CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a means of communication. According to Croft, communication is a transfer of information, but it is not just any transfer of information, speaker uses language also for communication. A Speaker usually transfers more information than she/he intended and depends on how successful she/ he does, also less.[1] The most important function of language is to communicate information. Language is the important thing in our lives. By using language, people can communicate with other people, send a message, and also express their feeling. To do it more effectively, language must be used in manner that will not cause in friction between the participants or between the speaker and hearer.

In communication, a speaker has a message that needs to be conveyed to hearer. The message sometimes cannot be found in his word and utterances literaly. So that, there is a study called pragmatics as a way of explaining language in context. In explaining the meaning, it is necessary to know who the speaker and the hearer is, the time and the place, and the other aspect of contextual description.

[1] Croft, William. *Explaining Language Change: An Evolutionary Approaach*. (Singapore: Longman Singapore Ltd, 2000), p. 87

Furthermore, related to time and place, interaction can happen in many places, such as in the market, in the office, in the hospital, in the classroom, etc. In the market, the interacti on may happen between a seller and a buyer. The seller may offer a product to costumer and make the costumer or buyer buy a product. In the office, the interaction can happen between a employer and an employee. The employer asks the employee to do something. In the hospital, interaction can happen when the doctor tells a nurse how to administer medicine to a patient.

Then, interaction also may happen in the classroom. The interaction will involve students and lecturer as the participants. Such as interaction which is call classroom interaction will involve students and lecturer as the participants. The utterance that is use by students will be different from lecturer.

There are many exchanges that may happen in the classroom. The interaction can be like the students ask something about the lesson to the lecturer, or the lecturer gives the students a question to know their understanding of the students, the students give question to the presenter if there is a discussion classroom, etc. So that the language is very important especially in interaction, and between speaker and hearer must understand what the message or information in interaction.

Classroom interaction can happen in many situations. According to Penny Ur, classroom interaction is IRF (Initiation-Response-Feedback) the

lecturer initiates an exchange, usually in term form of a question one of the students' answer, the lecturer gives feedback, initiates the next question, and so on. However, the initiative does not always have to be in the hands of the lecturer; interaction may be between students or may be between students and lecturer.[2]

There are several pragmatics related to interaction like: cooperation (maxim), implicature, speech acts and politeness. Maxims are some norms or beliefs shared by the speakers that govern the communication or the way to explain about what is understood from the utterance. Implicature is a technical term in the pragmatic subfield of linguistics which refers to what is suggested in an utterance. Speech act is an act that a speaker performs when making an utterance. According to Yule, speech acts is the action performed by a speaker with an utterance.

To maintain communication between student and student and between lecturer and student, the participants are expected to use cooperative utterance in classroom interaction. The interaction in classroom will be found when the lecturer can gives many variations of learning such as, discussion, explain the material in front of class, asking and giving question, etc. All of the variations usually appear in classroom interaction. Based on the variation of learning we can see that Cooperative principle will be appearing in that activity.

[2] Penny Ur. *A course in language teaching*, United Kingdom at the University Press, Cambridge, 1991, p. 227

To be cooperative in a conversation, the participants are expected to follow some principles called cooperative principles. George Yule states that cooperative principles order the participants to make conversational contribution as it is required, at the stage at which it occurs, and by the accepted purpose or direction of the talk exchange. Furthermore, cooperative principles are elaborated in four sub-principles called maxim. They maxim of quantity, maxim of quality, maxim of relation and maxim of manner.[3]

Based on the preliminary observation done at the Fifth Semester Students of English Department of State Islamic Institute of Bukittinggi on October 10 2017, the researcher found several problems in classroom interaction. The first problem is the lecturer gave some question for student, but the student answer was not relevant to lecturer's question. For example; lecturer asked "What is our material today?" the students answered " Miss, Santi is sick". This shows the student did not give answer the lecturer's question, but the student gave answer the other.

The second problem was in classroom interaction, the students did not know there are several cooperative principle.

In classroom interaction people also can find many terms of pragmatic study like: implicature, cooperation (maxim), speech act and politeness. Now, the researcher analyze the cooperative principle in

[3] George Yule. *Pragmatic*, Oxford University Press, 1996, p. 37

classroom interaction used by lecturer and students. In the classroom, lecturer is the source of the interaction will make some varieties of interaction; asking and answering question, discussion, supportive and corrective feedback, instruction, etc. Each kind of interaction appear in classroom provid different utterances. In classroom, when the lecturer ask the students about something the lecturer use different utterance. The student utterance was different between lecturer and other students. Someone uses more cooperative utterance because they want to reach the goal without infringing the hearer's face; the speaker tends to use the various appropriate forms of strategies considering the social role or status of the addressee and cultural constraints or norms governing the language use.

Based on the reason above, the researcher is interested to conduct the research entitle " ***Cooperative Principle in Classroom Interactions at the Fifth Semester Students of English Department of State Islamic Institute of Bukittinggi in Academic Year 2017/2018".*** The reason of researcher conducted the research at IAIN Bukittinggi because the researcher want to know cooperative principle of students in the classroom.

