, for playback on a portable media device (e.g., personal computer, smartphone, tablet), the program automatically receives and stores the latest podcast files on the device [42][44][45]. It is similar to radio broadcasting, but over the Internet [46]. Many types of podcasts are found on the Internet such as television podcasts, radio podcasts, class podcasts, and individual or group podcasts [47]. Podcasts make it easy for listeners to choose and listen to the programs they like. Moreover, Podcasts have unique features and are different from other audios in terms of their content [48].

One such podcast option is the Healthy Hacks ID Podcast. This is one of the channels on YouTube that discusses various things, especially those related to health. One of the featured content is a podcast. Podcasts that have been published on this channel have several episodes, one of which is "Antigen SWAB or PCR SWAB?".

In recent years, the use of podcasts has increased dramatically in various fields, including education [45]. In the cognitive domain, podcasts can be effective in improving the understanding of the subject matter, especially because it is believed that the combination of different communication media can benefit the learning process of many students [45]. Very promising, especially for distance education students. This can reduce feelings of isolation and make students feel more connected to fellow students and instructors, and thereby increase student motivation [49]. The use of podcasts as a learning tool can be implemented as a

creative way to teach or learn languages [50]. The potential of podcasts as a language learning tool is that pedagogically strong podcasts can provide high-quality 'authentic' material [51]. Podcasts have the power to focus attention and help language learners acquire useful and authentic language [50].

Podcasts can be very helpful in developing learners' language skills, especially in developing learners' speaking and listening skills [47]. One of the language learning related to these skills is interviewing skills. Interview is basically a dialogue, dialogue allows a party, the interviewer, to guide the direction of the conversation through a series of questions [52]. This activity aims to provide facts, reasons, or opinions on a particular topic by using the words of the source so that the listener can make a conclusion or validity of what he said [53].

Interviews are the most widely used technique to assess a person's speaking competence in a language [54]. One area of communication skills assessment, interviewing, provides the ability to measure individual competence, attractiveness (eg friendliness, likable and friendly qualities), and trustworthiness [55]. Based on this explanation, by studying the principle of cooperation in podcast media, it can be used as a medium for learning to interview.

2. RESEARCH METHOD

The focus of this research is principle of cooperation. The research method used is qualitative research method. The approach used is pragmatic study. Data source is "Healthy Hacks ID Podcast" specifically on the episode "Antigen SWAB or PCR SWAB". The data of this research are utterance interviewer and interviewee that contains the principle of cooperation. Data collection by record method and then an analysis of the speech transcripts of the utterance principle of cooperation.

3. FINDINGS

3.1 Application of the Principle of Cooperation on the Healthy Hacks ID Podcast

In this podcast, Grice found the principle of cooperation, namely the principle of cooperation in quality, quantity, relationship, and action. As defined, the cooperative principle governs what conversation participants (speaker and addresser) must do to make the conversation sound coherent. Speakers who do not contribute to the coherence of the conversation are the same as not following the cooperative principle of [26]. The following will explain the application of the principle of cooperation according to Grice.

3.2 Quality Cooperation Principle

The principle of quality cooperation requires speakers to say something that is believed to be true and not to say something that does not have strong evidence to support it. In the conversation between the speaker (P) and the speech partner (MT) in this podcast, an example of a form of quality cooperation was found.

Condition: The speaker (Budi) asked Riyan (Spoken partner) who is a doctor by profession related to vacations, because vacations are an activity that is rarely done during this pandemic.

- (1) P :”Sebagai seorang dokter, gua tau, **pastikan lu jarang liburan?**”
 MT :”Ya”.
- (2) P :”**Bener dong, karena pengalaman gue**, dokter itu bukan tidak boleh, tapi jaranglah liburan gak kayak orang normal gitu”.

Based on speech (1), the speaker asks something by using the word "definitely" which has the meaning of quality. The question contains the principle of quality cooperation which requires the speaker to say something that is certain and is believed to be true. In the speech, the speaker asks for certainty by emphasizing the question as if it really happened if the speech partner who is a doctor very rarely goes on vacation.

In speech (2), the speaker re-emphasizes his statement to the speech partner that what he says is true. The speaker compares the statement with previous experiences he has had. This is a form of justification that speakers do for their statements which are responded to by their interlocutors.

