CHAPTER I

INTRODUCTION

1.1 Background of Study

Language is the most important aspect in the life of all human. It uses to express inner thoughts and emotions of human to establish rules and maintain cultures. The use of language is a general concept that is referred to the cognitive ability of human to communicate with the others which is used as systems communication. People use language to communicate with another by using language in the world. There are many language in the world that people used. One of the most important international languages is needed to learn is English.

English is an international language that is used by many people in the world. Using English is the easiest way communication with people from other countries about many aspects in human life such as education, science, business, technology, culture and also another aspect that used in Indonesia people.

In Indonesia, English is a foreign language, Teaching English is important for Indonesian but commonly Indonesian argued that English so difficult to be learned. English has four languages skills they are: speaking, writing, reading, and listening. They are many difficulties in learning English. One of them is speaking.

Teaching speaking is one of the most demanding skills in the daily life. Every person need to communicate with others through speaking. Speaking plays as an important role in making a social interaction with another people in order to gain information. In order to be able to convey meaning and to talk to people around the world, they must be able to speak.

The process of teaching and learning language of speaking is the most common element in the language calssroom.

Based on the writer's experience when was Teaching Practice Program / *PraktekPengenalanLapangan*(PPL) at SMK N 1 Medan, it was found out that the students have problems in speaking English because some of students who cannot able to express their idea in English and oral form.When the students do the conversation they currently used the types of grice maxim. They are maxim of quantity, maxim of quality, maxim of relevance, and maxim of manner. That's way in learning speaking grice maxim must be related to learning speaking. It seemed that the students did not have substantial amount of vocabulary mastery and the students often gave few respond when the teacher asked the question in the classroom. So The Writer interested in conduct a research related to some serious problems that faced by the teachers in speaking.

According to Grice in Hans-Jorg Schmid (2012:411): "Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged". In order to fulfil the cooperative principle, the speaker must follow nine maxims of conversation, grouped in four Kantian categories: Quantity, Quality, Relevance, and Manner.Based on explanation above, the writer will conduct study entitled"An Analysis of Grice Maxims in Speakingof Eighth Grade Students at SMP Negeri 1 SITIO-TIO"

1.2 The Problem of the Study

Based on the background of study presented above, the writer formulates the problems as follows:What types of maxims are used in speaking of eight grade students at SMP Negeri 1 Sitiotio?

1.3 The Objective of the Study

In accordance with the formulation of the problems, the objectives of the study are as follow:To find out what types of maxims are used in speaking of eight grade students at SMP Negeri 1 Sitio-tio.

1.4 The Scope and Limitation of the Study

There are many types of maxim. The scope of this writer is focuses of the types of gricemaxims. There are four types of grice maxim namely maxim of quantity, maxim of quality, maxim of relation, and maxim of manner. In this case, the writer focused teaching speaking in conversation. This study is focused on maxim in speaking ofeighth grade students at SMP Negeri 1 Sitio-tio.

1.5 The Significances of the Study

This study offers some benefits as presented below.

I. Theoretically: This research can enrich the knowledge of linguistics research especially in pragmatics field. It can also be a source of information about conversational implicature of co-operative principle.

II. Practically: The findings may be useful for the following practice.

a. For the writer: who are interested with the same topic can used as a reference.

b. For the Students of English Department:to enrich their knowledge about the types of grice maxim.

c. For the English teachers: this research can be used by the English teachers as a reference to teach their students about types of grice maxim.

CHAPTER II

LITERATURE REVIEW

2. Theoretical Framework

In conducting a research, theories are needed to explain some concepts or term applied in the research concerned. The reader must have same perception on the concept of this study. It is very important to discuss and clarify the concept and theories, so that readers can get point clearly. Theoretical framework of this thesis is present and discuss as the following.

2.1 Language

Language is a tool for communication in the world. It is important for social life. According to Kamarudin (2016:13) Language is used for many purposes, it can be for expressing feelings, asking questions, protesting, criticizing, making request, promising, thanking, insulting, apologizing, and say hello and goodbye. In other word people usually use language in their daily life for communicating with the others in order to inform, to express their ideas, and to build up their social relationship. In order to communicate successfully, human beings are supposed to obey to a certain mode of interaction.

