

AN ANALYSIS OF FLOUTING COOPERATIVE PRINCIPLE OF THE CLASSROOM INTERACTION RECORDED IN VIDEO BETWEEN TEACHER AND STUDENTS

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ABSTRACT

This study investigates the classroom interaction between a teacher and students, focusing on the application of Paul Grice's Cooperative Principle theory. The objective is to identify instances of flouting maxim, including the maxim of quantity, quality, manner, and relation. Through a descriptive qualitative design, the research examines the data to gain insights into the occurrence and implications of flouting maxim in the classroom. The findings reveal eleven instances of flouting maxim across all four types. The study emphasizes the importance of English teachers' awareness of the Cooperative Principle as a guiding framework for English language instruction. By using authentic materials such as movies or advertisements, teachers can elucidate the hidden meanings behind utterances and enhance students' comprehension. This research contributes to improving classroom communication and fostering a deeper understanding of language use.

Key words: classroom interaction, teacher-student communication, Cooperative Principle, flouting maxim, authentic materials, English language education.

INTRODUCTION

Communication is vital for individuals to express ideas, thoughts, and opinions while cooperating with others. Language serves as the primary tool for conversation, allowing people to convey their thoughts, opinions, and feelings. Effective communication requires a clear understanding between the speaker and the listener, achieved through a proper correlation between the message's meaning and its expression in language. The Cooperative Principle theory ensures meaningful communication by establishing a connection between speakers and listeners.

Indonesian people often encounter communication difficulties when native English speakers assign tasks due to challenges in understanding English words, expressions, or idioms. For example, the phrase "Do you have a pen?" can have multiple interpretations.

Classroom interactions between teachers and students involve various statements and expressions.

In the classroom, there is a need for balanced and interactive communication between teachers and students. While some classrooms still follow a teacher-centered approach, the shift towards a teacher-student relationship encourages equal participation in interactions, knowledge acquisition, and language experience.

The goal of language learning is for students to effectively convey their ideas from their native language to the target language. This can be achieved through practicing speaking skills and engaging in conversations. Teachers can foster interaction by asking questions, sharing ideas, and creating a supportive classroom environment.

Research Questions:

1. What types of Flouting Cooperative Principle occur in the classroom interaction between students and teachers?
2. What the dominance maxim is flouted in the classroom interaction between students and teachers?

Research Objectives:

1. To describe the types of Flouting Cooperative Principle in the classroom interaction between students and teachers.
2. To investigate the dominance maxim of Flouting Cooperative Principle that occur by teacher and students's interaction in the classroom.

Research Contributions:

- Empirical Contribution: The findings of this research can serve as a reference for future studies on Cooperative Principle, specifically regarding Flouting Maxims in classroom interactions.
- Practical Contribution: The research results can benefit English department students and English teachers by increasing their awareness and understanding of Cooperative Principle in their interactions.

METHODOLOGY

This research utilizes a descriptive qualitative method, which produces narrative descriptions of the phenomena under study. It involves analyzing and interpreting data to gain a deep understanding of Flouting Cooperative Principle in classroom interactions.

The research focuses on classroom interactions between a teacher and students in grade 8G at Junior High School Nurul Islam, Jember. The data were collected from a recorded video during online classes in January 2021.

Research Object: The research object consists of the utterances of the teacher and students in the grade 8G classroom at Junior High School Nurul Islam.

The data analysis in this research are the utterances from the classroom interactions, recorded in a video. Grice's Cooperative Principle serves as the theoretical framework. The data were collected through document analysis, including videos, recordings, and written documents.

The data analysis involves selecting relevant data related to the research questions. The process includes checking data accuracy, analyzing recorded videos, identifying utterances that represent the four Flouting Maxims, organizing data in a data sheet, contextualizing the data, and drawing conclusions based on the findings.

RESULT AND DISCUSSION

The findings of the research study on Flouting Cooperative Principle in classroom interactions are presented in the form of a table, categorizing the types of maxim, strategies used, function, and corresponding data from the recorded video. Four types of flouting maxims were identified: Quantity, Quality, Manner, and Relation.

Under the Flouting Maxim of Quantity, examples were given where the teacher and students provided either too much or too little information, deviating from the expected level. In the Flouting Maxim of Quality, contradictory or unsupported information was given, often for humorous effect. Flouting Maxim of Manner involved being obscure or giving unclear information, hindering comprehension. Lastly, Flouting Maxim of Relation occurred when the response given was irrelevant to the previous utterance.

The discussion of the findings highlighted the intentional generation of implicature, where speakers conveyed hidden meanings implicitly. Flouting maxims were used to create implicature, requiring the hearer to understand the intended meaning without it being explicitly stated. Flouting the maxim of manner was the most frequent in the classroom interactions, with speakers being obscure and longwinded in their utterances.

The study concluded that despite flouting maxims, the participants were still able to communicate and understand each other in the classroom. The pedagogical implication suggests that English teachers and students can learn from the expressions of flouting maxims as alternative ways of communication, such as conveying messages, creating

humor, and asking others to do something. This understanding can contribute to building effective communication skills outside the classroom as well.

CONCLUSION

The conclusion and suggestions for future research are drawn based on the analysis of the findings and discussions. The study observed both the observance and non-observance of maxims in the recorded classroom interactions between students and the teacher. Four types of observance maxims (Quantity, Quality, Manner, Relation) and four types of non-observance maxims (Flouting, Violating, Infringing, Opting-Out, Suspending) were identified. In the recorded video, the teacher and students mainly performed flouting maxims of Quantity, Quality, Manner, and Relation.

The conclusion highlights the presence of intended meaning in communication, where speakers and hearers do not convey information directly. English teachers are encouraged to understand Cooperative Principle and use Grice's theory to analyze utterances, as it will be beneficial when teaching various English materials that involve Cooperative Principle.

The suggestions are divided into two parts. Firstly, for English teachers, understanding Cooperative Principle is essential, as English materials extend beyond textbooks to include authentic materials like movies and advertisements, which often generate flouting maxims. Knowing about flouting maxims will enable teachers to explain the literal meaning of such materials. Secondly, for future researchers, this study can serve as a reference for conducting further research on Cooperative Principle, specifically focusing on flouting maxims. It is suggested to explore this theory in different areas, using multiple classes in different secondary schools to obtain diverse results.

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