CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Linguistics is the study of language - how it is put together and how it functions. Various building blocks of various types and sizes are combined to make language. Sound is put together and sometimes this compilation takes place, and changes its shape and does interesting things. Words are arranged in a certain order, and sometimes the beginning and end of a word are changed to match the meaning. Then the meaning itself can be agreed upon by the arrangement of words and by the speaker's knowledge of what the listener will understand. Linguistics is the study of all this. There are various branches of linguistics that are given their own names, one of which is pragmatics.

Pragmatics is a branch of linguistics that addresses the relationship between the context outside the language and the purpose of speech. Foreign language means not beyond speech which means speech. The purpose cannot be seen only from the form and meaning, but also from the place and time of speaking, who is involved, the purpose, the form of speech, the method of delivery, the speaking tool, the norms, and the genre. The field of study relating to the use of language in the context of the so-called pragmatic field of study is Deixis Presupposition, Speech act, Politness Principles, Hedges, Cooperative Principle and Implicatures. The writer concludes that pragmatics is practical aspects of human action and thought in actual situations.

Implicatures is a technical term, which refers to what is suggested in the utterance, even if it is not expressly or explicitly implied. Implicatures shows (i) an act of meaning or implies one thing by saying something else, or (ii) the object of that action. Implicatures can be part of the meaning of a sentence or depend on the context of the conversation, and can be conventional (in a different sense) or unconventional. There are two types of conventional one and conversation implicatures.

Conversational implicatures is taken from the philosopher H.P. Grice. Who developed the theory of the cooperative principle are implied by the speaker in making an utterance; are part of the content of the utterance, but do not contribute to direct (or explicit) utterance content; and are not encoded by the linguistic meaning of what has been uttered. On the basis that a speaker and listener are cooperating, and aiming to be relevant, a speaker can imply a meaning implicitly, confident that the listener will understand.

Based on teaching experience when taking a teaching practice program at *(PPL / Field Experience Program)* at GKPI High School Padang Bulan Medan, the authors found that when the learning process took place, students did not follow the rules of speech when students interacted with teachers in English lessons. For example, when the teacher asks, "Have you finished your English assignment?". The student answers, "I was not present yesterday". Students do not answer what the real answer is. Students should answer "yes" or "no". According to Grice in Thomas, J. (2013:64) there are five ways of failing to observe a maxim: Flouting a maxim, Violating a maxim, Infringing a maxim, Opting out of a maxim, Suspending a maxim.

Based on the background of the study above, the writer will conduct study titled: "Non-Observance of the Maxims in Efl Classroom Interaction at SMA GKPI Padang Bulan Medan.

1.2 The Problem of the Study

Based on the background of the study above, the problem of the study is formulated as follow: What ways Non-observance of Maxims are found in classroom interaction at SMA GKPI Padang Bulan Medan.

1.3 The Objectives of the Study

The study analysis has some focuses of intention in doing the study, it is stated as following: To find out the ways of Non-observance of Maxims in efl classroom interaction at SMA GKPI Padang Bulan Medan.

1.4 The Scope of the Study

In this study, there are five ways of non-observance of the conversational maxim, they are: flouting a maxim, violating a maxim, opting out a maxim, infringing a maxim and suspending a maxim of Maxims in efl classroom interaction at SMA GKPI Padang Bulan Medan. The writer focuses on the five ways above..

1.5 The Significances of the study

The findings of this study are expected to be theoretically and practically significant and relevant for some matters.

1) Theoretically, the finding of the study is expected to give a guidance to improve in teaching speaking.

2) Practically, the findings of the study are expected to be useful for:

1)) The English teachers, to provide guidance in improving their teaching in helping their students to master speaking English.

2)) The Students, to give them information about speaking English which can help to repair their conversation.

3)) Other researches, to provide reference in conducting similar research study about speaking English.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoritical Framework

This chapter discusses some related literature that consist of definition of linguistics, pragmatics, some related fields such as, the cooperative principle, theory of the politeness principle.