In general language is a means of communication. A language what the members of a particular society speak. It cannot be separated from our life as human being who need language as a means of communication when interact with the others. The writer can conclude that language and communicate are two terminologies that cannot be separated from one another. When the term language appears, the term communication appears as well. This case can be analogous with human beings and air that always take a breath anytime.

Not only as a means of communication, language is also as a device to show oneself-identify. Via a language people can express their point of view/ understanding toward certain things, origin of one's nation, one's education even one's nature.By using language, human beings can narrate and share their experience to others and tell some events in the pass and can study the important things from those events to be better in future by using language. Human produces language which uses to talk their experience everyday.

Barber Beal (2009:1) says that a human language is signalling system. The written language is secondary and derivative. In the history of each individual, speech or signing is learned before writing, and there is good reason for believing that the same was true in the history of the species. There are communities that have speech without witting, but we know of no human community which has a written language without a spoken or signed one. Based on the explanation above, the writer concludes that language is a tool of human communication to express our personal reaction to the situation, and to simulate a response in someone else.

2.2 Linguistics

Linguistics is analyse human language by observing and interplay between sound and meaning. The study of meaning deals with how language encode relations between entities, properties, and other aspects of the world to convey, process, and assign meaning as well as manage and resolve ambiguity.

According to Victoria A. Fromkin (2000:3) Human language, that unique characteristics of our species, has been of interest throughout history. The scientific study of human language is called linguistics. A linguist, then is not someone who speaks many languages (although many linguist do); such individuals are polyglots. A linguist is a scientist who investigates human language in all its facets, its structure, its use, its history, its place in story.

The form and structure of the kinds of linguistic knowledge speakers possess is the concern of theoretical linguistics. This theory of grammar- the mental representation of linguistics knowledge is what this text book is about. But the field of linguistics is not limited to grammatical theory, it includes a large number of subfields, which true of most sciences concerned with phenomena as complex as human language.Olamide and Segun (2014:3) said that linguistics have diverse approaches at their disposal in their analysis of data, but pragmatics will serve as the lingustic approach work, since pragmatics is one of the major fields in linguistics that could unravel in language.

Akmajian (2010:5-6) Linguistics is no different: the field as a whole represents an attempts an to break down the broad questions about the nature of language and communication into smaller more manageable questions about that we can hope to answer, and in so doing establish reasonable results that we can build on in moving closer to answers to the larger questions. The field of linguistics, the scientific study of human natural language, is a growing and exciting are of study, with an important impact on fields as diverse as education , anthropology, sociology, language teaching, cognitive psychology, philosophy, computer science,

neuroscience, and artificial intelligence, among others. The writer summarize that linguistics is the scientific study of language and involves and analysis of language form, language meaning and language in context.

2.3 Pragmatics

There are some linguists interpretations about pragmatics but basically they have same idea that pragmatic is the study of language used in communication and the associated usage principles. Pragmatics is an essential component of an individual's ability to communicate and interact with others. Having an communication requires pragmatics competence. This type of competence involves the correct use of conversational norms and extends beyond the literal meanings of words and sentences. Thus, the success of any conversation depend on the speaker and hearer knowing, and observing the implicit rules and how the meaning of utterance has to be obeyed.

Pragmatics is a branch of linguistics which is talked about meaning and the use of language in the communication. Grundy in Ni'Mah (2009:20) states "Pragmatics is about explaining how we produce and understand such everyday but apparently rather peculiar use of language". It means that we are not only study about the grammatical rule and also the meaning of words in the broadly sense or dictionary meaning but we also combine those meaning with other factors in the communication or in the narrow sense of the words. This idea is also supported by Griffiths (2006:1); he states that pragmatics is about the interaction of semantic knowledge with our knowledge of the world, taking into account contexts of use.

Yule (1996:3) states that the definition of pragmatics. First, he says that pragmatics is the study of speaker meaning. It means that what people mean in their utterance is more important than the meaning of the words in the utterance itself. The single meaning of the words use sometimes different with the meaning of the whole utterances. Shortly, it can conclude that the individual meaning of the word is just part of the whole meaning of the utterance.

