

## **ABSTRACT**

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This research dealt with the use of non-observance maxim of Teacher's Speaking in the English Teaching Process in SMK Negeri 5 Medan. This research was based on pragmatics study that occur in cooperative principles which is formed with non-observance maxim to find out the types of non-observance maxim in the teacher utterance. Qualitative method was applied in this research. In collecting the data, the researcher classified the types of non-observance maxim. The data were analyzed through some steps; by record the English teaching-learning process in the classroom, listening and writing all the teacher utterance in a piece of paper, underlining the teacher utterance that contained non-observance maxim. The last, analyzed the data obtained non-observance maxim in that teacher utterance. The finding could be reported as follow the types of non observance maxim, they were 5 Flouting a maxim, 1 Violating a maxim, 3 Infringing a maxim, 4 Opting Out a maxim, 4 Suspending a maxim.

**Keyword : Non-Observance Maxim, Teacher's Speaking**

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The Researcher

Rindi Arum Sanita

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# CHAPTER 1

## INTRODUCTION

### **A. The Background of the Study**

Pragmatics is a branch of linguistics that discuss the meaning of the word, or about a person's ability to use language accordance with the intent and meaning of the language. According to Levinson (1983:9) qouted by Triyatun (2013) "Pragmatics is the study of the relationship between language and understanding the underlying context description language". Here "understanding language" refers to the fact that to understand something expression/ speech-language is required as well as knowledge beyond the meaning of words and grammatical relation, the relationship with the context of use. Therefore it Pragmatics can be interpreted as the study of the ability of users to associate language sentences with the appropriate contexts for that sentences. One of the principles in pragmatic is cooperative principle by Grice.

Cooperative principle is how a person interacts with other. Actually it explains what the basics or principles in an interaction of an person with another person. Cooperative principle explain how effective communication in conversation is achieved in common social situation, that is, the speakers and the listeners must act cooperatively so that what is conveyed speaker can be understood by the listener. The cooperative principle and its component maxim ensure that in an exchange of conversation , the right amount of information is provided and that the interaction is conducted in a truthful, relevant and

pericious manner. then, Paul Grice made a cooperative principle in language use what is called the Grice's cooperative principle. Grice divide this cooperative principles into four kind of maxim.

Maxim as a part of cooperative principle is a field of pragmatics. Maxim is the concept which goes towards making a speaker's contribution to the conversation. According to Grice (1975) quoted by Hamidreza (2014), there are four maxims of cooperative principles : *Maxim of Quantity*, *Maxim of Quality*, *Maxim of Relation*, *Maxim of Manner*.

Language plays an important role in communicating. Well, based on Grice's theory, in a conversation or discussion, everyone should pay attention to the four maxim is that there are not errors in communication. Is not visible from the person who, while he was still using the language he must follow four maxim by Grice. Because some people argue that the language used by someone, describe the personality of the person. But everyday, there are many people who often when use of language that violates four maxim by grice. Violates intentionally or unintentionally by the user of language. For example, in everyday life we often say taboo word when talking with our friends when we already know that words do not deserve to say. From the example, proving that every day we do violating maxim by Grice. This error usually influenced by several factor. These factors could be due to differences in cultural and linguistic experience that is different between the speaker and the listener. Or it could be due to factor habit of language used everyday. It is not uncommon that the four rules above are violated by the speakers. This is called non-Observance of the maxim.

According to Thomas people may fail to observe a maxim because they are incapable of speaking clearly, or because they deliberately choose to lie. Then, Jenny Thomas in his book *Meaning In Interaction : An Introduction Pragmatics (1995)*, divide Non-Observance Maxim into five, those are: *Flouting Maxim, Violating a Maxim, Infringing a Maxim, Opting Out a Maxim, Suspending a Maxim.*

The differences in this research with previous research is in a journal titled is *Non-Observance of Maxim in Facebook Conversation* by Irma Rizkiani Hanifah, the researcher investigating types of maxim which are not observed by male and female facebook users fail to observe a maxim in their conversation. In other journal by Triyatun with the title *Non-Observance of Grice's Maxim Found in THE DEATH OF A SALESMAN Drama Script By Arthur Miller: A Pragmatic Study*, the researcher analyzed the data based on the types of non-observance maxims, speaker's intention and variation of maxims that occurred in non-observance maxims.

In this research intends to analyze Non-Observance maxim of teacher's speaking in the English teaching process. From the experience of researcher when practice field experience in SMK N 5 Medan in the English teaching process, in several times the researcher find teachers in these schools do non-Observance maxim in the English teaching-learning process. Because of this reason the researcher choose "Non-Observance Maxim of teacher's speaking in the English teaching process" as the title in this research.

## **B. Identification of the Problem**

Based on the background, the problem of this research was identified as follow : The types of Non-Observance maxim of teacher's speaking in English teaching-learning process.

## **C. Scope And Limitation**

Based on the problem was described in the background of the study, the scope was about Pragmatic especially Non-Observance Maxim. The limitation was five types of Non-Observance maxim (Flouting a Maxim, Violating a Maxim, Infringing a Maxim, Opting Out a Maxim, Suspending a Maxim) of teacher's speaking in English teaching-learning process

## **D. Formulation of the Problem**

The problem of this research was formulated as follow what types of Non-Observance maxim of teacher's speaking in English teaching-learning process

## **E. The Objective of the Study**

In relation to the problem, the objectives of the research was to find out the types of Non-Observance maxim of teacher's speaking in English teaching-learning process

## **F. The Significance of the Study**

Theoretical, it was expected to enlarge the knowledge about Non-Observance maxim especially to add the information about pragmatics study.

Practical, the findings are hoped and useful for :

1. English teacher, to increase their knowledge about Non-Observance maxim and to improve their language use
2. The students, to provide better and clearer understanding on the types of Non-Observance maxim
3. Other researchers, to increase their reference about Non-Observance maxim to the further research

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Description of Analysis**

Analysis is the study of something an examination of data and facts to uncover and understand cause-effect relationships, thus providing basis for problem solving and decision making.

Based on Martin (1996:13), “Analysis is the study of something by examining its part statement of the result of this”. Harrison adds that analysis is the process of braking down a sentence into it clause and relating the other parts to it. From the quotation above, it can be understood that analysis will be done by specifically observing until the most little part of word in a sentence. The way of analysis making explicit and also supports the researcher to do the research most focused in finding the types of what she looks for about the main focus of research, especially about non-observance maxim.

According to Michael Bean (2012), Analysis is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it. Its mean that to analyze a problem in an issue must go through several section to gain an undestrstanding of issues.

Based on Choverly (2003:196) “Analysis of the data means studying the tabulated material in order to determine inherent fact or meaning”. It involves breaking down complex factor into simpler ones and putting the parts in new

arrangements for purpose of interpretation. The first step in analysis the data is in the critical examined in the collecting data.

Data analysis is a process use to transform, remodel and revise certain information (data) with a view to reach to a certain conclusion for a given situation or problem. Data analysis can be done by different methods as according to the needs and requirements of different domains like science, business, social science dissertation etc. Data analysis in a research supports the researcher to reach to a conclusion. Therefore, simply stating that data analysis is important for a research will be an understatement rather no research can survive without data analysis.

There are many benefits of data analysis, however the most important ones are follow : data analysis helps in structuring the findings from different sources of data collection like survey research. Every researcher has sort out huge pile of data that he/she has collected, before reaching to a conclusion of the research question. With the help of data analysis a researcher can filter data for an assignment writing project.

## **2. Description of Language**

When people want to communicate with other, they will use language as the device to express their idea. Language is a system which is consists of structure, morpheme, sounds and many rules to expressing idea (Richard and Schmidt, 2002). Language that uses to express someone's intention called as speech act. In the speech act, there is a power that might force people to do an act or a response.