B. Problem and Focus of The Research

Based on the problem above, there were some problems that could be identified found by the researcher:

1. The lecturer gave some question for student, but the student answer was not relevant to lecturer's question. For example; lecturer asked "What is our material today?" the students answered " Miss, Santi is sick". This show the student did not give answer the lecturer's question, but the student gave answer the other.
2. In classroom interaction, the students did not know there are several cooperative principle.

Based on the background of the problem, the research focus to identify the cooperative principle in classroom interactions at the fifth semester students of English Department of State Islamic Institute of Bukittinggi.

C. Research Questions

Based on the focus of the problem above, the problem in the research can be formulated in the following question:

1. What are the cooperative principle that may appear between student and student in classroom interaction?
2. What are the cooperative principle that may appear between lecturer and student in classroom interaction?

D. Purpose of The Research

Based on the research questions, the purpose of this research was to analyze what are the cooperative principle that may appear between student and student, lecturer and student in classroom interaction at the fifth semester students of English Department of State Islamic Institute of Bukittinggi.

E. Significance of the Research

The result of this research is expected to give contribution to:

1. The lecturer,

   The result of this research can give a description how the cooperative principle may appear in her or his classroom.

2. The students,

   This study will help them to be able to communicate in more Cooperative as clear as they can in classroom interaction and they know what the maxims of cooperative principle are because it is important when doing interaction with others.

3. The researcher,

   This study gives valuable experience and comprehension on the problem and phenomena behind the problem.

4. The college,

   It can be used as the reference for the next research and hoped as an additional of educational literature.

F. Definition of the Key Terms

The research defines some essential terms which are use in this research. those are:

1. Cooperative principle is to make conversational contribution as it is required, at the stage at which it occurs, and by the accepted purpose or direction of the talk exchange.
2. Classroom interaction is an interaction or conversation that happen, where lecturer and students giving feedback each others like giving question and answer or between students and students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Cooperative Principle

a. Nature of Cooperative Principle

In social science generally and linguistics specifically, the cooperative principle describes how people interact with one another. The interaction is by doing conversation which is one party as a speaker and the other party as a listener. When conversation happens between speaker and the listener, there is a simple communication from where the speaker talks and the hearer make his respond.

Listeners and speakers must cooperatively and mutually accept one another to be understood in a particular way. In this part, problem occurs if the speaker gives less information to listener and the listener could not give the answer or give responds. Besides, the listener can make the speaker confuse about the listener said to him or her.

According to George Yule, cooperative principle is make conversational contribution such as is required, at the stage at

which it occurs, by the accepted purpose or direction of the talk exchange.[1]

Though phrased as a prescriptive command, the principle is intended as a description of how people normally behave in conversation and as a description how effective communication in conversation is achieved in common social situation. In other words, we as speakers try to contribute meaningful, productive utterances to further the conversation.

b. Sub- Principles

According to yule, there are four sub-principles, called maxims. Often called the "Gricean maxims."[2]

1) Maxim of Quantity

The functions of quantity maxim are:

a. Make the contribution as informative as is required

(for the current purposes of the exchange).

b. Do not make the contribution more informative than is required.

Example:

a) As you probably know, I am terrified of bugs.

b) So, to cut a long story short, we grabbed our stuff and ran.

[1] George Yule. *Pragmatic*, Oxford University Press, 1996, p. 37
[2] George Yule. *Pragmatic*, Oxford University Press, 1996, p. 37

c) I wan't bore you with all the details, but it was an exciting trip.

2) Maxim of Quality

The functions of quality maxim are:

Try to make the contribution on that is true.

a. Do not say what is believe to be false.

b. Do not say that for which the speaker lack adequate evidence.

Example:

a) As far as I know, they're married

b) I may be mistaken, but I thought I saw a wedding ring on her finger.

c) I'm not sure if this is right, but I heard it was a secret ceremony in Hawaii.

d) He couldn't live without her, I guess.

3) Maxim of Relation

Maxim of Relation required the speaker to be relevant. Below are the examples of utterance that obeys the maxim of relevance and that one violates the maxim!

Example:

a) I don't know if this is important, but some of the files are missing.

b) This may sound like a dumb question, but whose hand writing is this?

c) Not to change the subject, but is this related to the budget?

4) Maxim of Manner be perspicuous.

The functions of manner maxim are:

a. Avoid obscurity of expression.

b. Avoid ambiguity.

c. Be brief (avoid unnecessary prolixity).

d. Be orderly.

Example:

a) This may be a bit confused, but I remember being in a car.

b) I'm not sure if this makes sense, but the car had no lights.

c) I don't know if this is clesr at all, but I think the other car was reversing.

According to Rosina, there are six sub-principles, the following six are very important:[3]

1) The Tact Maxim

Tact maxim is the maxim that serves that every participant either speaker or hearer should adhere to the principle of

[3]Rosina Márquez Reiter (John Benjamins Publishing Company Amsterdam/Philadelphia). *Linguistic Politeness in Britain and Uruguay: A Contrastive Study of Requests and Apologies,* The University of Surrey, 2000, p.9

always reducing benefits for himself and maximizing the other's advantage in speaking.

For examples:

1. Can you lend me a room book?

2. Lots of books there and you have to bring them for me soon.

2) The Generosity Maxim

The generosity maxim is the maxim that functions in an utterance and deeds in the daily association, then the negative things can be avoided.