Second, pragmatics is the study of contextual meaning. Contextual influenced the utterance meaning in the pragmatics study (Bauer, 2007). The role of context in the pragmatics study is very important. Context here means any condition or circumstance boundary the communication. It includes the person we talking to, the place, the time and in what condition. When the same utterance is the result if the utterance. Thus the context in the pragmatics is very important.

Third, pragmatics is the study of how more gets communicated than is said. It deals with both the visible meaning and the invisible meaning while the communication is enhanced. The visible meaning is the meaning which is could see by the wors choice. The invisible meaning is the intend meaning in the utterance. In order to get the visible and invisible meaning in the communication is very important.

The last pragmatics is the study of the expression of relative distance. The notion of distance is very close with the fact about the choice between what are the said and the unsaid. Seeing the distance between the speaker and listener in the aspect of physical, social, and conceptual, the speakers could determine how much need to be said. They can be concludes that pragmatics is the study of meaning which is used

in the communication, and the context in the pragmatics holds an important role on pragmatics. The study of pragmatics is not a single study.

2.4 Implicature

Implicature is derived from the verb to imply, as is its cognate implication. Originally, to imply means to fold something into something else from the latin verb plicare to fold. Implicature is a technical term in the linguistics branch of pragmatics coined by Paul Grice. It describes the relationship between two statements where the truth of the other , but distinguishing implicature from entailment- does not require it. Implicature is a term which is used to describe something that is conveyed beyond the semantic meaning of the words in a conversation, something that adds an extra level of meaning. Implicatures can be divided into two kinds, conventional implicatures. Conventional implicatures are words that can carry an implicature within a sentence. For words that function as implicatureson the sentence level are but, even, therefore and yet

Thomas (1996:57a) explains that in the utterance " she was cursed with a stammer, unmarried but far from stupid" but has the function to convey the opposite of the expectations, which is to say that unmarried people are usually stupid. A conversational implicature, on the other hand, is when an utterance in a conversation has more meaning than the word uttered. Thomas provides the example of an ambulance man who has someone vomit in his lap and utters "Great, that's really great! That's made my Christmas". Here something other than the words uttered is being implied; there is an additional set of meaning, and the man is actually expressing that he does not enjoy getting vomit all over his lap.

Yule (1996:35) said implicature can be condidered as an additional conveyed meaning. It is attained when a speaker intends to communicate more than just what the words mean. It is the speaker who communicates something via implicatures and the listeners recognizes those communicated meanings via inference.They summarize that Implicature is an alternative to implication, which has additional meanings in logic and informal language, which refers to what is suggested in an utterance.

2.5 Cooperative Principle

The cooperative principle describes how people interact with one another, the principle is intended as a description of how people normally behave in conversation, Grice (citied 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. Cooperative principle describe how effective communication in conversation is achieved in common social stuations, that is how listeners and speakers must act cooperatively and mutually accept one another to be understood in a particular way.

2.6 Grice's Conversational Maxim

Grice states that there are some rules people should obey during the conversation. He proposes those rules called conversational maxims. These are a set of four common-

sense norms that all speakers adhere to when conversing. Those rules are formed in order to organize the conversation to prevent the misunderstanding.

On the other hand, the unexpected feedback can cause misunderstanding between speaker and hearer in conversation. Grice believes that there is some regularity in people's conversation. Our talk exchanges do not normally consist of succession of connected remarks, and would not be relational if they did. Cooperative Principle describes how effective communication in conversation is achieved in common social situation.

Yule (1996b:37) states that in most circumstances, the assumption of cooperation is so persuasive that it can be stated as cooperative principle of conversation. These principles that guide a conversation are not universal and they differ from area to area. A certain topic of a conversation in one culture could very well be offending in another place and culture. The cooperation in communication is divided into four branches and is called maxims.

2.7 Grice Maxim

In semantic or pragmatics the grice maxim are communicative principles . in daily life a person unconsciously communicates with others in many ways such as language, gestures and expression. In communication he/she is expected to give or share information with others.

Grice in Yamazaki (2010: 65) proposes four principles for how a conversation should be carried out in order to get the most out of the communication. Each branch is called "A Maxim" or general principle. The four maxims of cooperative principle are:

2.7.1 Maxim of Quantity

1. Make your contribution as informative as is required (for the current purpose of the exchange).
2. Do not make your contribution more informative than is required.