For instance when there is a person who said “It is really hot in here.” There are two possibilities actions to response the speech act. The first action is that the hearer will add the statement by saying “Yes, it is very 10 hot.” And the second action is opening the door or window or turn on the fan or the air condition.

Communication among the members of a society. In the expression of culture, language is a fundamental aspect. It is the tool that conveys traditions and values related to group identity. The purpose of this paper is to show that a common language is one of the most important features of a community and the ceaseless use of the same language is the most certain proof of the historical continuity of a community of people. This function is strongly related to the social nature of a language, whereas there are interdependency and mutual conditionality relations between language occurrence and a society with its inherent culture. We are going to take into account several aspects of language such as speaking and writing while also keeping in mind that the study of language is a multidisciplinary endeavour. Communication takes place not only orally, but also in writing.

For instance, writing, a relatively recent invention, has a great importance for a language whereby it plays an important role in the preservation of language realities. The need to communicate triggers both the occurrence and the development of a language and this need arises and becomes stronger and stronger when one has someone else to communicate with, where there is a society.

Society acquires self-awareness through the contact and communication between its members. The significance of communication between people equates

the significance of language – the most important means of communication. In this respect, language is of crucial importance in the individual development of humans and this is best mirrored by the development of blind people as opposed to the deaf (we speak, of course, of blindness and deafness at birth). Research has revealed the fact that the blind develop their intellectual propensities better than the deaf. Although deprived of their sight, they can hear, which enables them to acquire language, by means of which they can “see” better than with their own eyes.

Language holds an important role in our lives. It serves as a means of communication enables us to interact with other people in community. When people hear a piece of language, he or she attempts to understand not only the words structure, words choice and its meaning but also the intention of the speaker. Understanding the speakers intentions is a way to enhance a communication. It is an essential point in the communication.

Language is the ability to acquire and use complex system of communication, particularly the human ability to do so, and a language is any specific example of such a system. Well, language is a human system of communication that use arbitrary signals, such as voice, and gestures.

Language can be translated into two terms, namely the tool and knowledge. The term language as a tool is most often used everyday life. People communicate is a function of language as tool, a tool to communicate, a tool to communicate something to another person in order to achieve the objectives to be delivered. Language is a major means of identifying a set of people, nation or country.

Hornby (list of linguistics), defines that language is the system of communication in speech and writing that is used by a people of a particular country.

The word 'language' is derived from 'lingua' the Latin word for tongue, which rightly emphasizes the speech aspect as basic in language. It is often called that 'man is a social being' and what, perhaps, plays the vital role in enabling man to act as a 'social being' is his ability to use language for communication. In used language for communication the speaker and hearer should understand each other to make the goals conversation. But the speaker often used language not suitable with the language should used. Based on Grice there are four maxims in used language.

### **3. Description of Pragmatics**

A speaker can say something without meaning it, by meaning something else or perhaps nothing at all. A speaker can mean something without saying it, by merely implicating it. These two truisms are reason enough to distinguish saying, meaning, and implicating. And that's what we'll do here, looking into what each involves and how they interconnect. The aim of this chapter is to clarify the notions of saying, meaning, and implicating and, with the help of some other distinctions, to dispel certain common misunderstandings.

Paul Grice famously developed accounts of what it is for a speaker to mean something and to implicate something. His basic idea was not new, as this oft-quoted passage from Mill illustrates:

If I say to any one, “I saw some of your children today”, he might be justified in inferring that I did not see them all, not because the words mean it, but because, if I had seen them all, it is most likely that I should have said so: even though this cannot be presumed unless it is presupposed that I must have known whether the children I saw were all or not. (Mill 1867: 501). Not only did Mill appreciate the phenomenon of what, thanks to Grice, has come to be known as *conversational implicature*, in this passage Mill points to the importance of distinguishing what is meant by the words a speaker utters and what a speaker means in uttering them. This is perhaps the distinction most basic to pragmatics.

So we have the distinction between linguistic and speaker’s meaning, as well as the three-part distinction between saying, meaning, and implicating, as done by a speaker. Why fuss over these distinctions? The main reason is to identify the sorts of information that speakers (or writers) make available to their listeners (or readers), the sorts of intentions that speakers have in so doing, and the means by which this information is made available to or is inferable by the hearer from the fact that the speaker did what she did. We do not use psychokinesis to make ourselves understood or telepathy to figure out what others mean.

According to Levinson, (1983: 6) quoted by Triyatun (2013) “Pragmatic is the study of those principles that will account for why a certain set of sentences are unusual, or not possible utterances”. Levinson (1983:9) also states that pragmatics is the study of relations between language and context that are relevant to the writing of grammars. It can be said that pragmatics focuses on the study of how utterances have meaning based on the context or situation.

Pragmatics are concerned with people's ability to use language meaningfully. In short, pragmatics focuses on the speaker's meaning. When the speaker says something to the hearer, of course the speaker has a meaning from what the speaker said. What the speaker intended is conducted in pragmatic study. A conversation depends not only on the speaker, who is trying to deliver a message, but also on the hearer, who draws a conclusion from the implication of the utterance, depending on the context in which it occurs. In contrast to syntax and semantics, pragmatics focuses on human cooperation and knowledge instead of a linguistic meaning and structure only.

Pragmatics which focuses on the intended meaning dependent on the context (Aitchison, 2003:14). Pragmatics studies how the transmission of meaning depends not only on the linguistic knowledge of the speaker and listener, but also on the context of the utterance, the status of those who involved, and the inferred intent of the speaker. Well, pragmatics is the branch of linguistics which studies how speakers use language to achieve their goals and how hearers interpret the meaning the speaker wishes to convey. This was developed by other researchers after Austin's death. A conversation depends not only on the speaker, who is trying to deliver a message, but also on the hearer, who draws a conclusion from the implication of the utterance, depending on the context in which it occurs. In contrast to syntax and semantics, pragmatics focuses on human cooperation and knowledge instead of on linguistic meaning and structure only.

Based on the definition above, it can be summarized that pragmatics is the study of meaning which is used in the communication, and context in the pragmatics

holds an important role on pragmatics. The study of pragmatics is not a single study. It has many sub-part of study. It covers the study of politeness phenomena, reference and deixis, implicature, and speech acts.

#### **4. Speech Act**

The term speech act was firstly introduced by English philosopher J.L Austin. Speech act can be analyzed on three levels: the locution (the words the speaker uses); the illocution (what the speaker is doing by using those words); the perlocution (the effect of those words on the hearer) Peccei,(1999: 47).

In English speech act are commonly given more specific actions, such as requesting, commanding, questioning, or informing. The term speech act refers to an utterance and the total situation in which the utterance is issued. Speech act is used to mean the same as illocutionary act (Thomas, 1995: 51).

According to Peccei, (1999: 51) there are five types of speech acts as follows, representatives/assertive, directive, commissive, expressive, and declarative. Representatives/ assertive is the act when the speaker represent external reality by making their words fit the world as they believe it to be (stating, describing, and affirming). Secondly, directive utterance is an act when the speaker direct hearer to perform some future act which will make the world fit the speaker's words (commanding, ordering, requesting, warning, suggesting). The third type of speech act is commissive, commissive is speakers commit themselves to a future act which will make the world fir their words (promising, vowing, threatening, and offering). The next type is expressive utterance, speakers express their feelings by

making their words fit their internal psychological world (thanking, greeting, welcoming, apologizing) (Peccei, 1999:52). The last type of speech act is declarative utterance. Peccei (1999:53) defines declarative as the speaker utters words that in themselves change the world (naming, marriage, and sentencing).

When people want to communicate with others, they will use language as the device to express their idea. Language is a system which consists of structure, morpheme, sounds and many rules to express an idea (Richard and Schmidt, 2002). Language that is used to express someone's intention is called a speech act. In the speech act, there is a power that might force people to do an act or a response. For instance, when there is a person who said "It is really hot in here." There are two possible actions to respond to the speech act. The first action is that the hearer will add to the statement by saying "Yes, it is very hot." And the second action is opening the door or window or turning on the fan or the air conditioner. It is a fact that a speech act has a power instead of the meaning of its words and phrases.