2.2. Linguistics

Linguistics is the scientific study of language. It involves analyzing language form, language meaning, and language in context. According to Baurer (2007:11) Linguistics is something like 'the science of language. The study of all the phenomena involved with language: its structure, its use and the implications of these', might be more helpful, even if it seems vaguer.

Betty (2012:2) Linguistics is the scientific study of language, and the study of linguistics typically includes, among other things, the study of our knowledge of sound systems (phonology), word structure (morphology), and sentence structure (syntax). It is also commonly pointed out that there is an important distinction to be made between our competence and our performance.

The writer concludes that linguistics is the scientific study of language that involves the form of language, the meaning of language, and language in context, the study of all phenomena related to language, and linguistic studies usually include: the

study of our knowledge of sound systems (phonology), word structure (morphology), and sentence structure (syntax).

2.3. Pragmatics

Pragmatics is a subfield of linguistics and semiotics that studies the ways in which context contributes to meaning. According to Thomas (2013:xiii) Pragmatics is a relatively new area of linguistics and until recently there were no introductory texts available. Now, in response to the growing interest in the field in colleges and universities.

Betty (2012:x) Pragmatics is a field that is in many ways grounded in semantics. Many of its fundamental principles have been developed in reaction to semantic principles or problems of semantic analysis; for example, Grice developed his theory of implicature in order to address the semantic analysis of the natural-language equivalents of the logical operators (such as and or). Since its inception as a field, pragmatics has been in conversation with, and defined in opposition to, the field of semantics.

Pragmatics is one branch of linguistics which is talked about meaning and the use of language in the communication. Leech (1983:1) says thatpragmatics is studying about how language is used in the communication. Itmeans 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 concerned with the use of the toolkit (knowledgeencoded in the vocabulary of the language and in its patterns for building more elaborate meanings, up to the level of sentence meanings) in the meaningful communication.

Based on the explanations above, the writer concludes that pragmatics is the field of language and semiotics which studies ways in which context contributes to relatively new meanings and fields that are in many ways based on semantics.

2.4. Implicature

Implicature is something the speaker suggests or implies with an utterance, even though it is not literally expressed. This phenomenon is part of pragmatics, a subdiscipline of linguistics.According to Levinson (1983:103) Implicature is intended to contrast with the term like logical implication, entailment and logical consequences which are generally used to refer to inferences that are derived solely from logical and semantic content. For implicatures are not semantic inferences, but rather inferences based on both the content of what has been said and some specific assumption about the co-oprative nature of ordinary verbal interaction.

According to Mey, (2001: 45) The word implicature (implicature) is taken from the verb "to imply" which comes from the Latin "plicare". Etymologically, "to imply" means to fold something into something else. So, we can interpret something that is implied is something that is "folded", and to know its meaning we must "dismantle" so that the true meaning can be understood.

The concept of "Implicature" is firstly introduced by Grice. Grice was an English philosopher who was best known for his contributions to the theory of meaning and communication. Grice made a distinction between what is said by speaker of a verbal utterance and what is implicated. Based on Grice, "implicature" is an inferred meaning, typically with a different logical form from the original utterance. "Implicature" is something implied and meant from what is said (Grundy, 2000, p. 273).

Based on the explanations above, the writer concludes that implicature is something suggested by the speaker, even though it is not literally expressed. Implications are intended to be contrasted with terms such as logical implications, entailment and logical consequences which are generally used solely from logical and semantic content. Etymologically, "implying" means something to be something else. So, we can interpret something that is "folded", and to know its meaning we must "dismantle" so that the true meaning can be understood.

2.5. Conversational implicature

Conversational implicature is a nonconventional implicature based on an address's assumption that the speaker is following the conversational maxims or at least the cooperative principle. According to Yule (1996:40) Conversational implicature is that, unless otherwise indicated, the participants are adhering to the cooperative principle and the maxim.