The concern of this maxim is in the truthfulness in an utterance. The speaker should not talk about issues that he/she does not have evidence for. E.g: A friend's father considers whether or not to buy your friend's old car, and you are aware that you friend's old car has broken down before.

A: Should I buy your friend's used car?

B-Improper: Yeah, that sounds like a good idea, his car runs fine.

B-Proper: I don't know if that's such a good idea, his car breaks down all the time.

2.7.2 Maxim of Quality

Maxim of Quality: Try to make your contribution one that is true.

1. Do not say what you believe to be false.
2. Do not say what for which you lack adequate evidence.

e.g: A man stops his vehicle in the middle of the road briefly ask you for direction.

A: Where is the post office?

B Improper:

There are two in town, but the closest one is brand new. Down the road, about 50 meters past the second left. Also, you shouldn't stop your car in the middle of the read anymore.

B Improper: Not far.

2.7.3   Maxim of Relation

Speaker contributions should relate clearly to the purpose of the exchange.

(1) A: Where is my box of chocolates?

  B: It's in your room.

  But in more oblique cases such as (2)

(2) A: Where is my box chocolates?

  B: The children were in your room this morning .

B's remarks in (2) can be made relevant to A's question on the grounds that supposing B does not know the answer to the question, B reply will nevertheless help A to discover the answer, by implicating that the children may have eaten the chocolates, or at least they were know where they are. A superficial failure in informativeness leads to a conclusions that B's reply is relevant in contributing the maxim of quantity at a more indirect level.

2.7.4   Maxim of Manner

The maxim of manner be perspicuous

i. Avoid obscurity of expression

ii. Avoid ambiguity

iii. Be brief

iv. Be orderly

There are four types of grice maxim in conversational maxim namely maxim of quantity, maxim of quality, maxim of relevance, and maxim of manner.

2.8 Flouting a Maxim

Flouting a maxim takes place when a speaker blatantly fails to observe a maxim without any intention to mislead a hearer. Thomas in Triyatun (2013:15) 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. Flouting maxim can be divided into four types, namely: Flouting Quantity, Flouting Quality, Flouting Relation, Flouting Manner.

2.8.1   Flouting Quantity

Flouting quantity is when the speaker gives less or more information than is needed. There is one example.

e.g: T: What is the relation of culture and language?

S: Language is a toll in communication.

In (1), students are expected to understand the implicative that the relation between culture and language, but the students just state the definition of language, which mean they don't what is the relation between culture and language by giving less information.

2.8.2 Flouting Quality

Flouting Quality is defined as saying something that does not represent what they think. Here is one example:

S: the tree is the big one ma'am.

T: No, I think the tree is small.

The teacher answered the student's question about which one is the tree in the story. She said that the tree is the small one. Actually she wanted to tell that student's joke is too much. He did not serious in the learning process. He always made joke. The teacher wanted to change his attitudes by flout the maxim.

Maxim of quality can be flouted not only by saying something that does not represent the truth, but also by using hyperbole, metaphor, irony, banter, and sarcasm.

Hornby in Yuvike (2009:155) defines hyperbole as an axaggerating language for effect. One example of flouting quality by using hyperbole is:

T: Johnny Deep is so cute (#)

S: Yes, I can eat him alive.

In (3), student exaggerates her utterance by saying that she could eat Johnny deep alive in reality, student will not eat deep alive, she says that to express her admiration to him.

Hornby states using metaphor is to use imaginative phrase or word to describe somebody or something to another object to give emphasis of the shared quality. To make it more understandable, below is one example of metaphor.

My house is a refrigerator in January, (4)

The metaphor in (4) compares the refrigerator with the speaker's room. Refrigerator is cold therefore, the speaker means that his/her room is really cold in January.

Another way of flouting quality is by using irony and banter. Irony is an apparent friendly way of being offensive (mock-politeness), the type of verbal behavior known as "banter" is an offensive way of being friendly (mock-impoliteness). Here is one example of irony:

Ma'am, I really happy you ask me to clean the toilet

The students is protesting her teacher that had asked her to clean the toilet.

Actually, in (5) the student is not happy of her teacher behavior. Through irony, she wants to emphasize her disappointment to her teacher.