Another clear definition is also shared by Akmajian in the journal *A Gricean Maxim Analysis of An English Teacher's Talks In SMP N 1 Kalasan* by Dwi Linawati (2001, cited in Akhimien, 2006: 748). He says that "A speech act may be defined as an act performed in uttering certain expressions". So, there must be a speech situation. A speaker, a hearer, and the utterances are included in the speech situation. The common term of the speech situation is the speaker produces utterances toward the hearer. The utterances themselves could be in the form of statement, question, opinion, direction etc. As mentioned before; those utterances have power to force the hearer to do something. Thus, when the speaker says an

utterance toward the hearer, the speaker force the hearer to do something depends on the form of the utterances. The sum of those forms of utterances is called as speech acts. This opinion is supported by Yule (1996:45) who also defines that actions performed via utterances are generally called speech act.

There are some experts who are defining the categories of speech act.

### **A. Austin's Speech Acts Classification**

Austin (1962) in Meyer (2009) in journal *A Gricean Maxim Analysis of An English Teacher's Talks In SMP N 1 Kalasan By Dwi Linawati* writes that when speaking (or writing, for that matter), people performed various acts : locutionary acts, illocutionary acts and perlocutionary acts.

#### **1) Locutionary acts**

Locutionary act is the first Austins classification. It is performing the act of saying something. Austin (1962) in Grundy (2000) in journal *A Gricean Maxim Analysis of An English Teacher's Talks In SMP N 1 Kalasan By Dwi Linawati* clearly states locutionary act is the utterance of a sentence with determinate sense and reference. Determinate sense means there is non-ambiguous meaning in the utterance. It is the literary meaning of utterance. The pattern to explain locutionary act could be in the form of: **S** (Speaker) says to **H** (Hearer) that **X** (**X** being certain words, spoken with certain sense and reference).

#### **2) Illocutionary acts**

It is the next Austin's classification. In the illocutionary act, it is very important to us to know about the illocutionary force. Illocutionary force is a property of a sentence or utterance to reify what are essential actions.

Illocutionary force relates to the action under the certain circumstance which is intended by the speaker. So, illocutionary acts is performing an act in saying something. The example is: a man said to me in the farm ‘*Shoot her!*’ The illocutionary act of this utterance is that the man ordering me to shoot her. Because of the circumstance is in the farm, so it could be conclude that “*her*” here means chicken or another domestic animal in the farm.

### **3) Perlocutionary acts**

This is the last of Austin’s classification. It is seems to involve the effect of utterance act. Cutting (2002:15) in journal *A Gricean Maxim Analysis of An English Teacher’s Talks In SMP N 1 Kalasan By Dwi Linawati* states that Perlocutionary is what is done by uttering the words; it is the effect on the hearer, the hearer reaction. It is the action effect of illocutionary utterance that is says by the speaker. The pattern of perlocutionary is by saying X, S convinces H that P. the example is in the utterance “*Shoot her!*” the possible perlocutionary act are the hearer maybe will shoot the *her* or chicken and the hearer maybe just say “Ok” or “Ye”.

### **B. Searle’s Speech Acts Classification**

Searle (1977) in Mey (2001) in journal *A Gricean Maxim Analysis of An English Teacher’s Talks In SMP N 1 Kalasan By Dwi Linawati* categories speech act into five types. They are representatives, directives, commissives, expressive, and declarations.

### 1) **Representatives**

The characteristics of representative is carry out the values of “True” or “False” and also the state of affair in the world. Meyer (2009:50) in journal *A Gricean Maxim Analysis of An English Teacher’s Talks In SMP N 1 Kalasan* By *Dwi Linawati* states that representative or assertive is an utterance that reporting statements of fact verifiable of true or false. Statements of fact, assertions, conclusions, and descriptions are example of the utterance which is included in the representatives. The speaker in the representative utterance wants to make the hearer believes about a fact weather it is true or not based on the speakers perspective. The example:

- a. Water freezes at zero degrees centigrade.
- b. The earth is flat.
- c. It was a warm sunny day.

### 2) **Directives**

The important point of this speech act is that it is the attempt by the speaker to get the hearer to do something. Yule (1996:54) says that directives are speech act that express what the speaker wants. Command, orders, request and suggestions are some example of directives. Their expressed psychological state is the desire or wish and they also show a world to words direction of fit.

The example:

- a. Open the door, please.
- b. Could you pass me the sugar?
- c. Gimme a cup of coffee. Make it black.

### 3) Commissives

Commissives are those kinds of speech act that used by the speaker to commit themselves to some future action. The point of this speech act is committing one to doing something. Akhimien (2006), in his journal explain that commissive shows a world-to-words direction of fit and intention to their felicity condition. Threats, promises, refusals and pledges are the example of commissives. The example:

- a. We will not go down.
- b. I'll be back in five minutes.
- c. I'm going to meet you in airport.

### 4) Expressive

Expressive are utterances that expressing speakers attitudes. It contains speakers psychological state. Yule (1996:52) adds that it is about the speakers feeling and could be in the form of happy, sad, pain, pleasure, like, dislike etc and it is about the speakers experience. Thanking, apologizing, regretting are some example of expressive. The example:

- a. I'am sorry!
- b. Congratulation!
- c. Oh, Yes, Great, mmmm, ssah!

### 5) Declarations

Declaration is an utterance that could be changes someones state or condition. Meyer (2009:50) states that declarations are an utterance bringing about the change in the state of affairs. In saying a declaration utterance, the speaker has to

have a special institutional role, in a specific context, in order to perform a declaration appropriately. The example:

- a. Priest: I now pronounce you husband and wife.
- b. Referee: You are out!
- c. Jury Foreman: We find the defendant is guilty.

### **C. Felicity Condition**

In performing speech act, there are certain conditions that must be fulfilled by the participants (the speaker and the listener), in order to make the speech successfully conduct. The condition called as Felicity Condition. Yule (1996), says “There are certain expected or appropriate circumstances, technically known as felicity condition, for the performance of speech act to be recognized as intended.” According Meyer (2006), felicity condition is series condition that needs to be satisfied for conducting a successful speech. When the felicity condition does not filled by the participant, the speech will be in infelicity, the speech does not mean anything for the participant. For instance, the utterance “I now pronounce you husband and wife.” will have no effect or power toward people if this utterance does not said by the priest. Searle (1969) shares four kinds of felicity condition. They are:

- 1) Propositional condition: S [Speaker] expresses regret for a past act A of S,
- 2) Preparatory condition: S believes that A was not in “H”s [Hearer’s] best interest,
- 3) Sincerity condition: Speaker regrets act A, and
- 4) Essential condition: Counts as an apology for act A.

#### **D. Context**

In the communication, context holds an important role. Without context, the conversation will be very empty and meaningless. Cook (1995) in journal *A Gricean Maxim Analysis of An English Teacher's Talks In SMP N 1 Kalasan* By *Dwi Linawati* states that context is the knowledge of the world outside the language which is used to interpret it. Context is used by the communication participants to interpret the utterances in order to make it clear enough (there is no ambiguous meaning and misinterpret). Mey (1993:31) remarks that context is the total society setting in which the speech event takes place. In other words, context is any condition that influences the speech. Mey (1993:38) adds that context is the surroundings that enable the participants in the communication process to interact, and that make the linguistic expressions of their interaction intelligible. It helps the participant to interpret the meaning of an utterance.

