

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1. Background of the Study**

Communication happens every day in the daily life. The easiest way to communicate with others is through verbal communication. According to Stenstorm, A. (1994), a verbal communication is when the addresser talks, she expects her addressee to respond with an answer, agrees (or disagrees) to a proposal, by acknowledging the problems. It is important to be an active partner to engage an active verbal communication.

Verbal communication also occurred at school which is mostly happened at the classroom. In the classroom, there is a teaching process led by the teacher. Teaching is the process of concerning students' needs, experiences and feeling, and making specific interventions to help the students learn. The use of English can be conducted in the classroom by the teacher towards the students or by the student towards other students.

In the classroom, there are two main roles working together during the teaching learning activities to achieve the aim of the learning, teacher and students. Teacher can be a role model who gives the good examples through speaking and actions, listener if the students want to express their ideas, the facilitator to achieve the objectives of the study, etc. The students also take an important role in the classroom to take a responsibility in the learning process.

Besides controlling the classroom, the teacher also holds important roles in the teaching learning activities as he arranges the whole activities, helps the students to achieve the objectives of the activities, controls and manages the students during the activities, and takes the students through a curriculum with conversation all at the same time (Sinclair and Brazil, 1982). On the other hand, the students should obey the teacher's rules and instructions that help them to develop their own quality of learning.

Students' quality of learning is affected by teacher talk which is defined as speech used by the teachers that is characteristically modified in phonology, lexis (consisting of morphology and vocabulary), syntax, and discourse (Osborne, 1999). In uttering the teacher talk in the classroom, the teacher could affect students' personality that is divided into two different types, **individual factors** (self-esteem, anxiety, inhibition, willingness to take risks, tolerance of ambiguity, learning styles, self-efficacy and motivation) and **relational aspects** (empathy, teacher-learner rapport or cross-cultural processes) (Arnold and Fonseca, 2007). Those effects show that teacher talk gives a big impact towards the students.

In uttering the teacher talk, there are two ways according to Feldhusen and Krypsin, (1974): direct teacher talk and indirect teacher talk. If the teacher is limiting students' freedom, it is considered as direct teacher talk. As an example, the teacher said "Billy! Take your seat!" In this case, Billy does not have any choice instead of taking his seat because the teacher limits his freedom. On the other hand, if the teacher decides and encourages them to respond in their own way, it is called as an indirect teacher talk. As an illustration, the teacher praises a

student who tries to answer the teacher's question by saying "That's a good idea, Dean, but could you explain more about it?" In this case; the teacher gives a chance for the student to express her idea orally in the classroom. Those examples show that good teachers talk give effect to the interaction in the classroom.

Since teacher talk affects some aspects, it is important for the teacher to conduct a good teacher talk that can be identified with Silver and Kogut six criteria of a good teacher talk. According to Silver and Kogut (2009) (as cited in Yoana, 2015), those criteria are: containing goal setting, eliciting prior experience, encouraging collaboration, encouraging inept learning, stimulating creativity, and promoting problem solving. By paying attention to those criteria, the teacher could perform a good teacher talk.

Not only concerning of those six criteria of a good teacher talk, but the teacher should also concern about the way to deliver their teacher talk in the teaching learning process like Wijana (1996:450) said that a speaker tries to make his words related to the context, clear and easy to be understood so that the conversation will not take a long time. In order to make the conversation still in the right track, the teacher should refer to Cooperative Principle which is the basic principle of conducting a related conversation that occurred at the right place. Cooperative Principle that was developed by a philosopher, Paul Grice, is divided into four maxims according to Grice in Cole (Ed) (1975): Maxim of quality (be true), Maxim of quantity (be brief), Maxim of manner (be clear) and Maxim of relevance (be relevant).

In the classroom, the teacher-talk uttered by the teacher sometimes does not correspond with Grice's Maxims. As stated by Grice in Cole (Ed) (1975), a speaker may quietly and unostentatiously break the maxims which affect to mislead the listener. This condition is known as violation of the Grice's Maxims. Violating a Maxims interfere the listener from seeking the implicatures and encourage them to take the face value of an utterances. Below is the example of violating the Grice's Maxims of quantity (Linawati, 2013).

The teacher wanted to play the recording from the tape, but there was something wrong with the tape.

T: *Kemarin ada yang ganggu tapenya Mam Riris. Sudah saya benarkan tapenya.* (Yesterday, there was a person who broke my tape. I had been fix the tape before). From this example, the teacher gave the students ambiguous information. She said that "Yesterday, there was a person who broke my tape.....". The words "a person" does not explain about the specific person. The students who were curious about the person were chattering and trying to guess the person. They also asked the teacher about the person, but the teacher remained silent. The example shows that violation of Grice's Maxims in teacher talk could affect the students' behavior in the classroom.

