

The Cooperative Principles For The Class-room Conversation of Semester III Students of Informatics Management Department at STIKOM Tunas Bangsa Pematangsiantar

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Abstrak

Guru yang bertugas sebagai instruktur di Kelas Bahasa Inggris harus memastikan bahwa percakapan di ruang kelas, yang merupakan misi pelatihan percakapan untuk siswa, dapat berjalan lancar seperti yang diharapkan. Jika ini berjalan dengan baik, maka tujuan pengajaran “keterampilan berbahasa Inggris siswa” yang dapat diterapkan di dunia kerja mereka setelah lulus dapat tercapai. Untuk tujuan itu, prinsip kerja sama, yang maksimnya akan membuka jalan menuju tujuan pengajaran, memberi penutur apa yang harus dilakukan untuk memuaskan satu sama lain. Maksim mengarahkan penutur untuk memberikan informasi yang dibutuhkan oleh masing-masing, pada tahap di mana hal itu terjadi sesuai dengan tujuan pertukaran pembicaraan yang diterima di mana penutur terlibat (Yule, 1996: 37)

Kata kunci: *percakapan, prinsip kerja sama, maksim.*

Abstrak

The teacher serving as an instructor in an English Class has to make sure that the class-room conversation, that is the conversation-training mission for the students, can run as smoothly as expected. If this runs well, the teaching objective, “the students’ English speaking skill” that is applicable in their workfield after graduation, can be achieved. For the purpose, cooperative principle, whose maxims will pave the way to the teaching goal, provides the speakers with what to do to satisfy each other. The maxims lead the speakers to provide the information required by each, at the stage at which it occurs by the accepted purpose of the talk exchange in which the speakers are engaged (Yule, 1996: 37)

Keywords: *conversation, cooperative principle, maxims.*

INTRODUCTION

Higher Education Institutin for Computer Science, STIKOM Tunas Bangsa is a tertiary school which is located in the heart of Pematangsiantar. This School began its academic year in the mid of 2003 with only two departments: Informatics Management and Computerized Accounting. In its already-planned mission and vision, having been introduced to the whole students, it is stated that STIKOM Tunas Bangsa is available to make it one of the best tertiary schools perfected with the potential of producing well-mannered and professional human resource. In that way, the students will have the capability of granting good impression to the community.

To seize spoken English, the students have to be educated and trained to have the required “English speaking skill”. The means must be the one that has the characteristic of leading the students to achieve speech capability. To achieve the goal, the teacher who acts as an instructor in the classroom has to be selective in the use of the method to be applied as a means of making the students actively take

part in the class-room speaking activities. With very carefully selected method that is very much representative with the teaching objective, it is expected that the teaching target can be positively achieved. One of the methods that can be utilized as the teaching method is CLT which stands for "Communicative Language Teaching". CLT is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. The Characteristic is its approach that emphasizes interaction as the means and the goal of study in which the students actively involve themselves and learn through experience (Wikiwedia & Larsen). If classroom interaction can be encouraged and created in the students' activity, the teaching target, active classroom conversation, can be encouraged and finally will bring the students into having the capability of having the required speaking skill as expected by the curriculum as well as, of course, by the work fields, industries as the downstream consumers.

But the writers see the involment of cooperative principle in the classroom conversation will even construct very good motivation in the students' taking part in the conversation class. The students will have no difficulty in going on to further talk; instead, they will be very well motivated to actively involve in the classroom talk. This is because of the availability of the maxims that the students have to obey. The maxims that comprise the quantity, the quality and the elation, and the manner will guide the students to the smooth run of the conversation (Yule,1996: 37). The students will find it an enjoyable atmosphere because both parties, the speakers and the listeners will work hard to make sure that the talk will proceed conveniently. And if such a thing can proceed as expected, the class-room conversation will create a speaking habit as wanted by the students themselves.

But the fact is contrary to the expectation. Several semesters have gone by, and the students have not shown any sign of having the speech improvement, one of the four skills suggested in the module. They are never seen to be active in speaking English with any of their friends.

The gap between the expectation and the facts that the students' and the teachers' focus on the printed materials is so big that they forget the oral skill. . They keep reading and writing sentences, not putting them into dialogues. Furthermore, the language the students use everyday is informal Bahasa Indonesia, which influences the English language they have to build. Finally, when they are faced with the reality of having to take part in an English conversation, they fail to reach the expectation. The did not know that they had to be cooperative and the teachers themselves did not think of using the cooperative principle.