#### **5. Teacher's Speaking**

One of important interactions in the classroom is the teacher's speaking; an activity done by the teacher between one half and three quarters of talking in the classroom. teacher's speaking is the language typically used by foreign language teacher in the process of teaching. Richard and Schmidt (2002) state teacher's speaking as a variety of language sometimes used by teachers when they are in the process of teaching. Any kinds of language used by the teacher in the class could be categorized as a teacher talk. Another definition is also proposed by Allwright and Bailey (1991:139). They claim that "talk is one of the major ways that

teachers convey information to learners, and it is also one of the primary means of controlling learner behavior”.

Using mother tongue in the English as Foreign language class is very common issue. In the English as Foreign Language class, the use of mother tongue is still acceptable when the teacher uses the appropriate portion between the English and the mother tongue. The appropriate proportion of the use of L1 (Mother tongue) and L2 (English) is difficult to determine as it depends on some factors, such as; the target language competence of the students, the teachers ability to speak L1, or the type of tasks. “The general guidelines in many countries recommend that lessons be planned to be as monolingual as possible, drawing on the mother tongue only when difficulties arise” (Butzkamm, 2003). When the class faced difficulties, it is better for teacher to mix between the mother tongue and also the target language. But, when the teacher still exposes them to use exclusively the target language, some learners will fail to get the message; they will be likely to lose the thread, feel frustrated and eventually give up any attempt at keeping up with the teacher.

Teacher’s speaking also holds important role in the learning process. Nunan (1991) shares that teacher’s speaking is central in the language class not only for classroom organization and for the process of acquisition but also for controlling student behavior. In terms of managing and organizing, teacher talk is the device for teacher to implement their teaching plans in the class. In terms of acquisition, teacher’s speaking is important because it is probably the major source of comprehensible target language input the learner is likely to receive. So, teacher’s

speaking could be used as a model of target language in the class and it is very important for students.

In a classroom interaction, sometimes found that some misunderstanding happened between the teacher and the students or among students. Grice said that violation of cooperative principles can lead speakers and hearers into uncooperative conversation and misunderstanding about the message delivered. By looking at that theory, an investigation about violation of maxim cooperative principles in the classroom interaction should be done to know how often teacher and students violate the maxim. The reason why should find this is because in a classroom interaction, it is important to deliver the message clearly in order to transfer the knowledge.

## **6. Description of Cooperative Principle**

In English speech act are commonly given more specific actions, such as requesting, commanding, questioning, or informing. The term speech act refers to an utterance and the total situation in which the utterance is issued. Speech act is used to mean the same as illocutionary act (Thomas, 1995: 51).

In a communication will be successfully delivered by a speaker to the hearer if they can build a cooperative one and another. So communication needs the effectiveness and efficiency of delivering contribution of information that is easier for the speakers and the hearer. That is way Grice (1975) proposed the theory and offered to use theory cooperative principle to avoid misunderstanding and miss interpretation between the speakers and the hearer.

As the cornerstone theory of pragmatics, the Cooperative Principle is one of the major principles guiding people's communication. The Principle and its maxims can clearly expound the literary meaning and its implication of communication. Therefore, the principle can be applied to various areas. The following conversation is between Premier Enlai Zhou and an American journalist (A: Premier Zhou Enlai; B: American journalist):

B: Mr. Premier, could you please tell me, why you Chinese having high aspiration and boldness of vision still use the pen made in U. S. A.?

A: Talking about this pen, there's a long story. This is not an ordinary pen. It's war booty, in fighting against the U. S. troops, sent by a Korea friend of mine, as a souvenir. I thought it significant, and accept this pen, which is manufactured in your country.

This is a typical example which violates the maxim of relation and the maxim of quantity. The American journalist intends to laugh at China, the country he considers to be lagging behind the U.S.A. However, Premier Zhou Enlai does not answer the question directly, but chooses to violate the conversational principle. It is a common pen but with great meaning. He calls the pen a souvenir from a Korea friend, which stands for the failure of American troops in the War to Resist U.S Aggression and Aid Korea. Premier Zhou's answer shows his outstanding diplomatic competence.

Cooperative Principle and conversational implication by H. P. Grice, as a branch of pragmatics, has played an important part in the practice of translation. Translation is a dynamic communicative activity going between two languages,

and changes with the communicative context, the mental, cognitive, cultural, social and linguistic factors related to both participants. Translation process can be analyzed from the perspective of Cooperative Principle.

Cooperative principle describes how people interact with one another, the principle is intended as a description of how people normally behave in conversation, Grice (cited in Peccei, 1999: 27). Listeners and speakers must speak cooperatively and mutually accept one another to be understood in a particular way. The cooperative principle describes how effective communication in conversation is achieved in common social situations. Grice (in Griffiths 2006: 134) identified some of the communicational norms and show how the speakers are involved in the reasons when speakers make possible utterances to convey rather more than is literally encoded in the underlying sentences.

The cooperative principle can be divided into four maxims, called the Gricean maxims, describing specific rational principles observed by people who obey the cooperative principle; these principles enable effective communication. Grice proposed four conversational maxims that arise from the pragmatics of natural language. Based on that explanation about cooperative principles, it means that when people speak they need to cooperate with ideas and the message, so there will be no miss communication between the speakers and the hearer.

Grice's concept of the Cooperative Principle and its four associated maxims are considered a major contribution to the area of pragmatics, which not only plays an indispensable role in the generation of conversational implications, but also is a successful example showing how human communication is governed by

the principle. In foreign language teaching, the four basic skills have been greatly improved for Chinese college students in the past decades. However, these skills have not been developed at the same pace, especially the ability in speaking. Some college students can understand what others say in English but cannot express themselves effectively in English, and some even cannot catch others' meaning conveyed by spoken English. Speaking still remains the most difficult skill for the students and the people, who study English or other foreign language.

## 7. Description of Maxim

The maxim is a rule which must be obeyed by the communicator (speakers and listeners) in doing interaction textually or personally in order to have communication process to be done smoothly. Maxim as a part of cooperative principle is a field of pragmatics. Maxim is the concept which goes towards making a speaker's contribution to the conversation. According to Grice (1975), there are four maxims of cooperative principles : *Maxim of Quantity*, *Maxim of Quality*, *Maxim of Relation*, *Maxim of Manner*.

1. *Maxim of Quantity* is pointed out as the amount of information given by the speaker to hearer. Grice (1975 in Thomas, 1995) points out that people observe this maxim if they give a right amount of information that is required.
2. *Maxim of Quality* is concerned with the quality of information which is given by speaker to hearer. It means the speaker tries to give a contribution that is true and the speakers does not give a lack of evidence.

3. *Maxim of Relation*, the speakers contribution should relate clearly to the purpose of the exchange, it should be relevant. The maxim of relation requires being relevant to the context and situation in which the utterance occurs (Thomas, 1995:70).
4. *Maxim of Manner*, the speakers are considered saying what they want to share clearly and deliver their message reasonably.

### **8. Description of Non-Observance Maxim**

It is very common for people in their everyday language fail to observe or fulfill the maxims on many occasions. Usually they have their own reasons why they fail to observe the maxims. The speaker wants to lie toward the hearer or they are incapable of speaking clearly (they are nervous, frightened, have a stammer, etc), those are some occasions when people fail to observe the maxims in their everyday language, it called as the Non- Observance of maxims. The Non-observance of the Conversational Maxim is developed from Cooperative Principle and still holds to it as the basic theory.

On the other hand, people do not always mean from what they say literally when they build a conversation. In line with this. In line with this, Thomas (1995:57) believes that the additional or different meaning in conversation is a phenomenon of implicature. He adds that when speaker implies something to suggest or to deliver some meaning by means of language, so intentionally she/he generates an implicature.

Someone failed to obey the maxim because they are unable to speak clearly or because they lied. And several other factors. According to Thomas (1995: 64) people may fail to observe a maxim because , for example, they are incapable of speaking clearly, or because they deliberately choose to lie. The types of non-observance of the maxims can be classified into five, those are:

### **8.1 Flouting Maxim**

Based on Thomas (1995: 65) explains the flouting a maxim is a situation in which a speaker blatantly fails to observe a maxim, not with any intention of deceiving or misleading, but because the speaker wishes to prompt the hearer to look for a meaning which is different from, or in addition to the expressed meaning.