The functions of generosity maxim are:

1. Reduce self-gain

2. Add loss to yourself

For examples:

(a) I can explain my idea to you.

(b) You have to answer and accept some objections.

This examples are considered cooperative for two reasons: first because they express profits to others, and both reduce the loss of others.

3) The Aprobation Maxim

Aprobation Maxim is the maxim that serves to give praise to others. The maxim of praise can only be applied in illocution functions that are classified as 'expressing feelings' such as thanking, congratulating, forgiving, blaming, praising, condolences, and so forth.

The functions of aprobation maxim are:

1. Be self-defeating others as little as possible.

2. Praise others as much as possible.

Example: 'your car is good too!'

4) The Modesty Maxim

Modesty Maxim is the maxim that serves to reduce praise to others and add praise to yourself. Maksim humility can only be applied to express feelings and firmness.

The functions of modesty Mmaxim are:

1. Praise yourself a little maybe.

2. Be self-defeating as much you can.

Example: 'Ah, this shirt is old, really. I just used it.

5) The Agreement Maxim

Agreement Maxim is the maxim that serves to influence and reduce disagreement and increase agreement between yourself and others.

The functions of agreement maxim are:

1. Reduce disagreement between self and others.
2. Increase agreement between self and others.

For examples:

(a) A: a meeting of the natalist dies goes quickly

B: yes, of course

(b) A: it is an exciting match, is it true?

B: no, that's very unattractive

As (a) shows, the maxim of consent because it agrees with what happens between sepeaker and others, and (b) part of the disapproval occurs because the maxim of wrong and almost better approval complete the uncertainty.

6) The Sympathy Maxim

Sympathy Maxim is the maxim of duty to invite and reduce feelings of hatred and increase feelings of pity between self and others.

The functions of sympathy maxim are:

1. Reduce the feeling of antipathy to others as small as possible.
2. Increase your sympathy as much as possible to other people .

For example:

(a) I am shocked to see your value Sonya

(b) I was shocked to see the value of sonya (not cooperative)

It can be interpreted (a) as a sense of concern, an expression of poor sense of sympathy, and it is better to say, not at all (b).

The researcher explain two theories about cooperative principle. There are cooperative principle George Yule and Rosina Marquesz Reiter. George Yule is maxim of quantity, maxim of quality, maxim of relation and maxim of manner. However, According to Rosina, the cooperative principle is tact maxim, generosity maxim, aprobation maxim, modesty maxim, agreement maxim and sympathy maxim

In this research, the researcher uses the theory of cooperative principle by George Yule. Because the theory is easy to understand and consist in the field.

2. Classroom Interaction

a. Nature of Classroom Interaction

According to Penny Ur, classroom interaction is IRF (Initiation-Response-Feedback) the teacher initiates an exchange, usually in term form of a question one of the students' answer, the lecturer gives feedback, initiates the next question, and so on. However, the initiative does not always have to be in the hands of the lecturer; interaction may be between students or may be

between students and lecturer.[4] It means that classroom interaction is a feedback between lecturer and student. For example, usually in term form of a question one of the students' answer, the lecturer gives feedback.

The nature of the lecturer's facilitation of classroom interaction demonstrates that the interpretative outhority of ideas and solution was distributed in the classroom. Here, all members of the classroom community were responsible for negotiating and evaluating the processes and outcames of join prolem solving.[5]

In addition, Kristiina Kumpulainen and David wray explain that these analyses of the lecturer's partipation in classrom interaction also highlighted the nature of the students' roles as learners during a community of inquiry. In this learning community, the students provided with many opportunities to take initiatives and an active role in initiating and organizing the topics to be investigated. The students also had opportunities to practise various sosial skills as the jointly worked out problems and co-constructed knowledge in the learning community.[6] It means that in this learning community, the students did not see their lecturer as the knowledge-giving outhority, but instead proudly presented their

[4] Penny Ur. *A coursei n languagete aching*, United Kingdom at the University Press, Cambridge, 1991, p. 227

[5] Kristiina Kumpulainen and David Wray. *Classroom Interaction and Sosial Learning*, London and New York, 2002, p. 12

[6] Kristiina Kumpulainen and David Wray. *Classroom Interaction and Sosial Learning*, London and New York, 2002, p. 13

own ideas and also questioned the assumptions presented by the lecturer.

b. Interaction Patterns

According to Penny Ur, there are some patterns in interaction, namely group work, closed-ended teacher questioning (IRF), individual work, choral responses, collaboration, students initiates and teacher answer, full-class interaction, teacher talk, self-access, and open-minded teacher questioning.[7]

1) Group work

In group work students work in small groups on tasks that entail interaction; conveying information, or group decision-making. The teacher walks around listening, intervenes little if at all. For example, teacher divide the students in to small group and ask the students to do something that related to the topic and while the students doing in small group, the teacher walks around the class and try to answer all question about material from the students.

2) Closed-ended teacher questioning ('IRF')

In closed-end teacher will give only one "right" response to gets an approve. Sometimes cynically called the 'guess what the teacher wants to you say' game. For example, when teacher

[7] Penny Ur. *A course in language teaching*, United Kingdom at the University Press, Cambridge, 1991, p. 228

ask to students, teacher ignore some wrong answer from the students but teacher gives respond to the students if students answer in the right way.