In cooperative priciples, the speakers and the listeners are involved in a comversation in which the students cooperate with each other and the classroom conversation collaboration plays its important role. In this case, the speakers lead the listeners to a situation that creates an atmosphere in which the speakers and the listeners enjoy the conversation (George Yule, 1996:15).

METHOD

Research Design

The research which the writer is conducting is about cooperative principle that is used in the classroom conversation materials for the tertiary students. Since the writers, when conducting the research, have to describe, to interpret, to generate themes, to understand inviduals and to demonstrate and even to explain and to explore and finally to examine the application and the operation of the proposed theory (Cohen at al, 2007: 261) the writers used qualitative methodology.

The phrase qualitative methodology refers in the broadest sense of research that produces descriptive data: people's own written or spoken words and observable behavior. It is more than a set of data gathering technique. It is a way of approaching the empirical world. In qualitative research, the ,

researchers follow a flexible research design. They begin their studies with only vaguely formulated research questions (Taylor & Bogdan, 1984:5)

In qualitative method, researchers go into a paradigm that represents a distillation of what the researchers think. It is a world view, a general perspective, a way of breaking down a complexity of the real world. It tells people what is important, legitimate and reasonable, and in which, positivists are involved (Lincoln & Guba, 1985:15)

Research Subject

This research was conducted to the students of STIKOM TUNAS BANGSA, D3 program, Pematangsiantar. They were the semester three (III) containing 32 students. They are mostly graduates from several high-schools in Pematangsiantar and the surrounding areas in Simalungun Regency and even a few of them are from the regions beyond Simalungun regency. Due to the fact, the students are Bahasa Indonesia native speakers who find English as a course so intricate to learn.

In general, they are the students who failed to pass the state university entry tests. But still They realize that English, in their future mission of seeking for a job, will have a very important part that will determine whether or not they will succeed in seizing the job vacancy available. This is the main reason why the teacher has to keep looking for the most interesting possible approach in their effort of training the students to achieve the mastery English, especially spoken as the objective of this research. With such an interesting teaching method, it is expected that the students will reach their English speaking goal, the mastery of Spoken English.

Research Instrument

The writers assigned the students to prepare one conversation about a subject already provided by the writers for each pair. The purpose of the writers' providing the limitation is that the students can be directed into creating conversations of academic calibre. The students were given one week to prepare for a classroom conversation about the topic they previously prepared. They were to practice the conversation they had learned without being allowed to look at the text.

Technique of Data Collection and Data Analysis

The ways data-collecting can be carried out depend on the instrument to be used for the data that can be collected from several different sources. When talking about the sources, they can be categorized into two main parts:

1. Secondary source which is known as "secondary data".

This type of data is obtained from other researchers but are required and very useful for different purposes.

2. Primary Source which is known as "Primary data", obtained directly from the main sources. If a researcher wants to find out how far the consumers of certain products are interested in using the products, this researcher is going directly to the consumers and applies some interview or gives them some questionnaire to answer (Kountur, 2007).

The procedures the writers collected the data were by applying the following steps.

1. The writers were asking questions for advice to her consultant for information about how the research in the classroom should be conducted.
2. The writers went to the Head of STIKOM Tunas Bangsa asking for permission to carry out the research in a classroom.
3. The writers prepared some instructions completed with the maxims of the cooperative principle to

be given to the students. This is important that the students have clear information about what they have to do with the conversations they have to prepare.

4. The writers, on the day of research, went into the classroom and assigned the students to prepare the conversations for the next week's meeting.

5. On the fixed day, the text of the conversation was collected before each group of two was told to demonstrate the conversation in front of the class-room.

The scoring is conducted to speaking to find out how well the examinees can speak the language being learned. These scores usually take numbers but they are also followed by some verbal categories that are used to describe what each score means. The following is the table suggested by Alderson & Bachman (2004)

The Test of Spoken English rating scale (ETS, 2001b: 29)