Condition: The speaker explains his opinion about the rapid and antigen test and then asks the interlocutor about the differences between rapid tests, antigens, swabs, and the price.

- P :”... Nah, gue gak ngerti. Coba lu jelasin, takutnya pendengar kita jangan-jangan gak tau apa bedanya swab, ada lagi yang antigen, dan ada lagi yang namanya rapid, gitu.”
 (3) MT :”Itu dia topik kita hari ini. **Ini Bud, nah gue memang tau banget nih, ini pasti simpang siur. Tapi lu musti tahu dulu kenapa kalo misalnya rapid tes itu disebutnya rapid?**”.

In speech (3), it can be seen that the principle of cooperation used is the principle of quality cooperation. This is evidenced by the existence of utterances regarding the confidence of the interlocutor in a matter, namely regarding the public's response which is still confusing regarding the existence of rapid, swab tests, and PCR. As a doctor, of course, this speech partner can

be said to be someone who is an expert in his field. In speech (3), the speech partner also raises a question why the rapid test that is usually used is often called rapid. This question was asked by a doctor to his interlocutor so that he could catch the reason behind the mention of rapid as the rapid test. The truth of this statement cannot be deferred because the person who made the statement is an expert in their field, therefore speech (3) can be categorized as speech that adheres to the principle of quality cooperation.

Next, examples of speech that contain the principle of quality cooperation.

Conditions: Speech partners respond to stories and views of speakers on the use of antibody, antigen, and PCR tests.

- (4) MT :”Nah, perbedaannya apa nih? Nah, yang **pertama dilihat dari segi waktunya swab PCR itu, butuh waktu lama, harian, paling cepat mungkin 1X24 jam. Itu yang paling cepat tapi kalau misalnya rapid, hasilnya bisa kita dapat dalam hitungan jam.**”
 P :”Oke”.
- (5) MT :”**Perbedaan kedua, apa yang dideteksi? Jadi misalnya kalau rapid antibody mendeteksi antibody, rapid antigen mendeteksi antigen?**”.

In utterances (4) and (5), the speech partner who acts as the main resource person explains his understanding of the problem being asked by the speaker. Just like in the previous speech, because the speaker or speech partner on this podcast is an attack on a doctor who is an expert in the health field, especially in the case of COVID-19, the truth of the referral from the doctor can be postponed. The truth conveyed by the speech partner (resource) to the speaker is a form of using the principle of quality cooperation contained in this study.

3.3 Quantity Cooperation Principle

The principle of quantity cooperation requires a contribution or contribution of informative speech as needed, and does not exceed what is requested. In this study found the use of the principle of quantity cooperation. Here's an example

Condition: The speaker responds to the speech partner's statement regarding the definition of the swab.

- P :”Oke, oke. Berarti swab itu tata caranya?”
 MT :”Tata caranya”.
- (6) P :”**Oke, berarti banyak banget orang yang salah. Banyak, yakin gue?**”
 MT:”Nah itu”.

In speech (6), contains a sentence which states that there are many people who misunderstand what a swab is. The speech partner also supports the speaker's statement by saying "that's it" which means that the speech partner agrees with the speaker's statement which states that indeed many have misunderstood the concept of swab that they have known. This utterance is included in the utterance with the principle of quantitative cooperation because the speaker, uttering the utterance is accompanied by additional information that expresses confidence in his statement.

Condition: The speech partner explains to the speaker about the comparison between antigen, antibody, and PCR.

- (7) P :”Gue ngerti. **Sedangkan di-swab sekecil apapun dia masih bisa di-detect.** Kalau antigenkan butuh tiga hari inkubasi baru dia bisa ketauan.”
 MT :”Iya”.

In speech (7) the speaker tries to tell the speech partner that he has understood the speech in question and adds an explanatory sentence to convince the speech partner that the speaker really understands what the speech partner is saying. The addition of information put forward by the speakers is evidence of the use of the principle of quantity cooperation contained in this podcast.

3.4 Relevance Cooperation Principle

This principle advises speakers to say whatever is relevant. Following the advice is the same as following the cooperative principle which will result in cooperative speech. The following is an example of using the principle of cooperation of relevance.