According to Betty (2012:63) Conversational implicature is that its contribution to the meaning of the utterance is not truth conditional: If it turned out that the

implicature did not hold, the truth of the statement would not be affected. Another is that the implicature is context dependent: If the context were different, this particular form might not give rise to the same implicature.

Based on the explanations above, the writer concludes that Conversational implicature are non-conventional implicatures based on the assumption of the address that the speaker follows the maxim of conversation or at least the principle of cooperation. That, unless stated otherwise, participants adhere to the principle of cooperation and proverb, their contribution to the meaning of speech is unconditional.

2.5.1 Observance of Grice Maxim

Grice (1975, cited in May, 2001:55) shares the cooperative principle (also known as Grice maxim of cooperative principle) to explain how conversation involves a certain level of "cooperation" among communicants:

> "Our talk exchanges do not normally consist of a succession of disconnected remarks, and would not be rational if they did. They are characteristically, to some degree at least, cooperative efforts; and each participant recognizes in them, to some extent, a common purpose or set of purposes, or at least a mutually accepted direction".

Grice in Thomas (2013:63) proposes four maxim, principles for how a conversation should be carried out in order to get the most out of the communication. each branch it called 'A Maxim' or general principle. The four maxims of cooperative principles are:

2.5.1.1 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.

Black (2006, 29) Added that "this maxim requires that we offer the appropriate amount information".

e.g.a friend's father considers whether or not to buy your friend,s old car, and you are aware that your 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.

2.5.1.2 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 that for which you lack adequate evidence.

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. Cruse (2000:355) says that do not make unsupported statements. As an example we could use a simple utterance like who took the last coke in the table? If the person who is responding to answer the question saw the person*who took the last coke in the table; he/she could say who it was*. It was Andrea! So, the maxim of quality is followed. But, if the person does not see the person and only could make a guess about it was, based on the assumption. It was probably Andrea. She is the last person in this room. Or if the person answers it was Jenny (Telling a lie or untruth answer). This statement would be a breach against the maxim of quality. Overall the untruth answer and the unsure answer are breach the maxim of quality.

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 road anymore.

B: Improper: Not far.

2.5.1.3 Maxim of Relation

"The maxim of relation (later called relevance): Be relevant."

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This means that the speaker just should say what is relevant to theconversation and doing nothing else. For instance if there is a question, have you seen my bike? This question should not be answered with utterance like, the sun, at night or I have a new bike. Those answers have nothing to do with the question asked and are therefore not relevant. The possible answer for the question that is relevant could be yes or if you know which bike is referring to, and no if you do not know about it.

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 of chocolates?

         B: The children where 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.

2.5.1.4 Manner   :The maxim of manner be perspicuous

  i.   Avoid obscurity of expression

 ii.   Avoid ambiguity

iii.   Be brief

iv.   Be orderly

(Yule. 1996:37)

Point of this maxim is that be orderly and clear. One should try to be as clear and orderly as possible when an utterance is being made and ambiguity should be avoided. Orderly here means that an event which is said should be told in the order it happened. The example of the maxim of manner, a conversation between a postmaster and shopper about the stamp:

Postmaster   : Here's your five-cent stamp.
Shopper [with arms full of bundles] :Do I have to stick it on myself?
Postmaster   : Nope. On the envelope.

Here, we can see that the postmaster said something which is so ambiguity toward the shopper. And he broke the maxim of manner.

e.g: in the following exchange, B flouts the maxim of manner there by implying that an open discussion of the ice cream is not desired.

A: Let's get the kids something

B: Okay but, I veto I-C-E-C-R-E-A-M-S

Note: the word "veto" means:

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1. to reject (a proposed bill or enactment) by exercising a veto.

