

CHAPTER I

INTRODUCTION

Language is a method of interaction or communication that enables us to express our thoughts, ideas, concepts, and feelings. It not only helps to facilitate the process of sharing information, ideas, thoughts, feelings and knowledge, but also helps people to develop relationships with others. As a result, everyone must be able to communicate (A. Nailah, 2018). Moreover, a good way of communication helps people to compose an effective conversation.

Speakers and listeners must contribute ideas to make their conversations connect with one another to reach the main goal. To achieve effective and meaningful conversations there are some rules that must be considered and followed. These rules are known as the "Cooperative Principle". Cooperative principle describes how people connect with one another. Actually, it explains what the basic or principles are in a person's interaction with another person. Grice proposed the cooperative principle as general principles that both the speaker and the listener should follow in order to achieve successful communication. According to Grice (1975) quoted by Rahardi, (2010:52) in his book entitled "Prakmatic: Politeness Imperative Indonesian, there are four maxims of cooperative principles: Maxim of Quantity, Maxim of Quality, Maxim of Relation, Maxim of Manner.

The cooperative principal theory encourages people to communicate

effectively with each other. According to Grice (2004), the cooperative principle is to make your conversational contributions as necessary, with the purpose or direction received from the exchange of conversations in which you are engaged. However, sometimes people do not always follow the maxim rule in their conversations, which leads to ineffective communication. The violation maxim refers to speakers who do not follow the rule of the maxim. In accordance with Cutting (2002, p. 40), a speaker can be considered to 'violate' a maxim when they know the listener will not understand the truth and only perceive the surface meanings of the words.

Uncooperative communication happens during the learning and teaching process as well. This violation is most apparent in formal contexts, such as when the teacher discusses the learning content, but the learning process, according to the 2013 curriculum, requires students to play an active part in learning and the teacher's function is only as a facilitator. As a result, this violation occurs not only in one-way formal contexts (the teacher explains only), but also in class discussions that include student participation. During this class discussion, students are asked to present their opinions or re-explain the material from their point of view. In a circumstance like this, students frequently violate the concept of cooperative principle, either consciously or subconsciously. As in the case when students provide responses or statements that are irrelevant to the issue being discussed. Furthermore, some students

offer overstated statements or information that is not based on facts, along with unclear and ambiguous perspectives.

The researcher discovered Grice's cooperative principle during the pre-service training at SMP Negeri 14 Kota Jambi, when having classroom interactions, students' responses to questions about a particular topic were irrelevant, ambiguous, and out of topic. This is also similar to the findings of Agung and Kurnianingtyas (2016), that students violated several types of maxims. In addition, the findings of Apriyanti, et al., (2019), showed there were three patterns of interaction in the violation of cooperative principles that occurred, the patterns are: the teacher to student, the student to teacher, and the student to student. Learning can be successful if the interaction between the parties is also successful. Moreover, students are expected to be able to convey ideas, opinions, and arguments about the topic of discussion while studying. However, based on the case found during the pre-service training at SMP Negeri 14 Kota Jambi, it was discovered that there were violations of cooperative principles, either consciously or subconsciously, during the learning process. As seen during the pre-service training, teachers also frequently violate the concept of cooperative principles in the teaching process. Furthermore, several students were continuing to speak irrelevantly, thus violating the concept of cooperative principle. Other violations were also found when the class was discussing a certain subject, during a presentation, or during

a question- and-answer session. There were still numerous students who stated their opinions or ideas and criticized the subjects offered with material that was not in line with the topic being discussed whenever this session took place.

By conducting this study, it is useful for teachers to monitor students' English competence, and English teachers are advised to use communicative language in the learning and teaching process by understanding the maxim that contains cooperative principles to achieve goals in the teaching and learning process of students. As a result, the more Grice's cooperative principles are used in the learning process of teachers and students, the more positive the results are, such as students easily understand the teacher's explanations and vice versa, teachers are easier to give explanations to students, lesson materials can be completed or taught on time, so the time required is more efficient. Therefore, the researcher is interested to conduct the research with title **“Grice’s Cooperative Principle Found in Classroom Interactions”**.

1.1 Research questions

Based on the research background earlier, the problems of this research are formulated into a question: "How are Grice's maxims violated in the English teaching-learning process?"

1.2 Purposes of the research

Regarding to the research problem above, the purpose of this research is to know how do teachers and students violate the Grice's maxim in the English teaching-learning process.

1.3 Limitation of the research

Based on the problem described in the background of the study, this research will focus on four types of Grice's maxim that violated by teachers and students at SMP Negeri 14 Kota Jambi. This research is only done for seventh grade students at SMP Negeri 14 Jambi City. This research will only focus on the teaching-learning process.

1.4 Significance of the research

The results of this research will significance for:

1. For students, to provide a better and more clear understanding of the various types of Grice's maxim.
2. For the teachers, to increase their knowledge about Grice's maxim and to improve their language use.
3. For other researchers, to enrich their study about linguistics, especially in pragmatics related to Grice's maxim, also to increase their reference about Grice's maxim to further research.