2.8.3 Flouting Relation

In flouting relation, the hearers are expected to imagine the utterance that is not said as the answer to the question. Here is an example of flouting relation:

T: so, what do you think about this picture?

S: his pants is broken. (6)

Student's answer in (6)means that she is not too interested by not say anything about the picture. Instead, she compliments his pants is broken. So, she has implied the answer to the question.

2.8.4   Flouting Manner

The maxim of manner is flouted when a speaker deliberately fails to observe the maxim by not being brief, using obscure language, not being orderly or using ambiguity. Here is the example:

Teacher: Merry, what did your mom told before you go to school?

Merry: go to school on one egg.

Go to school on one egg means neither that an egg should be eaten before school or that the hearer should start eating an egg.

The writer concludes that there are ways people fail to observe a maxim, among others: flouting a maxim. Flouting maxim can be divided into four types, namely: Flouting Quantity, Flouting Quality, Flouting Relation, Flouting Manner.

2.9 Violating a Maxim

Violating a maxim is when the speaker is saying relevant and ambigious, so that the hearer will only know the literal meaning of the utterance. There are four categories of violating the maxims. They are: violating quality, violating quantity, violating relation, and violating manner.

2.9.1   Violating Quantity

Violating quantity is happened when the speaker have violated the maxim and do not give the contribution as informative as is require.

T: how beautiful your bag ma'am. How much did the price ma'am?

S: one hundred and fifty thousand rupiahs. (1)

The teacher has violated the maxim of quantity because the price of the dress is more expensive than the price she has said. It is possible she does it because she does not her students to know the dress costs a lot.

2.9.2 Violating Quality

Violating Quality is happened when the speaker have violated the maxim and the speaker try to make her/his contribution one is true.

Teacher: how beautiful your bag ma'am. How much did the price ma'am?

Student: less than the last one. (2)

In (2), the teacher has violated the maxim of quantity because she does not mention the price of the dress. She has given less information than is needed.

2.9.3 Violating Relation

Violating relation is happened when the speaker have violated the maxim and the speaker gives contribution relate clearly to the purpose of the exchange.

Husband: how beautiful your bag ma'am. How much did the price ma'am?

Wife: I know, let's open your book page forty-five (3)

The wife's answer in (3) is categorized as violating relation because her answer is irrelevant to the question. It is obvious that she is trying to avoid the topic.

2.9.4 Violating Manner

Violating manner is happened when the speaker have violated the maxim and the speaker's give contribution to avoid obscurity of the expression.

S: how beautiful your bag ma'am. How much did the price ma'am?
T: a tiny fraction of my salary, though probably a bigger fraction of the salary of the woman that sold it to me. (4)

The teacher's answer above in (4) has violated manner because her answer is too long and obscure. She probably expects that by saying that, the matter can be avoided.

In conversational maxim, there are way people to observe maxim namely violating maxim. There are four categories of violating the maxims. They are: violating quality, violating quantity, violating relation, and violating manner.

2.10 Speaking

Speaking is a skill which is used by someone to communicate in daily life, whether at school or outside the school. The skill is required by much repetition in learning to speak, especially foreign language students have difficulties in expressing their ideas. They often make mistakes while trying to communicate in English.

According to Advanced Learner's English dictionary, speaking is the activity of giving speeches and talks. While Henry Guntur Tarigan says: *"Berbicaraadalahsuatuketerampilanberbahasa yang berkembangpadakehidupananak, yang hanyadidahuluiolehketerampilanmenyimak, danpadamasaitulahkemampuanberbicaraatauberujardipelajari."* (Speaking is a language skill which evolve in children's life and its started by listening skill, and in

that moment their speaking skill are thought.Speaking is a social skill. A people rarely speak without an audience or communicant, whereas people can read and write in private and listen to the radio or watch the television alone.

At the functional level, speaking is making oneself understood. At a more refined level, speaking requires the correct and idiomatic use of the target language. In other words, people who speak has the same meaning and goals to express what they want directly and other can give responses in a short time, and also it needs the correct utterances, expression and idiom.

Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analysis of the speech process:

1. Pronunciation (including the segmental features-vowels and consonant-and the stress and intonation patterns)
2. Grammar
3. Vocabulary
4. Fluency (the ease and speed of the flow of speech)
5. Comprehension

In the communication, the people can exchange their experience, express and receive thoughts, feelings, and also agree with the establishment or beliefs. Speaker and listener are integrated with reciprocal activity. They can change the role spontaneously, easily, and smoothly from the speaker to be a listener and vice versa.