2. to prohibit emphatically

2.5.2.1 The Non-Observance of The Conversational Maxims

Grice (1975, Mey 1993:171) sets out "to explain the mechanisms by which suchimplicature are generated and interpreted and concerns on how a hearer might get from the level of expressed meaning to the level of implied meaning". There are five types of the Non-observance of the Cooperative Maxims. They are flouting a maxim, violating a maxim, opting out a maxim, infringing a maxim and suspending maxim. Grice at his first paper only shared three types. They are flouting a maxim, violating a maxim and opting out a maxim. Later on, he added the four type of it: infringing a maxim. And the last type is shared by Grice‟s follower that is suspending a maxim.

On the other hand people do not always mean from what they say literally when they build a conversation. In line with this, Thomas (1996:64) people may fail to observe a maxim because, for example, they are incapable of speaking clearly, or because they deliberately choose to lie. He shall discuss each of these possibilities in order, he adds that when a speaker implies something to suggest or to deliver some meaning by means of language, so intentionally s/he generates an implicature. Moreover, in generating an implicature, there are five ways people fail to observe a maxim, among others: Flouting a maxim Violating a maxim Infringing a maxim Opting out of a maxim Suspending a maxim.

2.5.2.2 Flouting a maxim

Cutting (2002:37) Flouting a maxim takes place when a speaker blatantly fails to observe a maxim without any intention to mislead a hearer. Thomas (2013:65) the situations which chiefly interested Grice were those 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. This additional meaning he called 'conversational implicature' and he termed the process by which it is generated 'flouting a maxim'. Flouting maxim can be divided into four types, namely: Flouting Quantity, Flouting Quality, Flouting Relation, Flouting Manner.

1. Flouting Quantity

Flouting quantity is when the speaker gives less or more information than is needed. There is one example from Cutting (2002:37).

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

S: Language is a tool in communication   (1)

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 know what is the relation between culture and language by giving less information.

1.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 that 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 the flout the maxim.

1.Flouting Relation

The maxim of relevance (be relevant) is exploited by making a response or observation which is very obviously irrelevant to the topic in hand (Thomas, 1995:70) so the speaker flouts the maxim of relation when he/she does not given a response within the topic which is being discussed. 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 means that she is not tointerested by not saying anything about the picture. Instead, she compliments his pants is broken. So, she has implied the answer to the questions.

1.Flouting Manner

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

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

Merry   : go to school on one egg.

Go to school on one egg means either that 'an egg should be eaten before school' or that the hearer 'should start eating an egg'.

2.5.2.3 Violating a Maxim

Violating a maxim Many commentators incorrectly use the term Violate' for all forms of non-observance of the maxims. But in his first published paper on conversational cooperation (1975), Grice defines Violation' very specifically as the unostentatious non observance of a maxim. If a speaker violates a maxim s/he 'will be liable to mislead' (1975: 49).Violating is happened when the speaker have violated the maxim an 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 rupias,   (1)

The teacher has violated 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.

2.5.2.4 Infringing of Maxim

A speaker infringes the maxim when he or she fails to observe the maxim because of their imperfect linguistic performance, such as having an imperfect command of the language (a child or a foreigner learner) having impaired in their performance, (nervousness, drunkenness, excitement), having a cognitive impairment, or simply incapable of speaking clearly (Cutting, 2002:41)

When a speaker is infringing a maxim he or she does have any intention to generate implicature, deceive, or mislead the listener (Asher, 1994:757). An example of infringing is shown below:

T   : what is your father job's?

S   : "my father's job is a decision-making. And as a result, be , makes a lot of decisions".

2.5.2.5 Opting Out the Maxim

Opting out is a condition when the speaker indicates unwillingness to cooperate in the way the maxim requires. For some social, political or ethnical reasons, people usually are forced to provide less information, be irrelevant or unclear and therefore considered as uncooperative. When the speaker opting out a maxim, they have no

intention to give implicature to be conveyed by the hearers. Here is one example for opting out the maxim:

T : *Kemarin ada yang ganggu tapenya mam Riris. Sudah tak pas ketapenya.*

(Yesterday, there is a person who wrecked my tape which I had been fix it!)