3) **Individual work**

In individual work the teacher gives a task or set of tasks, and students work on them independently: the teacher walks around monitoring and assisting where necessary. For example, teacher gives some exercise to the students by individually.

4) **Choral responses**

In choral responses the teacher gives a model which is repeated by all the class in chorus, or gives a cue which is responded to in chorus. For example, the teacher says new vocabulary to the students then the students repeat it after the teacher talk.

5) **Collaboration**

The students do the same sort of task as in 'individual work', but work together, usually in pairs, to try achieving the best result they can. The teacher may or not intervene. For example, teacher asks students to make a dialog in pairs, when students make a dialog, it seems like the students work in pairs but in fact the students work by individually.

6) **Students initiates and teacher answer**

The students give question or give some clue about one question. For example in guessing game; the students think of question and the teacher response; but the teacher devices who ask.

7) **Full-class interaction**

The students debate a topic or do languages task as a class; the teacher may intervene occasionally, to stimulate participation. For example, in the classroom everyone free to talk to give their opinion about topic. By doing so, the interaction happened among all component of the class.

8) **Teacher talk**

This may involve some kinds of silent students' response, such as writing from dictation, but there is no initiative on the part of the students. In this case all of interaction handle by teacher and students just listen what the teacher says. In addition some people called teacher center.

9) **Self-access**

Students choose their own learning tasks, and work autonomously. For example, students free to choose what learning style that they are going to do, but they have to get the goal of learning process.

10) Open-minded teacher questioning

There are a number of possible 'right' answers, so that more students answer each cue. For example, the teacher asks students to answer about question related to the topic. Then, students will answer the question. All of the answer of the students may be correct. While listening students' answer and the teacher think about the answer of the students, it called open minded teacher questioning.

There are many excellent reasons for using activities which promote classroom interaction. First and foremost, teacher makes full use of your most valuable resources-the learners themselves. Not only are adults ready and willing to work together but also they tend to learn better in a sociable environment and are more likely to stick to their studies when they feel part of a strong group.

B. Review of the Related Studies

To support this research, researher found some relevant previous researches related to this research. First, the research by Lut Husaini Widi Hidayati, a students from faculty of Languages and ARTS Yogyakarta State University (2015). Her thesis is about *A Pragmatic Analysis of Maxim Flouting Done by the Main Characters in the Devil Wears Prada 2015*. The result of her research proved that both characters are the types of persons who are aware of the hearers' certainty on their utterances.

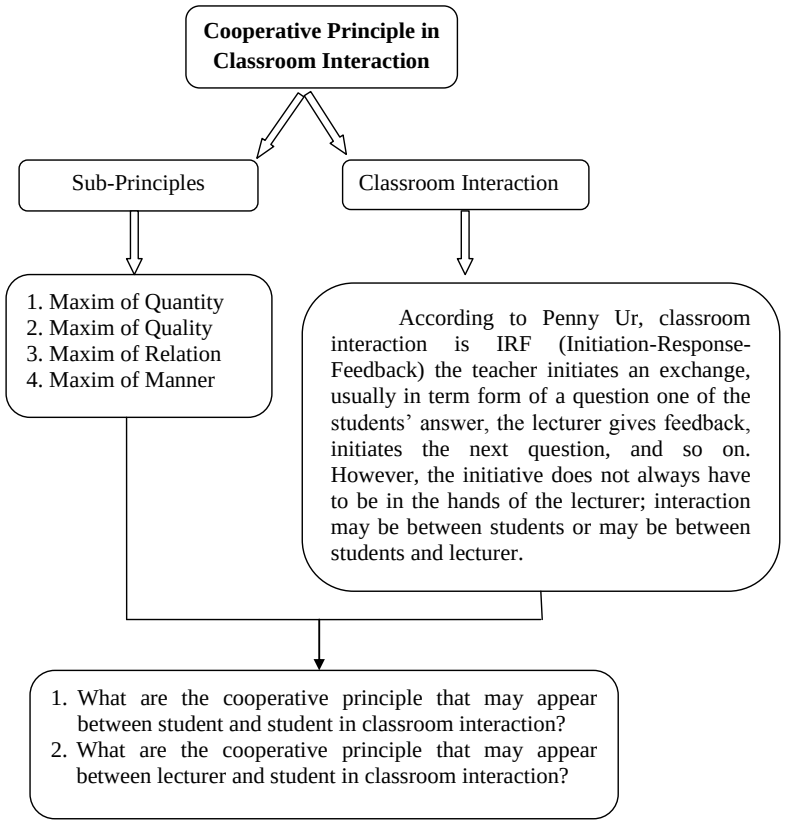
Second, the research by Siti Nur Khasanah Fatmawati has been done a research about *"A Pragmatic Analysis of Maxim Flouting Performed by Solomon Northup"*. At the end of the research, some conclusions were drawn. The result of there are four reasons that lead Solmon Nurthup to flout the maxims; competitive, collaborative, convivial and convlictive reason.

