

**COOPERATIVE PRINCIPLE IN READING CLASSROOM
(A PRAGMATIC STUDY AT SEVENTH B (7B) STUDENTS OF SMP 2
MANISRENGGO IN THE ACADEMIC YEAR 2018/2019)**

THESIS

**Presented as a partial fulfillment of the requirements for magister degree in
Language Education Department**



**BY
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**GRADUATE PROGRAM
UNIVERSITY OF WIDYA DARMA KLATEN**

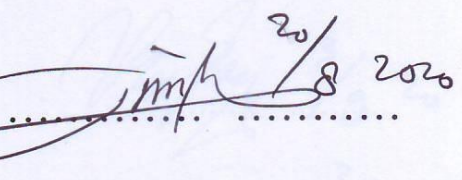
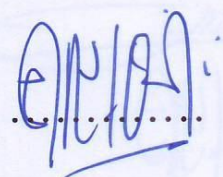
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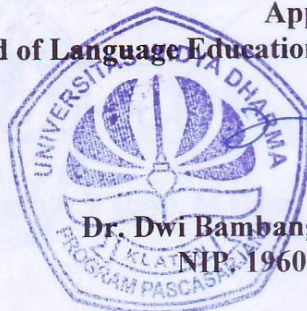
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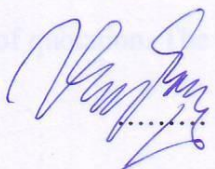
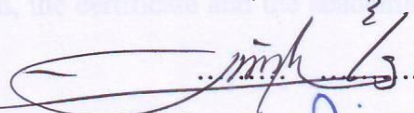
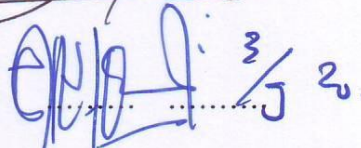
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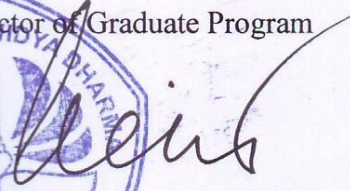
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Klaten, July 2020



Sundari

DEDICATION

In deeply profound love, this thesis is devoted to

My beloved husband “Rabino”

And my daughters and son

“Nikmah, Ulfi Upik, Shofia Yaya, Abmanyu Bima”

Thanks for loving and supporting me

MOTTO

**“It is not the stronger of the species that survive, nor the most intelligent, but
the one most responsive to change”.**

(Charles Darwin)

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The writer would like to thank to Allah the Almighty God for the blessing, she could finish her thesis entitled **COOPERATIVE PRINCIPLE IN READING CLASSROOM (A PRAGMATIC STUDY AT SEVENTH B (7B) STUDENTS OF SMP 2 MANISRENGGO IN THE ACADEMIC YEAR 2018/2019)**. There were many difficulties, but she realized that without any helps from great persons, she could not finish the thesis. Therefore, the writer would like to express her special gratitude to:

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Hopefully it will give benefits for the readers especially English teachers.

Klaten, February 2020

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ABSTRACT

Sundari,1781100047. *COOPERATIVE PRINCIPLE IN READING CLASSROOM* (A PRAGMATIC STUDY AT SEVENTH B (7B) STUDENTS OF SMP 2 MANISRENGGO IN THE ACADEMIC YEAR 2018/2019). THESIS. Language Education Graduate Program. Widya Dharma University.2020

This research is aimed at:1. To describe the cooperative principles in reading classroom activity at VIIB grade of SMP N 2 Manisrenggo at the year 2018/2019. 2) To know the reason why the teacher hasn't used cooperative principles in reading classroom.

The underlying theories of the study are: 1) The nature of teaching and learning; 2) Reading classroom; 3) communication theory; 4) Cooperative principles.

The research was in the form of case study. The object of the research was the interaction between teacher and students in a reading classroom at 7B students of SMPN 2 Manisrenggo in the academic year of 2018/2019. The data were obtained from the observation, interview and document. The data were collected using the seven steps of data collection. The data then were analyzed using 5 steps of Main data analyzing model by Sudaryanto.