- 60 Communication almost always effective: task performed very competently.
Functions performed clearly and effectively
Appropriate response to audience/situation
Coherent, with effective use of cohesive devices
Use of linguistic features almost always effective; communication not affected by minor errors
- 50 Communication generally effective: task performed competently.
Functions generally performed clearly and effectively
Generally appropriate response to audience/situation
Coherent, with some effective use of cohesive devices
Use of linguistic features generally effective; communication generally not affected by errors
- 40 Communication somewhat effective: task performed somewhat competently.
Functions performed somewhat clearly and effectively
Somewhat appropriate response to audience/situation
Somewhat coherent, with some use of cohesive devices
Use of linguistic features somewhat effective; communication sometimes affected by errors
- 30 Communication generally not effective: task generally performed poorly.
Functions generally performed unclearly and ineffectively
Generally inappropriate response to audience/situation
Generally incoherent, with little use of cohesive devices
Use of linguistic features generally poor; communication often impeded by major errors
- 20 No effective communication: no evidence of ability to perform task.
No evidence that functions were performed
No evidence of ability to respond to audience/situation
Incoherent, with no use of cohesive devices
Use of linguistic features poor; communication ineffective due to major errors

After having completed work in analyzing the students' conversation transcripts, by paying attention to the maxims of cooperative principle: the maxim of quantity, the maxim of quality, the maxim of relevance and the maxim of manner that the students used in their conversations, the writers saw that the use of the cooperative principle maxims had made the classroom conversation by the students run so smoothly that finally reached the target of the talks.

The maxims have led the way for the students to run along so smoothly with the conversation

they had reached its destination, the interviewer felt satisfied with the information he wanted to have while the other speaker serving as an interviewed person was also filled with satisfaction because the information he provided satisfied the interviewer.

FINDINGS AND DISCUSSION

Findings

1. A single statement may belong to more than one maxims. Like "I'm fine". It obeys the maxim of manner because it answers the question "How are you?". But it also obeys the maxim of quantity since it provides the information required by the question. It may also obey the maxim of quality since it is true that the speaker is really healthy. Finally, it also obeys the maxim of relation since it is related to the question.
2. The cooperative maxims have contributed some necessary knowledge to the students that they know what to do with the materials. They know that their statements or questions must be as much as required by their listeners. They know that the information they provide must be true and at the same time they have to show interest in what the listeners talk about. Besides, the information must be as clear as possible.
3. Ten out of sixteen groups of the students taking part in the class-room conversation succeeded in complying with the maxims of the cooperative principle. Thus, they enjoyed having the class-room conversations
4. Six groups find it hard to form idea. This must be resulted from having read so little that they seemed to lose idea about what they had to talk about. Finally, the material they talked was so short.
5. One group, Angelia and Kusuma, broke the maxim of quality which had to be true, if necessary, it must be enriched with evidence. They said that the air pollution in Pematangsiantar was caused by Cigarette factory Chimey. This was against the fact.
6. In general, the students were well motivated to be involved in the class-room conversation. This was because they had known what to do with the material of the conversations. They knew that the knowledge of the maxim had provided them with some power to make the conversation run as smoothly as required by the people involved in the conversation.

Discussion

1. Although hedges are suggested to be avoided in cooperative principle, sometimes the uses of these words are even required. In real-life conversation, some speaker may be asked to show the exact location of, say, one bank. He knows where the bank is located but about how many kilometres away it is from where the talk is in progress is beyond his comprehension. On this occasion, he has to use "about" or "around" or even "I think". So, although they have to be avoided, in certain cases, the speakers are forced to use them. In this case, hedges are expressions used to communicate the speaker's weak commitment to information conveyed (Mohamad and Sahib).
2. Grice's principle assumes when cooperative principle is introduced, that is when people cooperate in the process of communication, it is in order to reduce misunderstanding", Finch (2000:159,)But, when cooperative principle is applied in a conversation, it does not mean that one speaker is not allowed to interrupt the other. It does not mean that the hearer has to wait until the speaker finishes his speech before his taking over the turn for speaking. Even both the speakers are allowed to disagree, to object or contradict each other (Stenstrom, 1994:1). But the speakers have to realize that once they are involved in a cooperative principle, they have to know that they are to do their best to reach the goal of the talk, mutual comprehension.

CONCLUSION

The use of cooperative principles in the classroom conversation has drawn the students' great interest in taking part in the conversation. The cooperative principle has led to the fact that the knowledge of the cooperative maxims has paved their way to the smooth run of the conversation in which they are involved.

The students' being familiar with the maxims of the cooperative principle contributes more chance to improve their speaking skill because the talk they are having tends to go on smoothly until the goal of the talk is reached.

The conversation class in which cooperative principle is introduced is of special interest to the students because they know what to do in order to make sure that the English Speaking class they are having runs as expected and takes them to their learning goal.

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