Third, the research by Nila Arthanti a students from faculty of Humanities Dian Nuswantoro University Semarang (2013). Her thesis is about *Violation of Grice's Maxims in the Garfield "Hangs Out" Comic: Comparison Between Source Text (ST) an Target Text (TT) 2013.* At the end of the research, some conclusions were drawn. The result of there are difference between maxim violation in source text in target text because there are several reasons. First reason is because of cultural factor. Second, the data source of this research is comic.

From the explanation of related to the previous researches, so that, the researcher is interested to formulate her thesis under the title "*Cooperative Principle in Classroom Interactions at the Fifth Semester Students of English Department of State Islamic Institute of Bukittinggi in Academic Year 2017/2018*". Since this research is quite different with the others as mentioned above. The result of research is expected to give new perception toward the effects and advantages of cooperative principle in classroom interactions.

C. Conceptual Framework

Conceptual tramework of this research can be presented as the figure.



The conceptual framework above explains about the theory related to this research. There are four maxims in cooperative principle: maxim of quantity, maxim of quality, maxim of relation and maxim of manner. In this research, the researcher tries to analyzed what are the cooperative principle that may appear

between student and student, and what are the cooperative principle that may appear between lecturer and student in classroom interaction. The result were gotten by analyzing the observation assisted by recorder (handycame) and field note. Finally, the researcher made the summary of the data and focused on the research aspects by reducing the unecessary things, researcher made the result of the research by explaining the data to knew forms cooperative principle in classroom interactions, and researcher concluded the data about forms cooperative principle in classroom interactions.

CHAPTER III

RESEARCH METHOD

A. Setting of the Research

The research is a descriptive research through qualitative approach. Syamsuddin states that qualitative research is an approach which is also called investigative approach because usually researchers collect data by face to face directly and interact with rang people in the research area.[1] Meanwhile, Sugiyono states that, qualitative research is a method of research based on postpositivism philosophy, used to examine the natural condition of the object, where the researcher is a key instrument, the sampling of the data source is done by purposive and snowball, collecting technique with triangulation, the data analysis is inductive / qualitative, and qualitative research results more emphasis on the meaning of the generalization.[2] Here, the researcher got information, found out, analayz and described about Cooperative Principle in Classroom Interaction at the Fifth Semester Students of English Department of State Islamic Institute of Bukittinggi in Academic Year 2017/2018.

B. Informant of the research

Differ from quantitative research, qualitative research has no population and it is tranferred into social situations; place, actors

[1] Syamsuddin and Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa*, Bandung, 2007, p. 73

[2] Sugiyono, *Metode Penelitian Pendidikan,* Bandung, 2009, p. 15

(informant), and ctivity.[3] Social situation of the research; first, it is taken place at IAIN Bukittinggi. Second, the informants are students and lecturer. The last, the activity being the research Cooperative Principle in Classroom Interaction at the Fifth Semester Students of English Department of State Islamic Institute of Bukittinggi in Academic Year 2017/2018.

C. Technique of Data Collection

Instrument is the tool that is needed in the research because it would be used to answer the questions that want to be answered in the research. The drafting of instruments is important part in the research process because a researcher got and collected the data which was analyzed by using the proper instrument. In this research, the researcher decided to have observation as technique in collecting data. So, the research instrument is observation assisted by recorder (handycame) and field note.

D. Instrumentation

The crucial step in doing a research is collecting data. In this research, the researcher will used observation in collecting data.

Observation

Observation is step that is done by the researcher to collect the information about Cooperative Principle in classroom interactions. According to Juanita, observation is concious noticing

[3] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif Kualitatif, dan R and D)*, Bandung, 2009, p. 297-300

and detailed examination of participans' behavior in naturalistic setting. In applied linguistics', this can include a classroom or teacher's room, or any enviroment where language used is being studied, such as a bilingual family home or a work enviromant that is bilingual or has nonnetive spekers.[4] In order to direct observation is an observation carried out directly to see certain circumstances. For example, the condition of the condition of school buildings, class conditions, state of facilities and supporting facilities and so forth.[5]

The observation sheets arrarnge with the name of the teacher, place, time, and list of activities to be observed. The researcher gave a checklist which occurred during the observation. Margono stated that the checklist of condition that is done by the research through column by giving the check sign in every item the are to be observed.[6] So, the research would used the instrument observation sheet.

E. Technique Data Analaysis

Data analysis is the process in organizing and arranging the data in order to get the result of the data. The data are gathered by using observation. The researcher analyzed the data related to descriptive

[4] Juanita Heigham and Robert A. Croker, *Qualitative Research in Applied Linguistics A Practical Introduction*, New York, 2009, p. 166

[5] Wina Sanjaya, *Penelitian Pendidikan*, (PT Fajar Interpratama Mandiri: Jakarta, 2013), p. 76

[6] DRS Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: PT Rineka Cipta, 2007), p. 158

qualitative after gethering the data through technique data analaysis. According to Miles and Huberman in Sugiyono, there are several steps analyzed the data that based on, that activity in qualitative data analysis done interactively and continuosly carried through to completion so that the data was valid,[7] as follow:

a. Firstly, data collection; the researcher collected the data through observation.
b. Secondly, data reduction; the researcher made the summary of the data and focused on the research aspects by reducing the unecessary things.
c. Thirdly, display the data; the researcher made the result of the research by explaining the data to knew forms cooperative principle in classroom interactions.
d. Finally, the researcher concluded the data about forms cooperative principle in classroom interactions.