S : *Siapa mam? Kelas berapa mam?* (Who is it mam? What class?) T: Not a class but a teacher! (Not a class but a teacher).

S : *Siapa mam? Kelas berapa mam?* (Who is it mam? Who is it?) T: Wait a *minute ya? Tunggu ya?* (Wait a minute *ya*? Wait *ya*!) (The teacher continous reading the text).

The teacher doesn't wont to obey the cooperative principle because of ethical reason.

2.5.2.6 Suspending a Maxim

The fifth and last ways of non-observance of a maxim is *suspending* a maxim, which happens when participants in a conversation are not expecting the maxim to be fully fulfilled, since the participants are with holding information that is to them culturally necessary. This would not be seen as uncooperative by other members of that community. Here is an example of Suspending a Maxim:

T :*Ketika kita melanggar sudah ada warning "Don't cross the river!" Tetapi kita tetap crossing the river, ya kita akan bahaya. Mungkin sungainya dalam mungkin*

arusnya besar! (When we break the rule but there is a warning "Don't cross river!" and we still the cross the river, we would be in danger.

S   :*Mungkin ada buayanya* (Maybe the river is very deep, maybe the stream is big1)

T   :*Buayanya lagi sekolah kok*. (The crocodile was studying at school!)

The conversation above show about the suspending a maxim which is done by the teacher. In this case they are jokes. It can be seen the conversational the teacher made joke for the students. She used the joke in order to break the ice and also to attact the student's attention. Jokes itself include to the suspending a maxim. Because is not only conventionally untrue, but also incoherent and ambiguity.

2.6 Teacher Talk

Talk can be defined as an instrument to change attitudes and produce decisions and actions. Talk also can be defined as means of learning, transferring meaning, tool of reflection and making sense, and also social purpose. In terms of classroom environment, teacher and learner talk can be defined as the language used by the teacher and learnersa to interact with in classroom interaction. Teacher tended to ask several questions in order to find out his / her students' prior knowledge. One of important interactions in the classroom is the teacher talk; an activity done by the teacher between one half and three quarters of talking in the classroom. Teacher talk (TT) is the language typically used by foreign language teacher in the process of teaching. Richard and Schmidt (2002) state teacher talk 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".

Teacher talk also holds important role in the learning process. Nunan (1991) shares that teacher talk 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 talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive. So, teacher talk could be used as a model of target language in the class and it is very important for students.

Ellis, R. (1984) suggests that asking students 'prior knowledge can help students to construct concepts (Ellis, R. 1984). Furthermore, Davies, M. J. (2011) adds that prior knowledge view learning is conceptual change (Davies, M. J. 2011) pointed out several purposes of asking questions: to students in the lesson, to create students' interest in the topic, and also to create students' critical thinking. It is shown from the observation that teacher asked some questions because he wanted to know his students' prior knowledge. By inviting his students to talk, the students are expected to get into the routines of constructing questions from noun clause even in achieving this automaticity the students took a long time.

2.7 Previous Research

Previous study gives contribution along the process of understanding the case and leads the researches to fine the relevant theorist. There are two previous studies utilized as the reading materials before, the researcher finds the relevant theories to strengthen her analysis.

The researches presents three studies here considering the similarities to her study they are The Violation and Flouting of Cooperative Principles in the Ellen Degeneres Talk Show, Maxim in Conversation of Oprah Winfrey Talk Show "Will Smith and Family", and An Analysis Of Grice's Maxims Violation In Daily Conversation.

The previous study had done by Esterani (2017). The study focus on *"The Violation and Flouting of Cooperative Principles in the Ellen Degeneres Talk Show"*. The writer found out same similarities. First, similar in method the violation and flouting of quantity maxims, quality maxims, relevan maxims, manner maxims. Second, she used descriptive qualitative method. In other side, the writer found same differences. First, she used five method in analyzing maxim, namely: The violation and flouting of quantity maxims, quality maxims, relevan maxims, manner maxims. While the writer only used five method in analyzing maxim, namely: Flouting of maxim, violating a maxim, infringing of maxim, opting out of maxim, suspending of maxim.