Flouting a maxim takes place when a speaker blatantly fails to observe a maxim without any attention to mislead a hearer. Thomas (1995) believes that the speaker expects the hearer to look for a different meaning from what she/he says literally. In this case, speaker deliberately intends to generate an implicature.

In flouting maxim there are four types that can contain flouting maxim maxim.

#### **1.1 Flouting a Maxim of Quality**

Flouting a Maxim of Quality occurs when the speaker is not telling the truth, in other words lie. Speakers could say anything contrary to the truth that must be told. An example is given by Grice (1975) in the book Thomas (1995: 67) says that an implicature has been generated by speakers intentionally by stating something clearly wrong. Grice then mention it in an example:

- (i) *The ambulancemen has expressed pleasure at having someone vomit over him .*
- (ii) *There is no example in recorded history of people being delighted at having someone vomit over him.*
- (iii) *I have no reason to believe that the ambulancemen is trying to decieve us in any way.*
- (iv) *Unless the ambulancemen's utterance is enterely pointless, he must be trying to put across some other position.*
- (v) *This must be some obviously related preposition.*
- (vi) *The most obviously related proposition is the exact opposite of the one he has expressed.*
- (vii) *The ambulancemen is extremly annoyed at having the drunk vomit over her.*

From the example above it can be concluded that the ambulance officers had given a implicatures by expressing his pleasure to someone who has throw up. But the fact that the incident never happened, no human being very excited when someone throw up.

## 1.2 Flouting a Maxim of Quantity

Occurs when speakers provide information that is too little or too much of that is needed by the listener. As disclosed Thomas (1995: 69) that "A flout the maxim of quantity Occurs when blantly Gives more or less information than the situation requires". This means that flouting a maxim of quantity occurs when intentionally speakers provide information that is more or less than is needed.

Example :

A: How are we getting there ?

**B: Well we're getting there in Dave's car.**

Intentionally B provides less information than that required by A, the use of the word we're generating an A implicatures not necessarily agree. While B wants to use Dave's car ride to get to the destination, A does not want to travel with them or do not want to use the car ride Dave.

### 1.3 Flouting a Maxim of Relation

Occurs when a speaker says something irrelevant. According to Thomas flouting a Maxim of relation is "The maxim of relation is exploited by making a response or observation the roomates is very obviously irrelevant to the topic in hand" This means that the maxim is intended to make a response or observations are Cleary very deviate from the topic being Discussed.

The conclusion, that a person is doing a flouting the Maxim of Relation when he gave an answer that is not relevant to the topic being talked about. Interest flouting a Maxim of Relation is to change the subject because in percakapn people usually change the subject to avoid talking about something embarrassing or just to end the conversation.

### 1.4 Flouting a Maxim of Manner

Flouting a Maxim of Manner Occurs when the speaker deliberately provide information that is unclear and has more than one meaning (ambiguous), providing information convoluted or irregular delivery of information.  
example:

This interaction occurred during a radio interview with an unnamed official from the United States Embassy in Port-au-Prince, Haiti:

*Interviewer: Did the US Government play any part in Duvalier's departure? Did they, for example actively encourage him to leave?*

*Official: I would not try steer you away from that conclusion.*

From the example above dialogue, the official information yet convoluted or simply he could memberiakn statement 'Yes'. And a statement given has failed and violated maxim, for deliberately providing information ambiguous.

The conclusion that a flouting the Maxim of Manner occurs when a speaker says something ambiguous that causes the listener assume something different to what is conveyed by the speaker. Although sometimes the speaker did not intend it to happen.

## **8.2 Violating a Maxim**

According to Grice (cited in Thomas: 1995: 72) defines violation very specifically as the unostentatious non observance of a maxim. If a speaker violates a maxim, he or she will be liable to mislead. In a violating maxim, the speaker will be able to mislead the hearer intentionally. The speakers says the truth but implies what is untrue.

## **8.3 Infringing a Maxim**

Thomas (1995: 74) explains that infringing maxim of non-observance could occur because the speaker has an imperfect command of the language (a young child or a foreign learner), the speaker's performance is impaired in some

way (nervousness, drunkenness, excitement). Because of some cognitive impairment or simply the speaker is constitutionally incapable of speaking clearly, to the point, etc.

Infringing a maxim usually takes place when a speaker has an imperfect linguistics performance, cognitive impairment, or when a speaker can not speak clearly or the point because of informatively impaired. Infringing a maxim also occurs when the speaker possesses lack of knowledge to the topic.

#### **8.4 Opting Out a Maxim**

Grice in Thomas (1995: 73) explains that a speaker who opts out from the operation both of the maxim and cooperative principle, he or she may say, indicate or allow it to become plain that he is unwilling to cooperate in the way the maxim requires. Thomas (1995: 74) adds that “examples of opting out occur frequently in public life, when the speaker cannot, perhaps for legal or ethical reason, reply in the way normally expected. The speaker usually wishes to avoid generating a false implicature or appearing uncooperative”.

In opting out a maxim, the speaker is unwilling to cooperate with the requirement of the maxim and often takes place in public life. Opting out a maxim occurs when the speaker cannot reply in normal way that is expected.

#### **8.5 Suspending a Maxim**

Suspending a maxim is a case in which the speaker needs not opt out of observing the maxim because there is no expectation for the maxim to be observed (Thomas, 1995: 76). Suspending a maxim occurs when there are

culture-specific or particular events that force the speaker not to say something directly, for instance, taboo word.

(Keenan 1976:70), here is further examples, taken from a novel set on a Navajo reservation, which make explicit reference to the suspension of a maxim.

Example 26

*The speaker in this example on the next is the daughter of a murdered man. She is talking to Officer JimmChee of the Navajo Tribal Police:*

‘Last time you were with that FBI man — asking about the one who got killed,’ she said, respecting the Navajo taboo of not speaking the name of the dead. ‘you find out who killed that man?’

## **B. Conceptual Framework**

According to Grice, in with the language, one must have to comply with a princip cooperation in the know called grecian's cooperative principles so that a message can be conveyed well by the speaker to the listener. Grice's cooperative principle be divided into four types maxim, namely: Maxim of Quantity, Maxim of Quality, Maxim of Relation, Maxim of Manner.

Then, According to Thomas (1995: 64) the form of not obeying the maxim or failure of a person in obeying the maxim is divided into five types, namely: flouting Maxim, Violating a Maxim, Infringing a Maxim, Opting Out a Maxim, Suspending a Maxim. So in this study, researchers will analyze the teacher's speaking in English teaching-learning process to determine the failure maxim conducted by the English teacher.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Research Design**

This research was applied qualitative design. In this research, it was analyzed teacher's speaking (utterance) in English teaching-learning process to know the types of non-observance maxim that happened. Then researcher was classified by the types. Then the implementation of research start with prepare a tool for recording, and data collection. After the data is collected, the researcher was begin to analyze the data so that the researcher get the results to make conclusion.

#### **B. Source of Data**

In this research, all data were taken from teacher speaking in the class room in english teaching process in four meetings. The English teacher is Mr. Mester Nasution in the class XII TMO2, Thursday at 07.30 Am. The researcher was recorded in english teaching-learning process for (2x45 minutes), that was done in four meetings in the same class. So the total required is 360 minutes (8x45 minutes).

#### **C. Technique of Collecting Data**

The data of this research were collected by several step :

1. Preparing observation sheets are the types of non-observance maxim.
2. Preparing a tool to record English teaching-learning process.

3. Record teacher's speaking in the class room in english teaching process.
4. Listening and Writing all teacher's speaking on pieces of paper.