Condition: The speech partner asks the speaker about the feelings he currently feels with the policy from the government regarding road blocking and testing for the covid-19 virus.

- MT :”Jadi lu gak seneng nih, lu mesti di swab?”
 (8) P :”**Gak seneng gue**”.

In speech (8), the speaker expresses his displeasure with the government's policy of having to do a swab or rapid if you want to go to a city that applies restrictions by doing insulation. The utterances of this speaker have a relevant relationship or have similarities with the previous utterance, namely the speech partner who asks about the opinion of the speaker on the partition.

Condition: The speaker states his understanding of the need to do an antigen test as a condition for being allowed to travel outside the city.

MT :”Nah iya, makanya harus di-*follow up*, cuma dengan harapan rapid antigenya negatif.

- (9) P :”**I See. Jadi gak perlu *follow up* yang apa-apa sebetulnya**”.

In speech (9), the speaker states that he understands what the interlocutor said about the need for rapid antigen before traveling out of town. This is indicated by a response that says that he understands and repeats the statement regarding the rapid antigen with the same statement.

Condition: The speaker asks the interlocutor again about his understanding of the concept of the rapid test which was previously explained by the speech partner.

- P :”Jadi sebetulnya segala sesuatu yang cepat disebut rapid?”
 (10)MT :”**Iya**”.

In speech (10), the speech partner responds to questions from speakers who want to confirm their understanding of the basic concept of "rapid". The response from the speech partner has relevance, namely in the form of a relationship to the similarity of the context being discussed in the speech.

3.5 Action Cooperation Principle

This cooperative principle requires speakers to speak directly, not blurry, not ambiguous, not excessive and coherent. Speaking clearly means the speaker strives for clear speech, can be heard and understood clearly. The following is an example of a speech that applies the principle of cooperative action in this podcast.

Condition: The speaker wants to inform the interlocutor that his position as a civil society is also affected and cannot travel anywhere because of restrictions and implementation of isolation and Covid-19 laboratory tests which are used as conditions to be able to travel.

- (11)P:”**Gak gini-gini, yang mau gue tanya sekarang, gue yang sipil nih, orang yang kerja diperusahaan biasa, gue merasa gak bisa liburan juga.** Lu bayangin ya, harusnya 24, 25, 26, ini gue mau ke Bandung bersama keluarga. Begitu gue dengar kabar bahwa masuk Jakarta musti swab, gak jadi dong,...”
 MT :”Ooo, gitu”.

In speech (11) the speaker tries to say that he is a civilian and is supported by several equal statuses in the form of people who work in ordinary companies, and he also feels the same thing, namely not being able to experience holidays according to what doctors and others feel. . Disclosure similar to the speech above, is a form of the principle of cooperation in action.

Condition: The speech partner tries to explain to the speaker about the corona virus that is being discussed in the podcast.

(12) MT :”**Korona itu macem-macem. Tapi yang menyebabkan kita saat ini itu kan covid-19 kan? Nah, si swab antigen ini akan mendeteksi semua jenis korona itu yang menjadikannya kalah jika dibandingkan dengan tes swab PCR. Kalau tes itu, dicocokkan DNA dengan alat tes. Jadi, kita sudah yakin pasti kalau memang itu positif berarti itu covid-19.**

In speech (12), the speech partner explains coherently to the speaker about the testing mechanism of the PCR swab test. The speech partner explains it in detail, sequentially, and does not seem long-winded. This shows that this utterance applies the principle of cooperative action.

4. DISCUSSION

The principle of cooperation contained in the ID Healthy Hacks podcast in the episode “SWAB antigen or PCR SWAB?” This is seen from Grice's opinion on the principle of cooperation. There are four principles of cooperation in this study, namely the principles of cooperation in quality, quantity, relevance and action. This shows that, indirectly, these podcasts are very careful in issuing statements, in addition to making them easy to understand by the listeners and acceptable to all those who listen to them.

The use of the principle of quality cooperation in this study shows that the information and facts contained in these podcasts are valid information and can be deferred. This is supported by the discussion about the Antigen SWAB and PCR SWAB which were discussed directly by the doctor who certainly had a good understanding of the case.

