

CHAPTER I

INTRODUCTION

This chapter describes the research background, research problems, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms. All sections are discussed as follows.

A. Background

In social life, communication is crucial for mutual understanding between one person and another. Pearson (1985) emphasizes communication as a medium used by people to negotiate certain issues. It will be successful if the listeners understand what the speakers mean. On the other hand, it will fail if they misunderstand the information said by the speakers. The success of communication depends not only on recognizing the literal meaning of the speaker's utterance, but also on the implied meaning.

Recognizing the invisible meaning of what the speakers mean when it is not actually said is closely linked to pragmatics. It is the study of language and context which can be found in real life such as in the classroom. It studies how context makes a significant contribution to recognize the invisible meaning of an utterance. According to Yule (2010), pragmatics is the study of what the speakers mean. It studies how people recognize invisible meanings when what the speaker meant is not actually said in his utterances. Hurford et al. (2007) emphasize implicature as the concept of the meaning of an utterance which is not expressed literally. Conversational implicature deals with Grice's maxims as Cooperative Principle. Grice (1995) proposes Cooperative Principle which is formulated based

on human behavior in using language to achieve effective communication. It is not a must, but it would be better to follow as it can build good communication and avoid misunderstanding in the classroom interaction.

In EFL classroom, the interaction between teacher and students plays an important role in the success of information exchange. In having interaction, the teacher and students not only used English, but also Indonesian and Javanese to discuss something. They translated English to their languages to make their utterances more understandable. The teacher certainly provides opportunities for students to speak English. Savisci (2014) emphasizes that students are reluctant to speak in English because they lack confidence and are afraid to make mistakes. When the teacher tries to build interactions with students, they give little contribution by speaking briefly which sometimes leads to ambiguous meaning. According to Grice (1989), people need to contribute to communication so that communication objectives can be accepted. He proposes a communication principle that is formulated based on human behavior in using language to achieve effective communication.

Cooperative Principle consists of four maxims as its sub-principles. Grice (1995) emphasizes Cooperative Principle consists of the maxim of quantity, the maxim of quality, the maxim of relation, and the maxim of manner. In the maxim of quantity, the speakers provide information as informative as needed for the purpose of conversation. In the maxim of quality, they are truthful. In the maxim of relation, they relevant to the topic being discussed. In the maxim of manner,

they speak clearly. Moreover, Grice asserts that not obeying Cooperative Principle could lead to misunderstandings about the meaning of the message conveyed.

In daily conversation, not all people obey Cooperative Principle as they tend to speak what is on their mind. Manurung (2019) states that people provide too much information to make it clearer for the listener. Moreover, Fitri & Qodriani (2016) point out that too little information is provided because people do not want to contribute the conversation. Not obeying Cooperative Principle may also happen in the EFL classroom which can have implications for the teaching and learning process. Therefore, research on how teacher and students observe Grice's maxims is significant to see how it implies in EFL classroom interactions.

Research that focuses on Grice's maxims has been carried out in previous studies. One of them focuses on finding the types of Grice's maxims flouted by English students on English Seminar Proposal Study Program. Nurcholis et al. (2020) found that the four maxims are flouted and the dominant one is flouting the maxim of quantity. They suggested that the students should be aware and cooperate in communication to answer the examiners' questions in order to avoid misunderstanding.

Two of them focus on finding the types of Grice's maxims flouted by the characters in the movies. They found that all of four Grice's maxims are flouted by the characters. Zaid (2021) confirms that the maxim of quantity is most flouted in Hassan El Fad's Sitcom Comedy Tendance Forth Episode movie to create a comedic atmosphere. In addition, Febriyanti (2021) found that the maxim of

quantity is most flouted in *Anak Negeri* (Kisah Masa Kecil Ganjar Pranowo) movie to convince, elaborate, permit, and empathy.

The previous studies only focused on flouting maxims and did not present their implications in conversation. This study intends to fill in the gap to explore how Grice's maxims observed by the teacher and students in EFL classroom interaction, whether they are obeyed, violated, or flouted. It is also intended to see their implications. The subjects of this study are also different to the previous studies. Their subjects are characters on the movies and university students. Meanwhile, the subjects of this study are an English teacher and students of Senior High School.