2.10.1 Elements of Speaking

To speak the second language fluently and accurately, learners need to be able to know some elements which are very important to develop this skill. these elements which refer to the language features that learners should have knowledge about. In addition to the process of the language and information in the same time when an interlocutor interacts with them.

1. Language Features

The following features are necessary for an effective speaking:

1. Connected speech: this ability needs from the speaker of English to produce more connected sounds not only separated phonemes. These sounds may be modified, omitted, added or weakened in the connected speech.

2. Expressive devices: English native speakers use effectively the phonological rules which refer to the pitch, stress, volume, aped with use of non verbal means. These devices help them to convey their intended meaning, students, than need to have this ability of employing such devices if they want to be effective communicators.

3. Lexis and grammar: when learners produce some language function, they often use the same lexical structures. The teacher's role then, is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others.

4. Negotiation language: learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others talk. So, the teachers have to provide them with the necessary expressions they need when they ask clarification from other speakers. Learners also need to well perform their

utterances if they seek to be understood and clear especially when they can see that the other interlocutors did not understand them.

2. Mental/Social Processing

The necessary processing skills of speaking are the following:

1. Language processing: this refers to the ability of the learners or speakers to process the language in their minds through putting it in a coherent order so that the other interlocutors can understand it and get the intended message. Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others.

2. Interacting with others: most of the speaking situations involve interaction between two or more interlocutors, that is to say and effective speaker needs to be able to listen and understand others talk then reacts through taking turns or keeping the others to do so.

3. Information processing: this relates to the ability of processing the information in the mind rapidly, for example; the time speakers get information, they should be ready to the others talk.

Based on the explanation above, the writer conclude the element of speaking refer to the language features that learners should have knowledge about. In addition to the process of the language and information in the same time when an interlocutor interacts with them.

2.10.2 The Goals and Techniques for Teaching Speaking

Simply put, the goal of a speaking component in a language class should be to encourage the acquisition of communication skills and to foster real communication in

and out of the classroom. In teaching situations, the teacher may have some leeway in deciding what objectives to meet, what content to cover and what activities to use. In this case, teacher can go beyond the more specific goals and objectives of the particular program to the real world.

In designing speaking techniques, teachers have to pay attention to some principles to achieve a better performance in the classroom. According to Brown, there are seven principles for designing speaking techniques:

1. Technique should cover the spectrum of students need, from language based focus on accuracy to message-based focus on interaction, meaning and fluency.
2. Techniques should be intrinsically motivating.
3. Techniques should encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategy.

The goal of a speaking component in a language class should be to encourage the acquisition of communication skills and to foster real communication in and out of the classroom.

2.10.3 The Principle of teaching Speaking

Therefore there are some principles that teacher should comprehend to make students easier to learn English. According to Finocchiaro (1974:18) there are a handful of principles in teaching language through speaking to the students as follow:

a. Language items should be taught to the students in situations which will clarify their meaning. The essential features of sound, structure, words, and the arrangements of these in the utterances of language used should be given clearly.

b. Good pronunciation should be showed to the students correctly, so that they can differentiate each word and the meaning well when they produce the language in their speaking.

c. In addition to the sound system, learners must be taught the structure system of the language. It can be applied by giving numerous. For instance the teacher can give some sentences that use the same root by using different pattern.

d. The essential of language through speaking is improving the ability to ask, answer question, make statements and response appropriately. Speaking is different with writing, so they way to response the question will be different too.

e. Learning speaking is not similar with writing. Therefore learn and practice the language through speaking also will be different. In spoken language, we do not only need competence to master and understand the language, we also need to learn culture, gestures, and the expression which give added meaning to the words or sentences. An intonation pattern can also show the feeling of the speaker. It may express some kinds of expression, like as show the anger, happiness, sadness, and etc.

There are the principleTo achieve these speaking , we need Language items should be taught to the students in situations which will clarify their meaning, Good pronunciation should be showed to the students correctly, and learners must be taught the structure system of the language.