Therefore, this podcast can be said as podcasts that provide true facts and information. This can be adapted to the definition of the principle of quality cooperation, namely speech that requires each participant of the conversation to reveal the truth and the contribution of the participant of the conversation should be based on adequate evidence [13].

REFERENCES

- [1] A. U. S. Raharja and A. Rosyidha, “Maxim of cooperative principle violation by Dodit Mulyanto in Stand-up Comedy Indonesia Season 4,” *J. Pragmat. Res.*, vol. 1, no. 1, pp. 62–77, 2019.
- [2] F. Achsani, “Pematuhan dan pelanggaran prinsip kerja sama dalam komunikasi siswa siswi MAN 1

- Surakarta,” *J. Tarling*, vol. II, no. 2, pp. 147–168, 2019.
- [3] F. Arvianto, “Analisis prinsip kerja sama dalam acara komedi Extravaganza,” *Jubindo J. Ilmu Pendidik. Bhs. dan Sastra Indones.*, vol. 4, no. April, pp. 54–61, 2019.
- [4] M. W. Nugraheni, “Pelanggaran prinsip kerjasama dan kesantunan berbahasa siswa terhadap guru melalui tindak tutur verbal di SMP Ma’arif Tlogomulyo-Temanggung (kajian sosiopragmatik),” *Transformatika*, vol. 11, no. 2, pp. 108–123, 2015.
- [5] M. N. Pulungan, “Prinsip kerja sama Grice dalam novel Raumanen karya Marianne Katoppo,” *Alinea J. Bhs. Sastra dan Pengajarannya*, vol. 10, no. 1, pp. 15–24, 2021.
- [6] N. W. P. Lestari, I. N. Sudiana, and I. W. Artika, “Prinsip kerjasama dalam novel Magening karya Wayan Jengki Sunarta,” *J. Imiah Pendidik. dan Pembelajaran*, vol. 3, no. 3, pp. 384–393, 2019.
- [7] R. Rismaya, “Pelanggaran prinsip kerja sama dan kesantunan berbahasa dalam cuitan twitter bertema Internalized Sexizm 'Internalisasi seksisme: Suatu kajian Pragmatik,” *Metahumaniora*, vol. 9, no. 3, pp. 346–360, 2020.
- [8] I. D. P. Wijana and M. Rohmadi, *Analisis wacana pragmatik kajian teori dan analisis*. Surakarta: Yuma Pustaka, 2009.
- [9] Megawati, “Analisis teori relevansi dalam acara ‘ini talkshow’ sebagai kritik terhadap prinsip kerjasama Grice,” *JIPIS*, vol. 26, no. 2, pp. 18–32, 2018.
- [10] A. Hadi, “A critical appraisal of Grice’s cooperative principle,” *Open J. Mod. Linguist.*, vol. 3, no. 1, pp. 69–72, 2013.
- [11] M. T. Fauziah, Emzir, and N. Lustyantje, “Pelanggaran prinsip kerja sama dalam tuturan diskusi kelas Bahasa Indonesia,” *J. Pendidik. Bhs. dan Sastra Indones.*, vol. 3, no. September, pp. 51–57, 2018.
- [12] N. W. E. Sari, “Pelaksanaan prinsip kerja sama dalam percakapan guru dan siswa serta dampaknya terhadap pembelajaran bahasa Indonesia di Kelas XI SMAN 1 Kediri,” *J. Santiaji Pendidik.*, vol. 3, no. 2, pp. 178–188, 2013.
- [13] A. Samosir, “Penerapan prinsip kerjasama Grice dalam interaksi tawar menawar (analisis etnografi komunikasi di pasar simpang tigo, Pasaman Barat),” *Ranah*, vol. 4, no. 2, pp. 151–163, 2015.
- [14] D. Winanda, A. Wasilah, I. E. Munthe, and P. A. Sitorus, “Prinsip kerja sama Grice dalam cerpen Kutunggu Kau di Sidikalang karya Bresman,” in *Prosiding Seminar Nasional PBSI-III Tahun 2020*, 2020, pp. 149–154.

