

CHAPTER I

INTRODUCTION

1.1. Background of the study

Communication is a transmission process of exchanging meaningful messages that involve the participants' interpretation and meaning (Steinberg, 2007). Language is a communication device to speak with one another. To hold a conversation with others, the speakers should bear in mind what they are saying; therefore, the listeners need to understand the speaker's intention (Safitri et al, n.d). To form a cooperative and efficient conversation, it is important to rely on the maxims of the Cooperative Principle, introduced by the philosopher of language Paul H. Grice. The principle is then elaborated into four sub-principles of the maxim; there are Maxim of Quantity, Maxim of Quality, Maxim of Relation, and Maxim of Manner. These maxims are rules which are normally followed during a conversation for people to apprehend one another on a frank and basic level.

Classroom communication would be effective when the teacher and students are able to send and receive messages accurately (Johnson, 1999). Teachers should not only have a good knowledge of the subject in hand, but also some communication skills such as the ability to observe, supervise, lead a discussion, and pose questions (Otsupius, 2014). Khan et al (2017) stated that the majority of the scholars feel that they learn better from a teacher who can communicate well. This set of teaching skills can be acquired by the use

of microteaching techniques while learning. Not only the training will be beneficial for the student-teachers, but for the students as well. Especially the foreign language learners will learn the target language easily and quickly based on the amount of classroom interaction (Brock, 1986). Malamah-Thomas stated that –in order to make learners become better at learning and activate their competence, interaction in language classrooms must happenl.

Despite that, in reality, not all communication fulfills the cooperative principle — people often fail to observe the maxims in many contexts of daily life and on many occasions (Ramiro, 2011). This situation is called flouting maxim (Thomas, 2013). Flouting of maxims is a situation wherein a speaker manipulates a specific maxim. However, 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 (Paltridge, 2006).

Flouting maxims occurred in various grounds. In psychology, flouting maxims seems to take place. A research done by LI Jia (2008) finds the four maxims are frequently flouted in psychological consultation as joke-telling or achieving politeness, which is needed on such occasions.

A research done by Nichlas Anderson in 2013 finds that the conversational maxims were flouted in order to produce comedy. He finds scriptwriters of a television series called Community tend to use different strategies to create comedy and one of them is having the characters flout the maxims. In December 2020, Rahmah Anindita from Gunadarma University also finds the

characters from a situational comedy, or a sitcom, called *Malam Minggu Miko* 2, flout the maxim of relation by giving irrelevant statements in order to create a humorous atmosphere.

In the politics field, flouting maxims also appear. A research done by Isma Farikha Latifatun Nuzulia from Brawijaya University entitled *–Pragmatic Analysis of Flouting Maxim in Donald Trump’s Interview with TIME in the Oval Office 2020* shows that 16 of Trump’s utterances were not obeying the rule of Cooperative Principle. One example is when Trump answers a question with a question. Such as when the interviewer asks *–Do you bet? I have forgotten whether you bet or not?*, he answers with *–Do I bet?* (Nuzulia, 2020). Trump’s response flouted the maxim of manner because it is rather ambiguous and unclear whether he bets or not (Nuzulia, 2020).

In Indonesia, politicians also flouted the maxims of the Cooperative Principle. In 2018 Tri Wita Indah Sari, Zainuddin, Amrin Saragih did research on *The Types of Flouting Maxim by Governor Candidates of North Sumatera in Election Debate*. One of the many examples provided by researchers is a question and answer session between the candidates, DSH and ER.

DSH : *–Pak Edy, bagaimana caranya mengelolah tempat bersejarah itu agar mampu meningkatkan pariwisata baik lokal maupun asing?*

ER : *–Memang benar adanya ini harus kita pelihara, kita pelihara adalah untuk penyemangati anak cucu kita kedepan untuk sejarah. kehadiran pemerintah kesitu kalau pak Jokowi nagacita ya jelas menganggarkan dari APBD, di rencanakan di promosikan sehingga itu menjadi objek yg selaras dengan kemajuan sumut yg kita cintai ini.* (Sari, Zainuddin, & Saragih, 2018).

ER did not give a relevant and suitable statement to answer the question (Sari, Zainuddin, & Saragih, 2018). Researchers stated *–ER should provide an*

answer as to how the cultural heritage can be known by the society especially to increase tourism in North Sumatera. Therefore ER flouted the maxim of relation.