So, techniques of data analysis of this research were data collection, data reduction, display the data, then concluded the data.

[7] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif Kualitatif, dan R and D)*, Bandung, 2009, p. 246-253

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

This part describes about the data which was got in the field in order to answer research question. There were two research questions which was be answered in this research is what are the cooperative principle that may appear between student and student and what are the cooperative principle that may appear between lecturer and student in classroom interaction?

The data in this research was based on the observation in teaching English as foreign language (TEFL) at the Fifth Semester Students of English Department of State Islamic Institute of Bukittinggi. Based on the observation conducted by the researcher, where the students and the lecturer used the discussion in TEFL learning. Discussion of students and lecturer became a informantion or research data source to find answers in research questions about what are the cooperative principle that may appear between student and student and what are the cooperative principle that may appear between lecturer and student in classroom interaction. The ways of colecting the data were trough observation and recorded. The researcher did the similar things until the researcher did not find other variation of responses, or in the other

word the research has felt saturated from the same information's that is given by the informant.

The description of the data is a as follow:

1. Cooperative Principle Appear Between Student and Student in Classroom Interaction

Based on the data that the researcher got, it was found three types of cooperative principle in Student and Student interaction in term maxim of quantity, maxim of relation, and maxim of manner. They are discussed as follow:

a. Maxim of Quantity

From the interaction between Student and Student the researcher found five (5) cooperative principle in term maxim of quantity. The first transcript is by Dewi who obeyed maxim of quantity is taken from the following conversation:

Anisa : What would you do if you have the class hight ability of cheating?

Dewi : According to our group, we will change the student conversation.[1]

[1] Dewi. *observation*, Fifth Semester Student of IAIN Bukittinggi, 27th November 2017 at 14.00 A.M

In the conversation above, it can be seen that Dewi obey maxim of quantity. She gave the answer from the question of Anisa without adding another information.

The second transcript of quantity maxim obeyed uttered by Widya is taken the following conversation:

Isra : What is generic energi?

Widya : Generic energi is positive or motivation from student self and teacher self.[2]

The conversation above is between Isra and Widya which is Isra did not understand yet about "generic energi" and then Widya explained again what means generic energi. In term obeyed maxim of quantity. She made the contribution as informative as is required.

The third transcript of quantity maxim obeyed by Widya in the following conversation:

Titin : If you are a teacher and you have a big class and you have students for about 60 persent and how can you manage your class?

Widya : Optimis the use of small group work to give student change from purpose a active to more and you visual

[2] Widya. *observation*, Fifth Semester Student of IAIN Bukittinggi, 27th November 2017 at 14.00 A.M

number of listening conversation actively using text, video and yourself use be game feedback and evaluation. Your student right of extra class work from minimum that all student must to change language for student. Organized informal conversation group and some group.[3]

Titin question "*If you are a teacher and you have a big class and you have students for about 60 persent and how can you manage your class?"* from the answer of Widya can be seen if Widya gave the answer valuable with what Titin need. Without giving another information.

The fourth transcript conversation between Rahma and Sari.

Rahma : Students have something like error during speak, what is your suggestion about it?

Sari : Give suggestion to make students understand about the material. Students make error teacher should correct the students error.[4]

In the transcript it can be seen that Sari gave the answer vailable with what is needed by Rahma without adding another information.

[3] Widya. observation, Fifth Semester Student of IAIN Bukittinggi, 27th November 2017 at 14.00 A.M

[4] Sari. observation, Fifth Semester Student of IAIN Bukittinggi, 12th Desember 2017 at 10.30 A.M

At the fifth transcript of quantity maxim obeyed.

Santi : Explain about three points and give example!

Sari : Frst, classification system is give motivate students more. For example this suggestion for students to go out to make the group work. Second, give suggestion about were to the material. In this point students have complit and give suggestion to more understand to the next material. Example as students to reques any more understand and next material. In the last training students is mean exercise students must know how to use the vasility.[5]

The conversation happened between Santi and Sari which is Santi asked Sari to explained about "*three points and give example"* the Sari explained one by one. She made the contribution as is required.

b. Maxim of Relation (Relevan)

From the interaction between Student and Student the researcher found two (2) cooperative principle in term maxim of relation. The first transcript of relation maxim obeyed is cosversation between Riska and Wira, following the conversation:

[5] Sari. observation, Fifth Semester Student of IAIN Bukittinggi, 12th Desember 2017 at 10.30 A.M

Riska : In your opinion how will you increase students and interest in learning English?

Wira : We can make game in the class also we can give media, powerpoint and we can show film, video or audio which relation with material.[6]

In the conversation Riska asked *"how will you increase students and interest in learning English?"* Wira's reply relates to the question, and not talking about something else.

The last transcript conversation between Yani and Roza below is also considered as an example of the maxim of relation obeyed.

Yani : Explain about spidegram, point by point and spigety!