In point of fact, the teacher talks according to the situation in the classroom without any plan. So that, the teacher might violate the Grice's Maxims in her teacher talk because he has not planned the situation of the classroom.

The lecturers of English Department in a private university in Surabaya are expected to communicate effectively especially in the classroom. However, there is no research about Grice's Maxims of teacher talk in a certain private university in Surabaya. Therefore, the writer wanted to observe the violation of Grice's Maxims in teacher talk that happens in the Reading A class in the private

university. The reason why the writer chose Reading A class was because the lecturer in the Reading A class had an active role in delivering the material through teacher talk. According to Grice in Cole (Ed) (1975), following the Grice's Maxims is important so that the communication will be effective and the students get the meaning of the explanation. After identifying the violation of Grice's Maxims in teacher talk, the writer interviewed the lecturer about the reason of violation of Grice's Maxims in teacher talk and asked the students about their opinion towards the violation.

### **1.2 Research Questions**

1. What Grice's Maxims are violated by the lecturer?
2. What are lecturer's reasons for violating the Grice's Maxims during the class?
3. What are the impacts of the violation on the teacher talk to the students?

### **1.3 Research Objectives**

1. To investigate the Grice's Maxims which are violated by the lecturer.
2. To understand the reasons of the violating the Grice's Maxims done by the lecturer during the class.
3. To get students' feedback so that Reading A class can be better.

## **1.4 Significance of the Study**

This study sets out for the lecturer and students who are going to be a lecturer. Moreover, this study is also beneficial for lecturers in the Reading A class as an input on the teacher-talk in the classroom.

### **1.4.1 For lecturers**

From this study, lecturer can understand the effect of violation of Grice's Maxims in the teacher talk. By understanding the effects of the violations of Grice's Maxims, the lecturers could improve their language use in the classroom.

## **1.5 Scope and Limitation of the Study**

The writer limits this study to focus on identifying the data. The study is limited so that it is well-organized. The study investigated the teacher talk according to the Grice's Maxims and focused on the teacher talk that violated Grice's Maxims. The utterance of the teacher talk is considered as an idea until the teacher makes a pause or silence. The data was taken from Reading A class lecturer in a private university in Surabaya. The writer chose Reading A class because the students never got the same material in the other subject, so that the lecturer should explain more instead of letting the students figured out by themselves. The purpose of lecturer explanations in this class is to minimize the misunderstanding between lecturer and students towards the material. The data

was taken from 2 classes, A and B. Each of the class was observed twice. This study is a closed-study of Reading A class which is observed by the writer.

## **1.6 Theoretical Framework**

As stated in the title, the research and the objectives of the study are directed to the violation of Grice's Maxims in the teacher talk. Based on Grice in Cole (1975) there are four maxims that can describe the effectiveness of a communication in the conversation namely, Maxims of quality, Maxims of quantity, Maxims of manner and Maxims of relevance. However, while having a conversation, people still disobey those maxims. One way of disobeying the maxims is violation. Violation is when a speaker quietly and unostentatiously violates the information which misleads listeners. (Grice in Cole, 1975)

In this research the variable is concerning to the teacher talk. Teacher talk is speech used by teacher that is characteristically modified in phonology, lexis, syntax, and discourse (Osborne, 1999). According to Feldhusen and Krypsin (1974) there are two types of teacher talk: direct teacher talk and indirect teacher talk. Those types are divided again into some categories. Direct teacher talk is divided again into explaining or informing, giving directions or commands, and scolding/reprimanding or defending authority. While indirect teacher talk is divided into four categories. There are accepting feeling, praising or encouraging, accepting/using ideas, and asking questions.

## **1.7 Definition of Key Terms**

### **1. Maxims**

In this study, maxim is the basic principle as the fundamental of people's attitude.

### **2. Grice's Maxims**

Principles that describes how effective communication in a conversation that is achieved in social situation which can be defined into 4 maxims: maxim of quality, maxim of quantity, maxim of relevance, maxim of manner.

### **3. Teacher talk**

A speech used by a teacher to discuss, conduct activities and control the classroom.

## **1.8 Organization of the Thesis**

This thesis is organized into five chapters. Chapter one is the introduction of the thesis which is divided into sub points that consists of background of the study, research questions, research objectives, significance of the study, scope and limitation of the study, theoretical framework, and definition of key terms.

The second chapter is reviews of related literature which consists of related theories and some of the related studies.

The third chapter explains about the research methodology that includes research design, data and data source, instrument, data analysis technique, data collecting procedure, and data analysis procedure.

The fourth chapter is about the data which has been collected and analyzed by the writer. The chapter is divided into some sub chapters to make the data more detail.

The last chapter is reviewing the conclusion of this thesis which is consisted of the result of the data. Not only conclusion, but this chapter also contains the suggestions of the writer about another study that will be related to this study.