The second previous study had done by Ni Putu Eka Wahyuni (2017). The study focus on. *"Maxim in Conversation of Oprah Winfrey Talk Show "Will Smith and*

Family". The writer found out same similarities. First, similar in method. Second, similar in genre of text. In other side, the writer found same differences. First, she applies the documentation method in collecting data. Second, she used quantitative, qualitative method, and descriptive. Third, she used theory presented by Levinson (1983) and also applies other relevant theories, namely theory by Jones (1981). In addition, she also applies the theory presented by Grice (1975) to analyze the use of maxims. While the writer only used descriptive qualitative method, and also applies theory presented by Grice in Thomas (2013).

The third previous study had done by Rizal Fahmi (2016). The study focus on. *"An Analysis Of Grice's Maxims Violation In Daily Conversation"*. The writer found out same similarities. She used descriptive qualitative method. In other side, the writer found same differences. Fist, for collecting data, she used 2 techniques: observation and interview. After the data were collected, the recorded conversations (the length of each conversation is about 5 until 10 minutes) were sorted and translated. While the writer used five techniques for collecting data, they are: Asking the teacher to do learning process with students, recording the learning process, listening the result from recording, transcribing the result of recording to paper, underlining the result of record according to ways of non-observance of maxims. Second, In deciding samples, she used purposive sampling technique. The samples were 4 male students and 5 female students. While the writer select one class of two parralel groups as sample.

Based on these previous researches, the writer found some theories that will help the writer to do the research in analysis students 'non-observance of the maxims in efl classroom interaction at SMA GKPI PAMEN Padang Bulan in Medan.

