

CHAPTER I

INTRODUCTION

A. Background of the Study

To continue living, every person needs relationships and interactions with other people. People need to communicate with others to develop excellent relationships. Information, thoughts, opinions, and emotions are exchanged between people or groups through communication. There are many other ways to accomplish this, such as through written, oral, or nonverbal communication. Sharing information, persuasion, motivation, and building relationships are just some of the many goals that can be achieved through communication. In the classroom as well as outside the classroom, effective communication is essential for a successful learning process. In a learning environment, in-class communication refers to the sharing of information between teachers and students. Building relationships, fostering a fun and productive learning environment, and encouraging student engagement and achievement all depend on effective communication in the classroom.

Yule (2010, p. 127) stated that communication clearly depends on not only recognizing the meaning of words in an utterance but recognizing what speakers mean by their utterances. The study of what speakers mean, or “speaker meaning,” is called pragmatics. Senft (2014) states that pragmatic is the discipline within linguistics that deals with actual language use. In addition, Paltridge (2012) said that pragmatic is the study of meaning in relation to the context in which a

person is speaking or writing. In reality, there are many ways to communicate and a conversation is the common way of communication.

However, in casual conversation, it is common for listeners to miss what the speaker is trying to convey. To avoid misunderstandings during communication, everyone should identify what the speaker meant or wanted to say. This implies that people should understand what they are communicating and how to communicate well. And when individuals provide clear information, effective communication will be established. Paltridge (2012) said that pragmatic assumes that when people communicate with each other they normally follow some kind of cooperative principle; that is, they have a shared understanding of how they should cooperate in their communications.

Not only in daily life but in the classroom effective communication is also needed so that the relationship between teachers and students can be built. Effective classroom communication requires clear and concise messaging, active listening, and a positive and supportive tone. Teachers should use a variety of communication strategies to engage students and promote their participation, such as asking questions, encouraging discussion, and giving feedback. Johnsson (1999) argues that classroom communication would be effective when the teacher and students are able to send and receive messages accurately.

According to Grice (1989), there is a guideline that creates effective communication called the “Cooperative Principle”. Grice assumed such general principles are accepted, four categories can be distinguished among them and Grice called these categories as Quantity, Quality, Relation, and Manner. All the

categories follow specific maxims: The maxim of Quantity relates to the quantity of information to be provided, the maxim of Quality assures the speaker is being truthful or factual and is not presenting what is seen to be unreliable or fraudulent proof, the maxim of relation determines the speaker's relevance to the topic under discussion, and the maxim of Manner determine the speaker such as being precise and organized, as well as guidelines for avoiding obscurity and ambiguity.

In reality, a participant in a talk exchange may fail to fulfill a maxim variously and this situation is called flouting maxim. The flouting maxim is a term used in pragmatics to describe a situation in which a speaker intentionally violates one of these maxims to convey a particular meaning. Flouting a maxim can be a deliberate rhetorical device, used to create humor or irony, or to convey a hidden meaning. It can also be a form of indirect communication, in which the speaker is trying to convey something without explicitly stating it. Paltridge (2012) argues the speakers are not intentionally trying to deceive or mislead their listeners, but they are deliberately not keeping the maxims in mind, for the listeners to imply another set of meanings.

Grice (1989) stated on the assumption that the speaker is able to fulfill the maxim and to do so without violating another maxim, is not opting out, trying to mislead, the listener is faced with a minor problem. This situation is one that characteristically gives rise to a conversational implicature. When a conversational implicature is generated in this way, Grice said that a maxim is being exploited.

The phenomenon of the flouting maxim that Grice mentions can be easily found in various fields. Predictably not only in movies, talk shows, and novels, flouting maxims are also shown in classroom communication. As conducted in previous research by Wahyudi, Yusuf, and Lestari (2020), they analyzed the flouting maxim in the EFL classroom interaction and their research took place in SMA PGRI 2 Bandung. They said that the students were confused by the information given by the teachers. This occurred because the teachers had trouble answering the students' questions and provided ambiguous information. Of course, this slows down not only the learning process but also the teaching process of the teacher. They also stated that the misunderstanding while in the learning process happened also because of too much information given to the students. This makes the learning process not conducive because students will start chit-chatting with each other and ignore the teacher.

In addition, based on observation made by the researcher in the same school, students often flout the maxims intentionally or unintentionally during the learning process. This causes the information conveyed by the teacher to be poorly delivered which makes students confused as a result students make an assumption which their assumptions that are not necessarily correct or in accordance with what the teacher says which causes students to not focus on the learning process and the information conveyed by the teacher is not well conveyed to students. As a result, students and even the teacher flouted all the maxims introduced by Grice.

Hence, this research is conducted in an almost similar way to Wahyudi, Yusuf, and Lestari (2020) in the data were obtained from observation but different in the way the research has investigated the reasons the teachers and the students flouted the maxims. The researcher also used the interview method which was not used in the previous study and also different research subjects. In addition, since many studies on flouting maxims have used movies as the subject, this study anticipated that it could represent real examples of flouting the maxim and produce different research findings from earlier research to broaden the scope of the study, particularly with the cooperative principle. This research aims to analyze the flouting maxims between the teachers and the students in classroom interactions during the learning process. The researcher discovered that many people were still oblivious to the flouting they had engaged in with their interlocutors, which is why the flouting maxim was chosen as the study's focus.

B. Problems of the Study

Based on the background above, this study tries to answer the following questions :

- 1) What types of conversational maxims are flouted by the teachers and the students during classroom interactions?
- 2) Why did the flouting of conversational maxims occur among the teachers and the students in the classroom interactions?

C. Objectives of the Study

Based on the problems of the study above, the objectives of the study are :

- 1) To find out what flouting of conversational maxims has been done by the teachers and the students during classroom interaction.
- 2) To find out the reasons why the teachers and the students flouted the conversational maxims in the classroom interaction.

D. Scope of the Study

This study is limited to analyze the flouting of conversational maxims that flouted in the English classroom interaction of the tenth-grade students which apply Grice theory in SMA Swasta HKBP Sidorame.

E. Significance of the Study

The recent research is expected to have theoretical and practical value.

a. Theoretically

The findings of this study are anticipated to advance knowledge and foster a deeper comprehension of pragmatics, particularly concerning maxims that are flouted. Also, it is anticipated that this study will serve as a guide on how to have a good dialogue.

b. Practically

It is expected that participants will become more conscious of the importance of cooperating. As a result of the flouting maxim in the discussion, it is also anticipated that individuals would employ the four maxims of conversation to avoid misunderstanding and pay closer attention to what they intended to say.