#### **D. Technique of Data Analysis**

The data were analyzed by using descriptive technique. In this technique, the data were analyzed in term of qualitative analysis. The step were as the following :

1. Analyze the sentence in the script of teacher speaking to find out the types of Non-Observance maxim
2. Classify violations maxim that occur based on the types of non-observance maxim
3. Make the conclusion based on the data

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data**

As stated in the previous chapter, the data were gathered from the teacher utterance in English teaching learning process. The researcher do research for one month, There were four meetings in one month, then there were four transcript of teacher speaking which has been analyzed by the researcher.

#### **B. Data Analyis**

This part was to find out types of Non-Observance Maxim in English teaching learning process. From the data collected, the researcher identified and classified the data based on the types of Non-Observance Maxim they are five types. The data underline in the teacher utterance and obtained in the table.

**Tabel 4.1**  
**Types of Non-Observance Maxim of Teacher's Speaking in the English**  
**Teaching Process**

NO	Types of Non-Observance Maxim	Teacher Utterance
1	<b>Flouting</b>	1. The best student in this class, when I speak in front of his walking around the class.
		2. You are very clever, I have given many examples but you still can not to practice.
		3. Grade 3 SMK still don't know about regular verb and irregular verbs, admirable.
		4. Because you never noted its mean you are a smart student, smart student who do not need study at class, and do not need a marks
		5. You have been very understanding, I see no one listen to me, it is mean you smarter than me right?
2	<b>Violating</b>	6. The news heard by the headmaster. Likely to be reported to the police
3	<b>Infringing</b>	7. Okay good
		8. Good character
		9. Try good
4	<b>Opting Out</b>	10. I will not call his name, certainly I already know him.
		11. I stayed for a while, there was none of my business

		12. There are some of your seniors like that
		13. I stayed for a while, I would meet some one in my room.
5	<b>Suspending</b>	14. Turned out to be foolish.
		15. Fuck you, in english we say “make your own sandwich”
		16. I kick you.
		17. Die you, in english we say “make your own sandwich”

Based on the table 4.1 showed the total number of form of non-observance maxim in teacher utterance they are 17 non observance maxim of five types.

### **The Reason of Each Types of Non-Observance Maxim Contained on The Table :**

#### **1. Flouting a Maxim**

According to Jenny Thomas flouting a maxim is a speaker blatantly fails to observe a maxim, because the speaker wishes to prompt the hearer to look for a meaning which is different from, or in addition to, the expressed meaning.

Then from the five flouting a maxim that has been found, it can be seen that the English teacher blatantly fails to observe a maxim so that the hearer find a different meaning from expressed.

## **2. Violating a Maxim**

This sentence shows that teacher convey mislead information to scare students who commit terror. As it is written in the book of Jenny Thomas “if a speaker violates a maxim s/he will be liable to mislead”.

## **3. Infringing a Maxim**

When pronounce “good” the teacher say (gyuut) then sometimes it sound like the word “cute”. This is an accordance with the understanding infringing maxim, could occur because the speaker has an imperfect command of the language (a young child or a foreign learner).

## **4. Opting Out a Maxim**

Seen from some sentence besides can be know that the speaker does not want to convey specific information, he just explain briefly.

## **5. Suspending a Maxim**

If describe with simple words suspending maxim is when the speaker says the taboo word. Therefore some of these sentences are include in the suspending a maxim, because that sentence inappropriate uttered by a teacher, it was too rough.

## **C. Research Finding**

Based on the analyzing of the data, it can be explained that there are of 5 Flouting a maxim, there is 1 Violating a maxim, there are 3 Infringing a maxim, there are 4 Opting Out a maxim, there are 4 Suspending a maxim, which totaled there are 17 non-observance maxim that happened.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data, there was important conclusion based on the result of non-observance maxim of teacher's speaking in the English teaching process, it's found that the five types of non-observance maxim in this research, they are were 5 Flouting a maxim, 1 Violating a maxim, 3 Infringing a maxim, 4 Opting Out a maxim, 4 Suspending a maxim.

#### B. Suggestion

With reference to the conclusion, suggestion are staged as the following :

1. It is advised for readers to understand non-observance maxim, especially the types of non-observance maxim used in English teaching process.
2. For the other researchers are interested in doing research about non-observance maxim to do further in order to provide more information about it.

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## **APPENDIX**

### **Curriculum Vitae**

Name : Drs. Mester Nasution

Place, Date of Birth : Batang Toru, June 4<sup>th</sup> 1962

#### **Educational Background,**

Elementary school : SDN 04 Batang Toru, Tapanuli Selatan ; 1968-1974

Junior High School : STN Batang Toru, Tapanuli Selatan ; 1974-1977

Senior High School : STMS Pembina Medan (+ time a half year); 1977-1981

University : D3 Bahasa Inggris IKIP Negeri Medan ; 1981-1984

University : S1 Bahasa Inggris IKIP Alwasliyah Medan; 1989-1992

#### **Employment History,**

As a teacher in SMAN Peusangan, Aceh Utara ; 1985-1987

As a teacher in SMK Negeri 5 Medan ; 1988- now

## APPENDIX

### Teacher Utterance in English Teaching Learning Process

#### First meeting

Good morning, how are you?

Fine too, thanks.

Listen, I obtained this news there was a teacher in terror, remember it from you guys terrorizing another teacher, the better you terrorize me. Let you know who I am.

Had one of the teachers here in terror student, his parents kicked me out of here.

People of Gaharu.

I will not call his name, certainly I already know him.

You want me plug it in to the police or not? Get out, full stop.

Finally he apologized. There are also events Administrative staff, he reported at me. It was fine, not a problem with me. His also apologize to me. So I made in the student section, if you want terrorizing the teachers, will be better you terror me first. There I saw terrorize teacher a few days ago. The news heard by the headmaster. Likely to be reported to the police, prepare yourself.

Okay open your book on page 25. Silent please!

Okay open page 25 talking about application later right.

What is application letter, is a letter that is used when we want to apply for a job..

You learn here only a few months away, after that you will do the final exam.

After finish your study here, you will going do for a job. Before you doing a job, ofcourse you will write application letter.

Where do you usually find job vacancy?

Yes, in newspapers, in magazines and others right.

who knows the kinds of letters in addition to a application letter?

Okay good

Complain letter for complaining about something. There is bisnis letter. And know write the application letter.

Look at this, he wanted to make a application letter, and he hopes that his letter will be accepted.

So first, look at this, this is the top address of anyone? Margaretha right.

Then who?

first silent. lest the noise, we listen to your friend read it. Hey listen, wait a minute.

That's an example of creating a letter. So you try to answer this, immediately, required.

fill this in accordance with brevity, let's just be wary of this newspaper.

I stayed for a while, there was none of my business. I'll be back to check.

Already listen, this is what I share is a certificate from the police records.

This is provided so that you can take care of a certificate from the police to apply for a job later.

So then if you apply for a job that is in need.

If you already have a criminal record in the police station, then for 5 years your SKCK not out.

That is why I often say that good behavior you that.

Okay next, open your book

Pay attention, this is an example of a application letter

So this is the address and telephone number of the applicant's company job opening.

When all was complete, then just send. Who is the name of the sender? Margaretha right.

In her letter addressed to whom? office manager right.

Examples of one another so that you more understand.

Her address tebet raya, it's in Indonesia. Who is the sender? Amelia right.

That is, The company are going for a job.

Of which the vacancy Amelia got this job? From the back of the paper.

So in the first paragraph we stated that support you.

Second paragraph of the willing in the call for an interview, after interview a few days later will be informed you received or not. So time interview show your good character.

But if you are still far from the expected. You still feel freedom. Already turned away time I say "my enemy is me" but you're not sure, it is still like that.

See your friend, the best student in this class, when I speak in front of his walking around the class.

So see, we take the first, here what is needed?

Between Korean export and import of real madrid looking for.