Roza : Menurut saya spidegram, point by point and spagety adalah cara bagaimana guru tersebut menjelaskan atau membantu siswanya agar lebih mengerti. Spidegram adalah bagaimana cara kita menghilangkan, pertama kita membuat materinya ditengah dan poin-poinnya. Point by point adalah judulnya dulu selanjutnya poin dari judul yang dibuat. Spigety adalah kita menjelaskan materinya dulu satu persatu setelah itu contohnya.[7]

[6] Wira. observation, Fifth Semester Student of IAIN Bukittinggi, 5th Desember 2017 at 10.30 A.M

[7] Roza. observation, Fifth Semester Student of IAIN Bukittinggi, 12th Desember 2017 at 10.30 A.M

In the transcription it can seen, Roza's answer relates to the question, and not talking about something else.

c. Maxim of Manner

From the interaction between Student and Student the researcher found five (5) cooperative principle in term maxim of manner. The first of manner maxim disobey it can be seen from conversation between Netra and Ayu, follow the conversation:

Netra : What is the classroom management and give example how can our manage our class?

Ayu : Classroom management is how we to manage our class, may be into see for our teaching and make our students comfortable with our teaching, may be with body language.[8]

In the conversation it can be seen Ayu"s answer is ambiguous. It can be proved from Ayu's answer that used the word "may be" it means there is another answer from Netra's question.

The second transcript of manner maxim disobey it can be seen from conversation between Laila and Wanto, follow the conversation:

[8] Ayu. observation, Fifth Semester Student of IAIN Bukittinggi, 27th November 2017 at 14.00 A.M

Laila : If your students actually don't have feeling like "Oh I like English" that's like "I don't like English" that's like "I don't like English" it just something really hard to learn. How do you increase the students to motivate them to learn English as good as they can?

wanto : We can use lesson plan we make before to English the student ability and mmmm...[9]

Laila question "*How do you increase the students to motivate them to learn English as good as they can?*" then Wanto's answer "*We can use lesson plan we make before to English the student ability and mmmm...*" it can be seen Wanto's answer is ambiguous.

The third transcript of manner maxim obeyed conversation between Desi and Wanto.

Desi : I wanna ask you about disiplin. Because Idon't understand about statement if all of your students were not working, student have hard working, active, educated, intelgence. Idon't understand about statement. Please explanation!

Wanto : We just emphasize disiplin to them.[10]

[9] Wanto. observation, Fifth Semester Student of IAIN Bukittinggi, 28th November 2017 at 10.30 A.M

[10] Wanto. observation, Fifth Semester Student of IAIN Bukittinggi, 28th November 2017 at 10.30 A.M

In the conversation Wanto's answer obeyed the maxim of manner: be orderly, because she gave the explained about what Desi have been asked before.

The fourth transcript conversation between Nurul and Wira.

Nurul : How to chooce appropriate activity during class to make students speak English?

Wira : I think as a teacher to make our can speak English during the class like TV program. You can give some role to always speak English in the class.[11]

In the conversation Nurul asked "*How to chooce appropriate activity during class to make students speak English*?" it can be seen, Wira's answer obey the manner maxim: be orderly, because she gave the explaination about what Nurul have been asked.

The last transcript conversation between Dia and Sari below is also considered as an example of the maxim of manner.

Dia : Explain about greeting account of contract!

Sari : In my opinion greeting account of contract its mean that code etic we must have account of contract to as students ability and its important for avective classroom management is more the students to know where their stand.[12]

From the transcript above, Dia asked "*Explain about greeting account of contract!*" it can be seen, Sari's answer obeyed the manner maxim: be orderly, because she gave a clear explanation.

Based on the all conversation above, in the interaction between student and student the researcher found twelve (12) cooperative principle; five (5) for maxim of quantity, two (2) for maxim of relation and five (5) for maxim of manner.

2. Cooperative Principle Appear Between Lecturer and Student in Classroom Interaction

Based on the data that the researcher got, it was found three cooperative principle in Lecturer and Student interaction in term maxim of quantity, maxim of relation and maxim of manner. They are discussed as follow:

[11] Wira. observation, Fifth Semester Student of IAIN Bukittinggi, 5th Desember 2017 at 10.30 A.M

[12] Sari. observation, Fifth Semester Student of IAIN Bukittinggi, 5th Desember 2017 at 14.00 A.M

a. Maxim of Quantity

From the interaction between Lecturer and Student, the researcher found three (3) cooperative principle in term maxim of quantity.

The first transcript in which lecturer and student obeyed maxim of quantity.

Lecturer : Study in group or EDP?
Student : Study in group.[13]

From the utterance above, it can be seen, lecturer asked the student and then student gave answer to lecturer's question without adding other information.

The second transcript in which lecturer and student obeyed maxim of quantity.

Lecturer : Oke group, in your opinion should you disiplin all yours students?Yes or no?

Student : Yes.[14]

[13] Student. observation, Fifth Semester Student of IAIN Bukittinggi, 27th November 2017 at 14.00 A.M
[14] Student. observation, Fifth Semester Student of IAIN Bukittinggi, 28th November 2017 at 10.30 A.M

From the transcript above, it can be seen, Student gave answer to lecturer's question without adding other information.

The next transcript in which lecturer and student obeyed maxim of quantity.

