# CHAPTER I

# INTRODUCTION

This chapter will explain the introduction of this study. There are five subsections to this chapter: the research background, the research questions, the aims of the study, the significance of the research, and the definition of terms.

## Research Background

Communication performs a significant function as a social interaction tool to convey information from one person to another. One of the most basic ways of human communication is spoken language (Andresen, 2013). Language functions as a bridge that connects two or more people (Andy & Ambalegin, 2019). Language is an essential communication instrument (Albiansyah et al., 2021). Principally, communication's purpose is to deliver information or message by the speaker to the interlocutor then make the interlocutor understand what is said. Both participants must be cooperative and refer to the context when conversing to get the information being conveyed (Grice, 1975). To sum up, the ability to communicate is critical to understand to create effective communication.

In the process of effective communication, Grice (1975) reveals that people must fulfil cooperative principles, namely four maxims; quality, quantity, relevance, and manner. Maxim of quality talks about; first, the participants in conversation should not say what is considered fake or false. Second, they should not say something without adequate evidence. It means that they need to inform the fact to create cooperative communication. Maxim of quantity is concerned with providing information as required. It should not be less informative or more informative. Maxim of relevance recommends that the utterance should be relevant to the topic being conversed. Maxim of manner requires the speaker's utterance to be understandable or comprehensible or not ambiguous. It should be not be blurred. Thus, to make a successful conversation, people's utterances must be the truth, enough information given, relevant and clear.

Nevertheless, people do not always follow the maxim or violate it in daily life, but they accept, and the communication continues well. The Grice Cooperation Principle is frequently violated by many people when they communicate (Albiansyah et al., 2021). In the teaching process, teachers violate a lot of maxims (Kurniadi, 2021). The teachers and the students did not observe Gricean maxims and often violated the cooperative principle of conversation (Safitri, 2014). The students violated the maxim of quantity, the maxim of quality, the maxim of relation, and the maxim of manner during the presentation (Sukriwati & Salija, 2019). Thus, the participants are not always cooperative with one another.

A number of related previous studies toward violation of maxim in the scope of EFL setting focus on the types that often appear. It is in line with Sukriwati & Salija (2019) researched, A Gricean Maxim Analysis In EFL Classroom Interaction. The study concluded that maxim of quantity was the most frequently applied by the EFL students to promote classroom presentation. Similar to Sukriwati & Salija (2019), Ayu et al. (2021) conducted research under the title The Violation Maxim of Student in Faculty of Foreign Languages, Mahasaraswati Denpasar University, and the study found that the most dominant violation of maxim is a violation of the maxim of quantity. Different from the two previous studies, Hutahaean (2020) researched about The Cooperative Principle Violation In Classroom Teaching Learning Process, the research found that there are four types of cooperative principle are violated by the teacher and the students in grade eighth classroom teaching and learning process in one of Junior High in Pematangsiantar. There are maxim of quantity 8 (25%), the maxim of quality 4 (12,5%), the maxim of relevant 13 (40,625%), the maxim of manner 7 (21,875%). Then, this research showed that the teacher and the students primarily violated the maxim of relevance.

Based on the previous studies above, most have found that the number of violation appearances is categorized as high. It means that the use of maxim violation regularly occurs, but not many studies examine why people did the violation. Therefore, to fill the gap, this research focused not only on the types used but also on analyzing the reasons related to the use of violation of maxim in the EFL classroom setting.

## The Reason for Choosing The Topic

As the researcher has mentioned above, in the process of effective communication people must fulfil cooperative principles, namely four maxims; quality, quantity, relevance, and manner. Therefore, the reason to analyze students’ violation maxims is to know the cause behind that.

## Research Questions

Based on the background of the study above, this research concerned a study about violating maxim. The research questions are formulated below:

1. What types of the maxim are violated by the EFL students during classroom interaction?
2. Why did the EFL students violate the maxim during classroom interaction?

## The Aims of the Study

Concerning the research questions, the objectives of the study are:

1. To categorize the types of maxim violated by the EFL students in classroom interaction.
2. To collect the reasons of the EFL students who violate the maxim.

## Significances of the Study

The research results are expected to be useful theoretically, practically, and professionally, which are described in the following section:

1. Theoretically, the results of this study are expected to support the theories related to the pragmatic research, especially in the area of violation of maxim in EFL classrooms.
2. Practically, the research results are expected to be used as guidance for enriching and comprehending the students about violating maxims so that the future teaching and learning process can run effectively and efficiently.
3. Professionally, this research can also be used as additional knowledge in conducting further research dealing with maxim violations.

## Definition of Terms

The terms need to be clarified to avoid misunderstanding and misinterpretation. The following essential terms are as follows:

1. A cooperative principle is a set of rules to make a successful conversation (Grice, 1975).
2. Violating maxim is when the speakers do not fulfil certain maxims ( Grice, 1975).