Despite those differences, this study has a similarity to the previous studies. That thing is the theory used is the same. Theory proposed by Grice (1995) is used since he is a pioneer of maxims as Cooperative Principle. Together with the results of previous studies on interactions in everyday life, it is hoped that English users will be more familiar with Cooperative Principle as a reference for effective communication. It is not a must to be followed, but it is better to pay attention and be aware of it in communication between others. This study presents the implications of observing Grice's maxims as Cooperative Principle on the activities carried out by the speakers so that language users can pay more attention to it.

Observing Grice's maxims can be seen as the efforts of teacher and students in classroom interaction, whether they say as informative as possible, honest, relevant to the discussion, and clear. It may affect the ongoing teaching

learning activities. The students and teacher may misunderstand each other which can delay the next teaching and learning activity. Therefore, this research was conducted to explore how Grice's maxims observed by the teacher and students in EFL classroom interaction and its implications. The subjects of this study were an English teacher and 29 tenth graders at MA Ma'arif Ponggok in the academic year of 2021/2022. At MA Ma'arif Ponggok, research on effective classroom interaction between the teacher and students is a highlight that needs to be studied to improve the quality of education in the future. This school is one of the best Islamic Senior High School (Madrasah Aliyah) in Ponggok which always strives for the progress of its students. Research on how Grice's maxims observed by the teacher and students as well as the implications in EFL classroom interaction has never been conducted at this school.

Based on those considerations, the researcher is interested in investigating how Grice's maxims observed by the teacher and students as well as the implications in EFL classroom interaction at MA Ma'arif Ponggok. Hence, the researcher conducted the study entitled "The Implications of Grice's Maxims in EFL Classroom Interaction at MA Ma'arif Ponggok".

B. Research Problems

The problems of this study are:

1. How are Grice's maxims observed by the teacher and students in EFL classroom interaction at MA Ma'arif Ponggok?

2. What are the implications of Grice's maxims observed by the teacher and students in EFL classroom interaction at MA Ma'arif Ponggok?

C. Objectives of the Study

The objectives of this study are:

1. To explore how Grice's maxims observed by the teacher and students in EFL classroom interaction at MA Ma'arif Ponggok.
2. To explore the implications of Grice's maxims observed by the teacher and students in EFL classroom interaction at MA Ma'arif Ponggok.

D. Significance of the Study

This study is expected to be useful for:

1. Students

The findings of this study can be used as a reference for English students. They are expected to increase their awareness of Cooperative Principle in the classroom or daily life for smooth communication.

2. Teachers

The findings of this study can be a source for English language pragmatics lecturers as teaching and learning materials since they are based on the realization of Cooperative Principle theory. In addition, the findings of this study are expected to increase the awareness of English teachers in classroom interaction with their students.

3. Future Researchers

The findings of this study can be used as a reference for future researchers from English Education or English Literature Department who are interested in the field of pragmatics, especially in the theory of Cooperative Principle.

E. Scope and Limitation of the Study

This study is conducted to explore how teacher and students observed Grice's maxims, whether obeyed, violated, or flouted. This is also aimed to find out the implications. The subjects of the study are an English teacher and 29 tenth graders at MA Ma'arif Ponggok.

F. Definition of Key Terms

Some terms to avoid misunderstanding the concepts in this study are described as follows.

1. Cooperative Principle

Cooperative Principle in this study refers to a communication principle that is proposed by Grice (1995). It is formulated based on human behavior in using language to communicate. It is the principle for contributing to the conversation based on the purpose of the conversation. It describes how people reach effective communication.

2. Maxims

Maxims in this study are defined as four sub-principles of Cooperative Principle which support smooth conversation. Grice (1995) emphasizes four

maxims namely the maxim of quantity, the maxim of quality, the maxim of relation, and the maxim of manner. In the maxim of quantity, the speakers provide information as informative as needed for the purpose of conversation. In the maxim of quality, they are truthful. In the maxim of relation, they relevant to the topic being discussed. In the maxim of manner, they speak clearly.

3. Classroom Interaction

Classroom interaction in this study is defined as communication between teacher and students or between students and students in the EFL classroom. Maintaining effective classroom communication is important to support the teaching and learning process run smoothly.