2.8 Conceptual Framework

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                    │    Classroom Interaction     │
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          ┌──────────────┐              ┌──────────────┐
          │ Teacher Talk │              │ Students Talk│
          └──────────────┘              └──────────────┘
                 │
          ┌──────────────┐
          │  Pragmatics  │
          └──────────────┘
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          ┌──────────────┐
          │   Gricean    │
          │   Maxim      │
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              ╱        ╲
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   │  Observance  │  │Non-Observance│
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              │  -Flouting a Maxim           │
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              │  -Violating a Maxim          │
              │                              │
              │  -Infringing a Maxim         │
              │                              │
              │  -Opting Out a Maxim         │
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          │ Non-Observance of The Maxims In Efl       │
          │ Classroom Interaction At Sma Gkpi Padang  │
          │ Bulan In Medan.                           │
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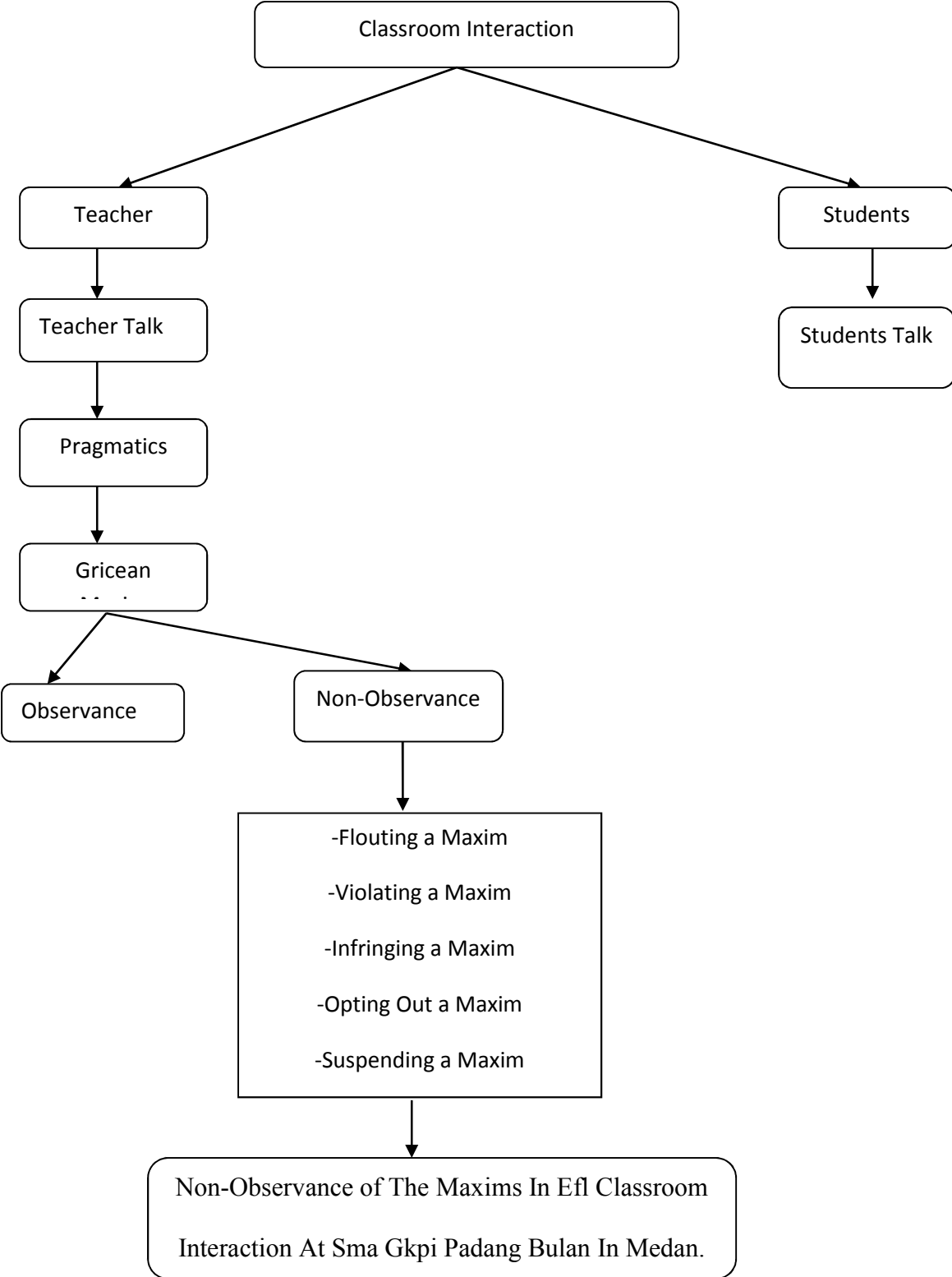
CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

Research design is a plan and the procedure for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. There are three types of research design, they are; qualitative, quantitative, and mixed methods. The research design of this study is descriptive qualitative method. According to Creswel (2009:193) a qualitative study are to develop descriptions to present these descriptions and themes that convey multiple perspectives from participants and detailed descriptions of the setting or individuals. This study will apply with qualitative method.

3.2. The Subject of the Study

The subject of this study will be the ten Grade at SMA GKPI Padang Bulan Medan. There are two parralel groups and each group consists of 45 students. The writer will select one class of two parralel groups as sample.

3.3. The Instrument of Collecting Data

In collecting data, the writer will apply audio record as the instrument.

3.4. The Technique of Collecting Data

The data will be analyzed to find out the the ways of non-observance of the conversational maxim. The writer will apply some procedures, they are :

1. Asking the teacher to do learning process with students

2. Recording the learning process

3. Listening the result from recording

4. Transcribing the result of recording to paper

5. Underlining the result of record according to ways of non-observance of maxims

3.5. The Technique of Analyzing Data

After collecting the data from the students, the writer analyzes the students' record as following :

1. Classifing the result of record according to ways of non-observance of maxims

2. Interpreting the data

3. Concluding the result of the study.