Inevitably, in this day of age, social media users also cannot avoid flouting the maxim of Cooperative Principle. Nibros Hassani from IAIN Salatiga did research about The Flouting Maxim on Twitter Influencers' Tweets back in 2019. Twitter users, a social media network, often disobeys the maxims of Cooperative Principle in order to make jokes and to maintain the conversation flow (Hassani, 2019). In real life, flouting maxim also happens on a day-to-day basis. There are some conditions which make the participants of the interaction must flout the maxim, as stated by Bagus Detrianto and Agwin Degaf in their paper entitled -A Socio-Pragmatic Study: Flouting of Conversational Maxims Found in Merjosari Traditional Market, Malang-Indonesia. Even though all four maxims are flouted, the conversations between the seller and the buyer at the market were not categorized failed. Due to the fact that the conversations still run well and no misunderstanding arises between both parties (Detrianto & Degaf, 2017).

Predictably, flouting maxims also shows in classroom communication. Safitri et al (n.d) stated that teachers often preferred not blatantly in giving instructions in the classroom, but hoped the students would find the implied meaning. In the EFL classroom, a research done by Wayhudi, Yusuf, and Wiji Lestari (2020) in SMA PGRI 2 Bandung has shown multiple side effects from the flouting of all four maxims. They stated that the students are confused

towards the information given by the teacher. It happened because the teacher was troubled when responding to students' questions and unfortunately provided ambiguous information. It is of course slowed down the process of learning for the whole class, also the process of teaching for the teacher themselves. When provided such ambiguous information, the students then will likely misunderstand the lesson (Wahyudi, Yusuf, & Wiji Lestari, 2020).

Wahyudi et al (2020) stated that misunderstanding the lesson happened also because of too much information given to the students. This will lead into the class turning rowdy and noisy coming from the chattering caused by confused students. In the end, the teacher will then be ignored by the entire classroom which makes the process of learning, and teaching, fail (Wahyudi, Yusuf, & Wiji Lestari, 2020).

However, flouting the maxim does not always mean a bad thing. Another study done by Dwi Linawati (2013) about Gricean maxim in an EFL classroom shows that flouting a maxim can help with managing the classroom. The study was observing the teacher – student interaction during the lesson. The teacher often made utterances with implied meanings (Linawati, 2013). Take this conversation as an example. (S = Student, T = Teacher)

S: —The tree is the big one mam?!

T: —No, I think the tree is small!! (Linawati, 2013)

In this particular conversation, the student was making jokes during the lesson. He was not serious in the process of learning and that could slow down the entire classroom from learning that one particular subject (Linawati,

2013). Consequently, the teacher has to flout the maxim by delivering implied meaning within the utterances in order to change his attitude (Linawati, 2013).

Linawati's (2013) research findings were supported by Situmorang (2019) who did a research on non-observance of the maxims in EFL classroom interaction at SMA GKPI Pamen Padang Bulan. Situmorang (2019) claimed that it was inevitable for most students and teachers to not flout the maxims of communications, which are the maxim of quantity, quality, relation, and manner. The teacher, especially, needed to flout the maxims based on their students' needs (Situmorang, 2019). Situmorang (2019) stated that –they (the teacher) did that (flouts the maxim) in order to develop the interaction (between the teacher and the students) in the teaching learning process.¶

It is proven that there has been an abundance of research about flouting maxims of Cooperative Principle on various fields and subjects. However, there is none done in the microteaching field. The present study tried to broaden the area of the study particularly the Cooperative Principle on microteaching practices. This paper focuses on finding out whether the student-teachers flout the maxim of Cooperative Principle and in which circumstances the maxim itself flouted in microteaching practices performed by the student-teachers of ELESP UNJ.

1.2. Problems of the study

The present study focused on answering the following questions:

1. To what extent do the student-teachers flout the maxims of Grice's Cooperative Principle in microteaching practices in UNJ English Language Education Study Program?
2. In which circumstances are the maxims of Grice's Cooperative Principle flouted in microteaching practices in UNJ English Language Education Study Program?

1.3. Purpose of the study

Based on the research questions, this study aims to find out whether the student-teachers of UNJ English Language Education Study Program flout the maxims of Grice's Cooperative Principle in microteaching practices. Also, in which circumstances the student-teachers flout the maxims of Grice's Cooperative Principle in microteaching practices in UNJ English Language Education Study Program.

1.4. Scope of the study

This study focuses on analyzing the occurrence(s) of flouting maxim in terms of maxim quantity, quality, relation, and manner in the student-teachers' utterances referring to the theory of Gricean Maxim. This study also aims on finding out in which circumstances the maxims of Cooperative Principle itself flouted by the student-teacher in the English Language Education Study Program of Universitas Negeri Jakarta.

1.5. Significance of the study

This study is expected to be beneficial for the readers to help them comprehend the flouting maxim that occurs in their utterances in the practice of microteaching. This study is also expected to become the reference for other researchers to conduct more comprehensive study in the area of flouting maxim of Cooperative Principle especially in the microteaching practices.