- [15] A. Setiawan, R. Basuki, and N. Rahayu, "Pelanggaran prinsip kerja sama percakapan dalam acara Mata Najwa di Metro TV," *J. Korpus*, vol. 1, no. 1, pp. 1–9, 2017.
- [16] Y. W. Sari and Afriana, "The cooperative principle analysis in about Time movie," *Linguist. English Educ. Art J.*, vol. 4, no. 2016, pp. 66–76, 2020.
- [17] B. Davies, "Grice's cooperative principle: Meaning and rationality," *J. Pragmat.*, vol. 29, pp. 2308–2331, 2007.
- [18] W. Bublitz and N. Norrick, *Foundations of pragmatics*. Berlin: Walter deGruyter GmbH & Co, 2011.
- [19] H. P. Grice, "Logic and conversation," in *yntax and Semantics 3 (Speech Acts)*, P. C. & J. L. Morgan, Ed. New York: Academic Press, 1975, pp. 41–58.
- [20] F. Cavicchio and M. Poesio, "(Non) cooperative Dialogue: The role emotions," *Hum. factors J. Hum. factors Ergon. Soc.*, vol. 54, no. 4, pp. 546–559, 2012.
- [21] M. Okanda, K. Asada, Y. Moriguchi, and S. Itakura, "Understanding violations of Gricean maxims in preschoolers and adults," *Front. Psychol.*, vol. 6, 2015.
- [22] L. N. Yaqin and T. Shanmuganathan, "The non-observance of Grice's maxims in Sasak," *3L Southeast Asian J. English Lang. Stud.*, vol. 24, no. 2, pp. 166–180, 2018.
- [23] H. T. J. Al-Saedi, "A pragmatic study of the cooperative principle and Grice's maxim in Lois Lowry's *The Giver*," Southern Illinois University Carbondale, 2013.
- [24] S. Oswald, "Pragmatics of uncooperative and manipulative communication," Université de Neuchâtel, 2010.
- [25] K. Jaszczolt, *Semantics and pragmatics*. London: Longman, 2001.
- [26] Y. Tiarina, "Prinsip kerjasama dalam film Kkartun Avatar," *J. Bhs. dan Seni*, vol. 11, no. 1, pp. 62–71, 2009.
- [27] P. Kroeger, *Analyzing meaning: An introduction to semantics and pragmatics*. England: Language Science Press, 2018.
- [28] A. Sobhani and A. Saghebi, "The violation of cooperative principles and four maxims in Iranian psychological consultation," *Open J. Mod. Linguist.*, vol. 4, pp. 91–99, 2014.
- [29] M. Dynel, "There is method in the humorous speaker's madness: Humour and Grice's model," *Lodz Pap. Pragmat.*, vol. 4, no. 1, pp. 159–185, 2008.
- [30] N. Khairiah, I. Revita, and R. Marnita, "The influence of cooperative principle to the politeness principle violations in the movie *Tenggelamnya Kapal Van Der Wijck*," *J. Gramatika J. Penelit. Pendidik. Bhs. dan Sastra Indones.*, vol. 6, no. 1, pp. 93–104, 2020.
- [31] S. Kleinke, "Speaker activity and Grice's maxims of conversation at the interface of pragmatics and cognitive linguistics," *J. Pragmat.*, vol. 42, no. 12, pp. 3345–3366, 2010.
- [32] Kushartanti, *Pesona Bahasa*. Jakarta: Gramedia, 2009.
- [33] M. Hadiwijaya and M. R. Amalyasari, "Implementasi prinsip kerjasama mahasiswa multikultural di kota Malang," *KEMBARA J. Keilmuan Bahasa, Sastra, dan Pengajarannya*, vol. 5, no. 2, pp. 219–230, 2019.
- [34] L. Liu, "Application of cooperative principle and politeness principle in class question-answer process," *Theory Pract. Lang. Stud.*, vol. 7, no. 7, pp. 563–569, 2017.
- [35] B. J. Birner, *Introduction to pragmatics*. Malden: John Wiley & Sons., 2012.
- [36] T. Gonulal, "Improving listening skills with extensive listening using podcasts and vodcasts. International," *Int. J. Contemp. Educ. Res.*, vol. 7, no. 1, pp. 311–320, 2020.
- [37] Meisyanti and W. H. Kencana, "Platform digital siaran suara berbasis on demand (Studi deskriptif podcast di Indonesia)," *Commed J. Komun. dan Media*, vol. 4, no. 2, pp. 191–207, 2020.
- [38] F. Al-Kathiri, "Beyond the classroom walls: Edmodo in Saudi secondary school efl instruction, attitudes and challenges," *English Lang. Teach.*, vol. 8, no. 1, pp. 189–204, 2015.
- [39] "Podcast," *Oxford Advanced Learner's Dictionary (7th ed.)*. Oxford University Press, 2007.
- [40] B. W. O'Bannon, J. K. Lubke, J. L. Beard, and V. G. Britt, "Using podcasts to replace lecture: Effects on student achievement," *Comput. Educ.*, vol. 57, no. 3, pp. 1885–1892, 2011.
- [41] C. MacDonald, H. Kellam, and C. Peirce, "Brain development, mental health and addiction: a podcast series for undergraduate medical education," *Interactive Technol. Smart Educ.*, vol. 10, no. 3, pp. 172–193, 2013.
- [42] K. Thiyagu, "Effectiveness of video podcast in learning psychology among bachelor of education students," *36 i-manager's J. Sch. Educ. Technol.*, vol. 10, no. 1, pp. 36–43, 2014.
- [43] S. Korucu-Kis and F. Sanal, "Bridging in-class and out-of-class learning through podcast-intertwined collaborative tasks to reduce EFL speaking anxiety