2.10.4 Types of Classroom Speaking Performance

In designing speaking activities or instructional materials for second language or foreign language teaching. It is necessary to recognize the different functions speaking perform in daily communication and the different purpose which the students need speaking skills.

According to Brown (2001:271-274) there are five types of speaking activities: "imitative, intensive, responsive, interactive, and extensive (monologue)." To make us clearer to understand each of type the writer will explain one by one:

1. Imitative

One of continuum of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. Drilling a legitimate part of the communicative language classroom offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty, either the phonological or grammatical. Drills are to language teaching what the pitching machine is to baseball. They offer limited practice through repetition, they allow one to focus on one element of a language in a controlled activity.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain form of language.

For example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued including simple sequences, and translation up to simple sentence level.

3. Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher or students initiated question or comments. These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic.

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction. Interaction can take the two forms of transactional language or interpersonal exchange. Transactional language has the purpose of exchanging specific information. Conversation for example may have more of a negotiate nature to them than does responsive speech. While interpersonal exchange have more for

the purpose of maintaining social relationship than for the transmission of facts and information. These conversation are a title trickier for learners because they can involve some or all of the following factors.

5. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, short speeches, or perhaps story-telling, during which the opportunity foe oral interaction from listeners is either highly limited (perhaps to nonverbal response) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formula extensive tasks, but cannot rule out certain informal monologues such as casually delivered speech (for example,"my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie".The writer summarize that there are five types of speaking activities:imitative, intensive, responsive, interactive, and extensive

2.10.5 Interaction in the Speaking Classroom

Interaction usually also deals with the interpersonal work relationship of school professionals, for example teacher and students. Teacher and students interaction has important roles for teaching and learning activity in the classroom.Brown (1994:159) defines interaction as the collaborative exchange of thoughts, feeling, or ideas between two or more people resulting in a reciprocal effect on each other, interaction simply means communication. This includes talking and listening, head nods, gestures, glances, paths on the backs, frowns, and many other behaviors to which people assign meaning.

Thomas (1996:7) says that although interaction is two-way process, it is not only in the form of action and reaction. Interaction is more than this, more than action followed by reaction. Interaction means acting reciprocally or acting upon each other. One set of theories, presented by Tyson and Carroll (1970:6), looks teaching process of interaction. The teacher does something to the students: students do something in return. As a result of these reciprocal actions, the students learn. If this interpersonal relationship is good, it is assumed that learning will occur. On the contrary, if it is bad, the process of learning is not apt to occur, it will in less degree with less stability.These elements constantly interact with each other and make co-operative effort among them. Each participant has as much to contribute as every other participant in determining the direction and outcome of the interaction.

2.11   Previous Research

Previous study gives contribution along the process of understanding the case and leads the writer to find the relevant theories. There are two previous studies utilized to strengthen her analysis. The writer presents two studies here considering their similarities to her study they are An analysis of flouting in the comedy series Community and An analysis of Grice Maxim Violation in Daily Conversation.

The previous study is entitled "An analysis of flouting in the comedy series Community" was conducted by Niclas Andresen (2003). The similarity of these study is about non observance of maxim.The result of the previous research show that the maxim of quantity was flouted most often, and some characters used more flouts than others. These results suggest that the use of flouts has to do their different personalities, which is why

some characters did not use as many flouts in order to create comedy, since it would not be in line with their personality.

The second study is the study conducted by Nila Kusuma Wati (2015). The study aims is to analyze violation of Grice Maxims in daily conversation. After the data were collected, the recorded conversation (the length of each conversation is about 5 until 7 minutes) were sorted and translated. The result showed that the maxims violated were maxim of quantity (11 times), maxim of quality (7 times), maxim of relevance (10 times), and maxim of manner (5 times). The reason violating the maxims approved to be caused by cultural factor and social factor. The difference between these research is the study just focuses on maxim use in daily conversation.

2.12   Conceptual Framework

This study presents An Analysis of Grice Maxim in Speaking of Eighth Grade Student at SMP Negeri 1 Sitio-tio. Classroom interaction between the teacher and the students is really important to reach the goal of teaching-learning process.In delivering material teacher and students have a rule that must be followed. The rule is called maxim. There are two kinds of maxim, namely: Observance of maxim and non-observance maxim.