Will you choose which one you want to work on.

So we had a deal, try to create a cover letter as an example that I gave. So that you know, make the name and address based on your address, then select the name of the company. Explain what your destination. "I was interested because ...."

I found in a newspaper ad ... dated ...

Let me ask very, not noisy at times. You are very bad, it would finish you just give bad memories.

I wish you're introspecting yourself first.

If you still like this I will give you 6 points at your final exam. Which 7 only three people. Can not believe you'll see.

I've advised my how times 1 2 3 4, it will not be the same I value 7. I wrote it, nine points just two people. The remaining value of 6 if at all, the remedial worse.

I'm not a peg, but I see from your behavior.

I am your homeroom teacher, but such your behavior, should I can add value, so I do not want anymore.

Create was my enemy, you'll value your clay.

Like Daniel, your mother come to school many times to cry-cry. But you do not want to learn, you move here from other schools, but instead you give bad examples only.

Lots of my class teacher's report to fuss, impolite, do not want to learn. Your parents for help to me, I'm sorry, but I see the behavior you do not want me. I was not stupid.

Why should I give good score if your character is bad.

You show me your bad behavior again, if you've graduated from the same conference I, I do not want it, I say "there you"

See you later if you've finished the one you meet me again ask me about job vacancy, if ever I say we do not have because of your bad attitude.

Monday then you are also right to be noisy during the ceremony, finally punished. I am embarrassed.

But you're not embarrassed, horrified I see children today, not a shame. Only the electric class and buildings class can be orderly. If engine class every teacher have bad reports about you.

Moreover, new student, moving from other school here, I think it changed so much better, turned out to be foolish.

Okay do is what I said earlier.

Because time is over we continue next week, do not forget to complete the task that I gave earlier.

See you next week.

## Second Meeting

Assalamualaikum..

How are you?

I'm fine too thanks

Okay, before we start our lesson lets pray to god first who gives us the health, prayer begin. Finish.

Okay, last week we study about application letter. Have you understand?

There are the ... of the sentence, then the head of the letter, the company's name in the heading, write intents and purposes you're making the letter.

For example, you want to be? Want to apply at the company as a mechanic. I see jobs in an ad, I was interested to apply for a job at your company. Then include requirements that support you to be received.

The third is usually hopefully my letter into consideration. Okay it is a matter of weeks ago, now we will discuss about the report speech.

What the report speech? That sentence spoken by the person first and then spoken by others. Do you understand?

Examples in bahasa, we first make use a statement, do you know statement? What is that statement? Statement right.

Then note the tenses her, it tenses know right what? The forms of sentences, remember?

There is a simple present, there continuous present tense, present perfect there.

Now we create a first report of his speech in the form of simple present.

What's that simple present tense? Is performed repeatedly.

Example Person A says, look at this! It is call direct speech means directly spoken

Ani said what? "I Love Rahman" she said.

Then came the Budi, "What Ani's said to you?"

So Charli say that the direct speech. This is what is called speech Reported or indirect speech. Thus, Ani said that she loved Rahman. Understand? Practice was to the fore.

Okay, you, and you Jihan, and you come here boy.

say "me",

And you, what is your name?

Okay, with bahasa first.

Okay listen, told him, "I love watching TV".

Then you, tell him, "what he said to you?"

Then he said?

Hey you silent! Not you are told to answer

Try repeating, others listen first.

Say "I love to play ball"

What did she say to you?

Dont you were responsible? Repeat!

Okay, He said, his name?

Then, Rahmat said he loves to play ball.

Okay repeat once again, others listen please. Try

Good, already?

Once again, great.

Okay now with English.

What is the English of? "I like playing soccer"

So you are B, What did he say to you? "What that he said to you?"

Rahmat said that he like playing soccer.

Listen, repeat in English.

The others can listen first

Rahmat said that he like playing soccer

Hey you moved here, can you listen?

TMO2 class is indeed famous not want to learn and are very noisy.

Can not be silent. Listen so that you understand.

Okay start.

Riki first listen, rahmad said that he like playing soccer

You listen to me, not again look to the white board. So wrote can not be?

Once again I give you an example "Rahmad said that, he like playing soccer / football"

The other in his voice not noisy at all, listen first. you would raise hell.

Okay fast.

you sit down, you are very clever, I have given many examples but you still can not to practice.

How many times you read, still could not outrageous.

You, come here.

You are the second, and you the third!

Okay start, "I like playing football"

listen, you already in SMK, its the lesson for junior high school and you still not understand?

Listen please, can you be quiet?

Okay "I like playing foodball"

You, "what did he said to you?"

Ya randi said that he like playing football.

Okay we use soccer not football

Okay if you already understand, dont cheating the white board.

Well, this is what we called direct speech into indirectly speech.

What is the meaning of the direct speech?

Pronounce sentence on someone then recited again by others.

Example once again, in order to understand better.

Okay good, you understand right? Please, sit.

So, pay attention. So this change becomes a sentence in the form of simple past tense.

Wear subject verb second.

Okay we use V2.

Pay attention, listen.

We create a first in the form of simple past tense.

What's that simple past tense?

With activities in the past.

Do you understand?

For example, what Ani said? "I went shopping last night," use V2 right?

Of course there is a change in that sentence right? The change of time.

The time change is how?

Still remember you?

If yesterday became the day before, when last night became the night before, last week became the week before. What else? Last month to the month before.

Okay we try, "I went shopping last night"

Budi said, What did he say? "What did he said to you?"

What is the answer charli? "He said that, He had gone shopping the night before"

So we can see the change, if the simple past tense turned into simple past perfect tense.

What's that simple past perfect tense?

Subject is plus verb plus object

Okay we make more example.

Attention please. Let the three of you come here.

Come on, quickly. Already seated if you do not want.

Okay who can?

Read on the board.

You're going to read this, will you?

Okay start, can not you? embarrassed me.

Okay facing your friend.

Silent please, I speak but you not hear? listen again, okay repeat.

Repeat until nice.

Try best, already clearly written on the board, and you still can't?

Stop, stop. Rread it first, "He had gone shopping the night before"

Okay start repeat.

Okay good. Now the task.

I will give assignment, please write, change into reported speech.

Only two.

Just keep silent, listen to me.

Number one, My father goes to work by car.

Once again the last one, my father goes to work by car.

Number two, Ani's uncle did not come to my house last week.

I sometimes see you guys hate times.

So you open the ears. Do not be childish,

Listen!

Okay, you read number one! Who has the finish? You number one?

Okay number one, please listen your friend.

Yes, my father goes to work by car.

Who can read number two?

Yes, Ani's uncle did not come to my house last week.

Now you try to change the direct speech into indirect speech.

This not a question, then dont make again "what did he said to you?"

Another example number three, take note! "I like apple"

It said the A was not it, then you change the B only

Because he was a man so we use "He" for all of right.

Then simply, "He said that" He made all of right, "he said that he like apple"

Can? Everything is disposible He said that, okay start.

You change the sentences into indirect speech or Reported speech. Okay start.

We just repeat the lesson, this class one and two already learned. Then we review again. May you already forget.

So number one was sentence what?

Simple present tense you should change into simple past tense.

If the simple past tense you should change into simple past perfect tense.

Okay try your best.

Do assignment by yourself, do not look your friends.

Write the assignment first.

I already said everything was made "he said that".

If he says my father then changed to be what? His father, right?

Then replace the verb into a noun number two, then it becomes simple past tense.

Listen, if it goes then change into what? From where it goes from? Go, then went, do goes into goes. Wrong.

It should be remembered was that regular verbs and irregular verbs.

Look in the dictionary.

Grade 3 SMK still don't know about regular verb and irregular verbs, admirable.

If the simple past tense change was negative in the past perfect be negative as well. If she's not go into had not gone.

Who is finished brought to me.

Okay just listen, your friend will read the answer. Direct speech first then indirect speech.