- among higher proficiency learners,” *Int. Online J. Educ. Teach.*, vol. 7, no. 2, pp. 636–653, 2020.
- [44] M. Chung and H. Kim, “College students’ motivations for using podcasts,” *J. Media Lit. Educ.*, vol. 7, no. 3, pp. 13–28, 2015.
- [45] B. Phillips, “Student-produced podcasts in language learning – exploring student perceptions of podcast activities,” *IAFOR J. Educ.*, vol. 5, no. 3, pp. 157–171, 2017.
- [46] S. Güler and Y. Özkan, “Podcast applications in pre-service language teacher education from a constructivist perspective,” *World J. Educ. Technol. Curr. Issues*, vol. 10, no. 3, pp. 131–141, 2018.
- [47] M. Hasan and T. B. Hoon, “Podcast applications in language learning : A review of recent studies,” *English Lang. Teach.*, vol. 6, no. 2, pp. 128–135, 2013.
- [48] T. Abdulrahman, N. Basalama, and M. R. Widodo, “The impact of podcast on EFL students’ listening comprehension,” *Int. J. Lang. Educ.*, vol. 2, no. 2, pp. 23–33, 2017.
- [49] M. J. W. Lee and A. Chan, “Reducing the effects of isolation and promoting inclusivity for distance learners through podcasting,” *Turkish Online J. Distance Educ.*, vol. 8, no. 1, pp. 85–104, 2007.
- [50] M. Gholami and M. Mohammadi, “Podcast-mediated language learning : levels of podcast integration and developing vocabulary knowledge,” no. 2015, pp. 210–214.
- [51] J. Selwood, J. Lauer, and K. Enokida, “What are more effective in English classrooms : textbooks or podcasts ?,” in *CALL communities and culture – short papers from EUROCALL 2016*, vol. 2016, L. B. S. Papadima-Sophocleous and S. Thouèsny, Eds. Research-publishing.net., 2016, pp. 424–428.
- [52] O. R. Candraloka, “Implementing three step interview in teaching speaking,” *J. Edulingua*, vol. 3, no. 1, pp. 39–46, 2016.
- [53] “No Title,” 2015.
- [54] J. Papatuzdu, “Peningkatan pembelajaran wawancara melalui metode learning community siswa kelas VIII SMP Negeri 3 Pallangga Gowa,” *J. Pepatusda*, vol. 11, no. 1, pp. 62–73, 2016.
- [55] K. Hudak, A. Kile, E. Grodziak, and E. Keptner, “Advancing students interview skills: Incorporating virtual technology into the basic communication course,” *IJ-SoTL*, vol. 13, no. 1, pp. 1–10, 2019.