Lecturer : Individual or group?
Student : Group.[15]

In the transcription it can be seen, the student gave answer to lecturer's question without adding other information.

b. Maxim of Relation

From the interaction between Lecturer and Student, the researcher found one (1) cooperative principle in term maxim of relation.

Lecturer : If your students not interesting on English but you have teach English, what would you do for the students?

Student : Show benefit of the material.[16]

[15] Student. observation, Fifth Semester Student of IAIN Bukittinggi, 28th November 2017 at 10.30 A.M
[16] Student. observation, Fifth Semester Student of IAIN Bukittinggi, 28thNovember 2017 at 10.30 A.M

In the transcription it can seen, the student answer related to the question, not talking about something else.

c. Maxim of Manner

From the interaction between Lecturer and Student, the researcher found one (1) cooperative principle in term maxim of manner.

Lecturer : Oke study in group, why?

Students : I think we in star to the student to making group. Because of if the large class imposible all student check looked that and the teacher to explain material, imposible maybe. So when and teacher you get in start your student to making group. So all of member in the group talk about material can share it other will be group. Something like that.[17]

From the transcript above, it can be seen, the student answer obeyed the manner maxim: be orderly, because he gave a clear explanation.

Based on the all conversation above, in the interaction between lecturer and student, researcher also found five (5) cooperative

[17] Student. observation, Fifth Semester Student of IAIN Bukittinggi, 27th November 2017 at 14.30 A.M

principle; three (3) for maxim of quantity, one (1) for maxim of relation and one (1) for maxim of manner.

B. DISCUSSION

Based on the findings, it can be explained the Cooperative Principle in Classroom Interaction at the Fifth Semester Students of English Department of State Islamic Institute of Bukittinggi. This research in Teaching English as Foreign Language Subject at English Department students. The classroom interaction in Teaching English as Foreign Language.

The cooperative principle that were analyze in this research based on the theories from George Yule. The researcher analyzed the cooperative principle in classroom interaction. Cooperative principle can be applied to direct classroom interactions between lecturer and students or among students themselves. In the first place, students need to be activated in language learning. Only when they are motivated, could interaction be possible.

The researcher found four of cooperative principle based on the theories from George Yule. The first, quantity maxim are made the contribution as informative as is required (for the current purposes of the exchange) and did not made the contribution more informative than is required. Second, quality maxim are try to make the contribution on that is true (do not say what is believe to be false and do not say that for which the

speaker lack adequate evidence). Third, maxim of relation required the speaker to be relevant. The last, maxim of manner are avoid obscurity of expression, avoid ambiguity, be brief (avoid unnecessary prolixity) and be orderly.

When the researcher observed the students form the fifth semester students of IAIN Bukittinggi in two weeks or around four meetings, it was found that from the interaction between student and student used maxim of quantity because the students made the contribution as informative as is required. For example:

Anisa : What would you do if you have the class hight ability of cheating?

Dewi : According to our group, we will change the student conversation.

The researcher found that there was only a few of students used maxim of relation (required the speaker to be relevant). For example:

Riska : In your opinion how will you increase students and interest in learning English?

Wira : We can make game in the class also we can give media, powerpoint and we can show film, video or audio which relation with material.

Next, the researcher found from the interaction between student and student used maxim of manner because the student avoid obscurity of expression, avoid ambiguity, be brief (avoid unnecessary prolixity) and be orderly.

The researcher also found that from the classroom interaction between Lecturer and studen used maxim of quantity, maxim of relation and maxim of manner. From all cooperative principle, mostly happened in maxim of quantity. In which this maxim more focus on made the contribution as informative as is required (for the current purposes of the exchange) and did not made the contribution more informative than is required.

The discussion was just focused on identify the Cooperative Principle in Classroom Interactions at the Fifth Semester Students of English Department of State Islamic Institute of Bukittinggi.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After analyzing the utterances that consist of cooperative principle in Teaching English as Foreign Language subject at the English Department student of IAIN Bukittinggi, the researcher draws some conclusion. Based on the data in this research, the researcher found seventeen (17) of cooperative principle from the four cooperative principle happened in classroom interaction. In interaction between student and student there are twelve (12) cooperative principle found; five (5) in maxim of quantity, two (2) for maxim of relation and five (5) for maxim of manner. In interaction between lecturer and student the researcher also found five (5) cooperative principle; three (3) for maxim of quantity, one (1) for maxim of relation and one (1) for maxim of manner. Researcher did not found maxim of quality in classroom interaction.

A. SUGGESTION

Relating to the finding of this research, the researcher would like to propose some suggestion to:

1. Students

It is suggested to the students to be able to cooperative in the classroom. As we know, classroom is a place of interaction that use to transfer of knowledge, sharing ideas, etc. so that if the students do an interaction by didn't cooperative it is impossible to the students to get the knowledge. Because, if she/he do not comfort with the utterance, the communication is not running well.

2. Other researchers

The next researcher also can conduct the research in classroom interaction because there are many problems that we can analyze from the utterances that produce by the speaker in classroom interaction namely; speech act, implicature and other that belongs to pragmatic study.

Finally, the researcher hopes that the result of this analysis may become reference for those who are interested to study more about cooperative principle.