Being "He said that Ani's uncle had not come to his house the week before.

Okay I give 6 question again, just like before. Examples which number one was its indirect speech transformed into what?

Continuous became past tense. Okay start.

Silent please, you have a more dominant voice of the job.

Like time you fuss, attention.

I ask for help with, cant you be quiet, do the job that I gave.

Okay who can answer number one?

Okay listen, "our" change become?

Their right? So he said that their teacher was absent that.

Who can answer number two?

Present change become?

Do you remember our lesson about to be?

Okay who can answer number three?

What car toys? Okay further number four,

He said that he had not cooked rice for him the day before.

Number five and number six who can answer?

Okay already understand.

Okay because time is over we continued again next week.

See you next week.

### **The third meeting**

Assalamualaikum, good morning

How are you to day?

I'am fine too thank you.

Okay, before we start our lesson lets pray to god first who Gives us the health,  
prayer begin. Finish.

What is our lesson last week? Open your book please!

Yeah, about Reported speech right, all of you already understand?

If there are those who do not understand please ask before we go into the next material.

There is no? Nice.

Now open your book, this class have Erlangga book right?

Today we will discuss about the conditional sentence.

In your print book is already there, but not complete. And maybe you will be hard to understand.

So what is it conditional sentence?

Semester one we've discussed about this, we just review.

What is conditional sentence?

Yes, the sentence Supposition.

Suppositions how? There are three types

Yeah if that type one is the sentence that may occur may not.

So how was the formula? There's always the right formula?

Hey listent, already commemorated every time , still noisy.

Okay, what was the formula that type one?

Ya, If + S+ V(Present)+O → S+ Will+ V1+ O

Give the example?

- If Rani loves me, I will marry her

- we will go to mak Inang's canteen if miss linda doesn't come.

Why used "will"? Because it is the future.

Then the second type, what kind?

Is a conditional sentence is impossible to happen.

What is the formula?

If+ S+ V2+ O → S+ Would+ V1+ O

So what is the examples?

- I don't have 3 cars, so I can't give you a car
- If I had tree cars, I would give you one of them.

Hey did you guys can not keep quiet?

It is difficult, already in repeated any number of times you still do not get it, but if it explained not ever noticed

Later your final exam scores poorly, do not pass you cry, ask your mother at me but her children do not care

Pity was on the your parents, not a rich man, I know what your father's job

Do not be arrogant times, trivial time you told the teacher

If you've lost my patience, already not want any more I use the words

I kick you.

Honestly I'm tired advised, but you just cheeky to teachers

I will give 5 in your final exam, if necessary more lower

Die you, in english we say "make your own sandwich" do not pass it, the more that your mother cry for help

I would have paid dearly

Dont ask who?

There are some of your seniors like that

So do not make me angry. My appearance is like this. but my car a lot, my kids a doctor, police, STAN, not me arrogant just so you know it's just that success can not you get if you never appreciate your teacher, your parents

Would not that knowledge can you get if you behave too brash both your teachers and your parents. Remember the one that was okay we continued to type 2 there who do not understand?

Now we make the sentence with your own

In bahasa first,

Starting from the front row, you'll say

"If I have a lot of money, I will buy a car"

You continue his words, "If you buy a new car, I'll borrow your car" and continue make a sentence that describes you were suppose.

Oke, we can start

Start from you, with bahasa first

"If I have a lot of money, I would buy a car"

Okay further "if you buy a new car, I'll borrow your car"

Then, what else?

Still with bahasa you can not? Make a sentence just supposition.

repeat that hearing your friend.

"If you borrow the car, I'll come with you"

Continued on, okay good.

So, how we can be his sentence, four, right?

Now please change the four that into English.

So what is the type of conditional sentence that we make?

Type one right, because he's still possible

Okay finish all?.

I stayed for a while, I would meet some one in my room. Dont not noisy. We will discuss together later.

Okay have you finish?

We start, now in English

Okay start,

is correct the answer of your friend? yeah almost completely only be slightly improved.

So how is the correct answer "If I have a lot of many, I will buy a new car"

Further the second sentence, "If you buy a new car, I will borrow your car" right?

up to three, okay nice

so how the correct answer "If you borrow his car, I will be with you"

What was that last sentence?

Yeah, so how in English "If you go with him by a car, I will be happy"

Have you finish?

So it has been understood right, so what is the type of conditional sentence already we made? Conditional sentence type one.

So what about type two, and next, make the first sentence in bahasa for easier

How about type two? sentence supposition which may not happen.

So what about the sentence?

Let me give one sentence and then you make the conditional sentence

Mr. Habibie is not at SMK N 5 Medan, so we can't ask a question.

So what is the conditional sentence from that sentence?

"If Mr. Habibie were at SMKN 5 Medan we could ask a question"

This can not happen, because in the first sentence said that Mr. Habibie not in SMKN 5 Medan, then we can not give him a questions

Can you get the point?

Okay then understood conditional sentences for 5 sentence type 2

But you make just sentence, do not have to make a statement

I already made like that so that you more easily understand.

Because time is up so that you have completed in house, next week we continue with the type 3.

Remember the note must be complete, soon UAS, as usual, I'll check your calendar notes

Do not be a trivial task because sometimes I do not check is not because I forgot, but I'll check all note at once.

If later you notes not complete, do not expect good grades from me, because you never noted its mean you are a smart student, smart student who don not need study at class, and don not need a marks

Already convinced that pass on final exam

There is no reason lost, borrowed friends and others.

Okay I think enough see you next week

## The fourth meeting

Assalamualaikum

Good morning my students, before we start our lesson today please let's pray to God. Finish

Last Monday we have done UBT right?

So what your responses after therethrough?

Too difficult? because time is limited especially for the English, and you only know "yes/no"

So we take a lesson from it, add more time study at home, complete the exercises of final exam from the year before, you also can see on the internet

We also have les to discuss about final exam, if there are questions that do not understand ask your teacher

Okay we continued our lesson?

Conditional sentence type 2 right?

Now we will discuss type 3, there are assignments last week I gave, yeah I check your notes today.

Okay so what is conditional sentence type 3?

That sentence suppositions contrary to the reality of the past.

If + S + Had + V3 + O  $\longrightarrow$  S + Would + Have + V3 + O

Example : He has absent yesterday

Then the sentence be "If he had not been absent yesterday, I would have given him my car"

Of that sentence shows that it happened already passed or have already occurred in the past

Another example : you were not here last night

So the sentence “ If you had been here last night, you have met a ghost”

Until here any question?

You have been very understanding, i see no one listen to me, it is mean you smarter than me right?

I've not understand anymore how should I do to make you seriously study. Every meeting I give advised , but you still noisy, against teachers

Who terrorizing teachers some time ago already discovered, if you still show bad character, has not changed, you will never pass, being a criminal. Get new home, eat and sleep free for long time.

Today we we just review our lesson a few weeks ago when there who do not understand please ask, next week we've UAS

Not bored to me remind you a lot to learn at home, more polite to the teacher, keep your attitude so that you graduated with good grades, so you can easily work

Because it's expected to pass SMK ready to work, ready to compete

So please behave well, so no regrets

Pay off all the administration that you can take the exam, if you can not afford to pay, we have a program for help the students, you can ask Mr. Helmi any requirements on how the solution

As a deputy of head master, Mr. Maraguna already entrust everything to me

So now it is up to you

If you want a good score then change your character, but if you still want playing, free, we check it later your grades

Okay there any questions? I think easy about application letter

How about Reported speech? Or are there who do not understand about the conditional sentence types 1 until 3 ? Not available? Have you understand all?

Gather your notes, tomorrow our les right? Tomorrow I share all of us discuss more material that you still do not understand

I think until here for today, once again let me remind you that your attitude determines your score in final exam.

See you and Wassalamualaikum

## Documentation Of Research



