

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Cooperative principles proposed by Grice in 1975, is a set of maxims that are supposed to be fulfilled in order to have a cooperative communication activity in which both the speaker and the hearer receive and give adequate amount of information in a way that is appropriate to the context given (Grice, 1989). Such quality of communication activity has a great impact for a learning process. It is stated that cooperative principle that is applied properly elevates the activity and harmony of a classroom which result to a greater and quicker students' learning result (Li, 2015).

The importance of communication in the classroom has been receiving a lot of attention. Bee (2012) stated that good communication skills is not only impactful for the teacher but also the students' academic success (Khan, Dr. Khan, Zia-Ui-Islam, & Khan, 2017). The importance of communication skills of a teacher through students' point of view, has been analyzed by a study conducted by Khan, Alamgir; Khan, Salahuddin; Zia-Ul-Islam, Syed; Khan, Manzoor (2017) which stated that most of the students feel that they learn better from a teacher who is able to communicate well (Khan, Dr. Khan, Zia-Ui-Islam, & Khan, 2017). The prove that teacher's communication skill and students' academic success has been analyzed in the study conducted by Loss

(2000) which stated that good communication skills improve teacher and student level of understanding as the relationship between them is strengthened (Khan, Dr. Khan, Zia-Ul-Islam, & Khan, 2017).

It can be derived that EFL classroom – as a language learning activity – needs the attention on how the cooperative principle is applied in the classroom interaction. Communication is stated to be vital in the EFL classroom as it is stated in the previous research (ranta & Harmawati, 2017). This finding is strengthened by a statement by Xiao-yan (2006) which stated that language is not only the object of the course but also the medium to achieve the objective in teaching in English classrooms. Therefore, a report on how cooperative principle is applied in a classroom should be done.

Grice described that the ideal cooperative communication activity has to be done clearly, briefly, truly, coherently, and relevantly in which he derived four maxims to be followed in order to gain that quality. Those four maxims are quality, quantity, manner, and relation. In the previous studies, the cooperative principle is used mainly on professional teacher and conversational content in various platforms. For example, Yusro, Sutopo, and Yulisari (2020) discussed about how cooperative principle is applied in the EFL classroom interaction and found out that quality maxim is being violated among other maxims (Yusro, Sutopo, & Yulisari, 2020). Another case was found in a study conducted by Astuti, Imelwaty, and Perpisa which explored about the usage of cooperative principle by English teachers in SMKN 6 Padang, stated that the English teachers are indeed uses cooperative principle in their teaching activity (astuti, Sri, & Perpisa). It can be derived, from the amount of previous studies, that EFL

classrooms have received more attention in the area of the study related to cooperative principle.

How the EFL student teachers or pre-service teachers use the cooperative principle in their teaching activity as their preparation to become a teacher becomes an interesting subject to look at though no previous studies have given much attention. However, the issue of how the quality and existence of real practice and experience is important for student teachers have been famously discussed in previous studies. A study conducted in Jambi regarding to the practicum of student teachers by Urip Sulisty, Amirul Mukminin, Kemas Abdurrahman, and Eddy Haryanto in 2017 concludes that the practicum that is being done by the student teachers elevates the function, role, and performance though it still needs various improvement (Sulistyo, Mukminin, Abdurrahman, & Haryanto, 2017). Another study was conducted regarding student teachers' professional identity by Tsimoštšuk and Ugaste(2010) concludes that experience is very important in the student's understanding of teaching possession (Timoštšuk & Ugaste, 2010). Therefore, the right and most convenient teaching practice should be selected to carry on this research.

Reflecting from the previous studies, microteaching as one of the teaching practices that applies real classroom situation becomes the practice that is interesting to be used to see how the student teachers apply the cooperative principle. Because, microteaching is impactful on student teachers' teaching competencies and it is an efficient technique for learning (Dr. Koross, 2016). Mahmud and Rawshon (2013) have admitted in their study that the impact on microteaching is positive for the students themselves as it lets link the practice

into a real teaching situation (Mahmud & Rawson, 2013). Therefore, the usage of cooperative principle in microteaching is important because it reflects the ability of the student teachers in the real teaching activity. Reporting the application of cooperative principle will become useful for the student teachers to elevate their ability in conducting a cooperative communication in the classroom as a part of their teaching skills.

This study aims to report the application of cooperative principle in the student teacher of English Language Education Study Program of The State University of Jakarta microteaching activity. Reflecting and relating the previous studies, this study also aims to fill the gap of study related to the application of cooperative principle, student teachers, and microteaching that no previous studies have report the application of cooperative principle in the scope of microteaching by student teachers. The identification will be extracted from the usage density of each maxim. The density is derived after analyzing each utterance produced by the student teachers. The result will describe how well the cooperative principle is applied by the student teachers in the microteaching activity.

1.2 Research Question(s)

How is the cooperative principle applied by the student teachers of English Language Education Study Program of The State university of Jakarta in their microteaching activity?

In order to answer the research question, the researcher has made these sub-questions:

1. Which maxim of cooperative principle is applied more than the other maxims by the student teachers of ELESP UNJ during their microteaching performance?
2. Which maxim of cooperative principle is applied less than the other maxims by the student teachers of ELESP UNJ during their microteaching performance?

1.3 Purposes of the study

Based on the research questions, this study aims to report the density of each maxims from the cooperative principle applied by the student teachers of English Language Education Study Program of The State University of Jakarta in their microteaching activity. Therefore, this study aims to measure which maxim of cooperative principle is applied more than the other maxims and which maxim of cooperative principle is applied less than the other maxims.

1.4 Scope of the study

This study focuses on reporting the application of cooperative principle by the student teachers of English Language Education Study Program of The State University of Jakarta in their microteaching activity. The report is derived from the finding whether the maxims are used equally, which maxim is used more than the other maxims, and which maxim is used less than the other maxims.

The maxims that are being used in this study include maxim of quality, quantity, manner, and relation. The utterances derived from the microteaching activity will be the object of this study to report the application of cooperative principle.

1.5 Significance of the study

This study will report the application of cooperative principle by EFL student teachers in their microteaching activity. The result of this study will reflect how well is the cooperative principle is used in the microteaching activity by the EFL student teachers. This study will create a picture of how the student teachers communicate in the classroom judged by their application of cooperative principle with its reasons. Therefore, the result of this study will give an evaluation to the EFL student teachers of English Language Education Study Program of The State University of Jakarta regarding to their communication skills in the microteaching activity.