The writer adopts pragmatics framework by applying the theory of Grice Maxim suggested by Grice. Pragmatically, non-observance maxim when there is any failure to observe a maxim that is named Non-Observance maxim. There are two kinds of Grice Maxim, namely Observance of maxim and Non-Observance of maxim. In this study the

writer just focuses on Observance of Grice Maxim, namely: Maxim of quantity, Maxim of quality, Maxim of relevance, and Maxim of manner.
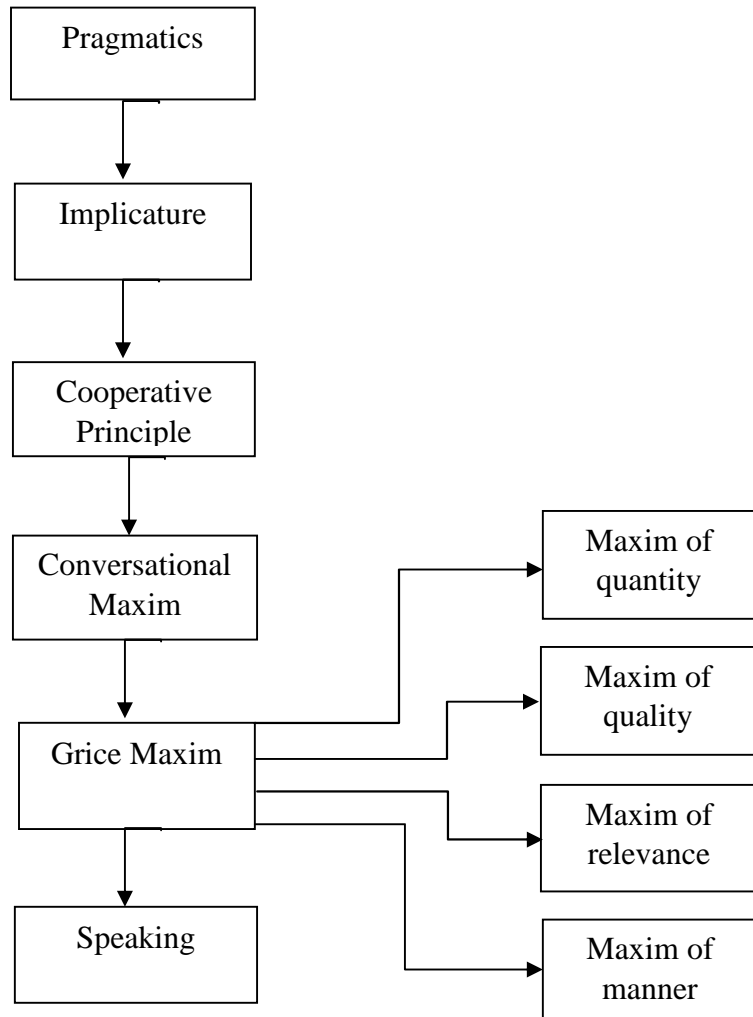
Figure 2.1 An Analysis of Grice Maxim in Speaking of Eight Grade Students at SMP Negeri 1 Sitio tio.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

There are two types of research namely qualitative research and quantitative research. In conducting this study, the writer uses a qualitative research.According to John W. Creswell (2007:1) Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure.

3.2 Subject of the Research

The subject of the research is recording and observing students conversation in teaching speaking English to know what types of grice maxim that they used. The subject of this research is the 2017/2018 of second year students of SMP Negeri 1 Sitio-tio especially Eight Grade that consist of 30 students, this research is taken place in SMP Negeri 1 Sitio-tio.

3.3 Instrument of Collecting Data

In this study, the instrument for collecting the data is recording and observing. The rule of collecting the data is the writer will recording and observing what types of grice maxim that used in student conversation during teaching speaking.

3.4 The Technique of Collecting Data

The writer will collect the data by:

1. Ask the student to do the conversation.

2. Recording the student conversation.

3. Transcribing the data of recording the student conversation.

4. Underlining the data refers to Grice maxim.

3.5 Analysis of The Data

In the last, analyzing the data, the writer make a step of the research:

1. Classifying the data of maxim of quality, maxim of quantity, maxim of relevance, and maxim of manner.

2. Concluding the result of the study.