Based on the data analysis, it could be described some findings. They were: 1) The teacher has used cooperative principles in reading classroom activity, 2) The most dominant maxim used in the interaction was maxim of relation, 3) The secondly dominant maxim was maxim of quality, 4) The thirdly dominant maxim was maxim of manner, 5) The least dominant maxim was maxim of quantity. The reason why the cooperative principles has not been used maximally were: (1) The methods of classroom activity were dominantly teacher centered classroom activity, (2) The teacher often expressed invalid grammatical structure and pronunciation on parts of language and speech., (3) The classroom activity of second language was influenced by the first language habit.

The conclusions of the research were: 1) The teacher has used cooperative principles in reading classroom, but they did not used maximally, 2) The teacher haven't used variation on classroom activity, 3) The teacher hasn't had high competence in grammar and pronunciation, 4) The teacher was influenced by first language habit in classroom activity. The implications of the research are; 1) The teacher had implemented cooperative principles in reading classroom, 2) The teacher should improve the competencies on English as a second language and on the teaching and learning process. The suggestions proposed by the researcher are: 1) The teacher should use various kind techniques on teaching and learning activity, 2) The teacher should improve his/her ability on English as a second language; 3) The Magister Program should enrich the students' ability on Cooperative principles, 4) Other researcher should conduct studies on more specific aspects, other skills of English, and in longer time.

Keywords: learning, communication, reading classroom, cooperative principles

ABSTRAK

Sundari,1781100047. *COOPERATIVE PRINCIPLE IN READING CLASSROOM (A PRAGMATIC STUDY AT SEVENTH B (7B) STUDENTS OF SMP 2 MANISRENGGO IN THE ACADEMIC YEAR 2018/2019)*. THESIS. Language Education Graduate Program. Widya Dharma University.2020

Penelitian ini ditujukan untuk: 1) menggambarkan prinsip prinsip kerjasama dalam pembelajaran reading di kelas VIIB SMP N 2 Manisrenggo tahun pelajaran 2018/2019, 2) mengetahui alasan mengapa guru belum menggunakan prinsip prinsip kerjasama dalam kegiatan pembelajaran.

Kajian teori yang melandasi penelitian ini adalah: 1) teori pembelajaran, 2) pembelajaran reading, 3) teori komunikasi 4) prinsip prinsip kerjasama.

Penelitian ini menggunakan model studi kasus. Obyek dari penelitian ini adalah interaksi antara siswa dan guru dalam kegiatan pembelajaran reading di kelas 7B SMP N 2 Manisenggo tahun pelajaran 2018/2019. Data peneitian ini diperoleh dari observasi, interview dan dokumen. Data dikumpulkan dengan menggunakan 7 langkah pengumpulan data. Kemudian data dianalisa dengan menggunakan 5 langkah analisa data.

Berdasarkan analisis data, dapat digambarkan beberapa hasil temuan. Hasil hasil penemuan itu antara lain: 1) Guru sudah menggunakan prinsip-prinsip kerjasama dalam pembelajaran membaca, 2) Maksim paling doiminan digunakan dalam interaksi embelajaran adalah maksim relasi, 3) Maksim dominan yanf kedua yang digunakan dalam pembelajaran adalah maksim kualitas, 4) Maksim dominan yang ketiga adalah maksim cara, 5) Maksim yang paling sedikit ditemukan adalah maksim kuantitas. Adapun alasan mengapa guru belum menggunakan prinsip-prinsip kerjasama secara maksimal adlah sebagai berikut: 1)Metode kegiatan pembelajaran secara dominan berpusat pada guru, 2) Guru sering melakukan kekeliruan dalam gramatikal kalimat dan pengucapan kata, 3) Kegiatan pembelajaran bahasa kedua dipengaruhi oleh kebiasaan kebiasaan dalam bahasa pertama.

Kesimpulan dari penelitian ini adalah: 1)Guru telah menggunakan prinsip-prinsip kerjasama dalam pembelajaran membaca tetapi belum maksimal, 2) Guru belum menggunakan variasi kegiatan pembelajaran, 3)Guru belum memiliki penguasaan yang tinggi dalam gramatika dan pengucapan, 4) Dalam kegiatan pembelajaran, guru dipengaruhi oleh kebiasaan kebiasaan bahasa pertama. Implikasi dari penelitian ini adalah: 1) Guru telah mengimplementasikan prinsip-prinsip kerjasama dalam kegiatan pembelajaran membaca. 2) Guru seharusnya meningkatkan kompetensi dalam Bahasa Inggris sebagai bahasa kedua dan prosen pembelajaran. Saran penelitian ini adalah: 1) Guru seharusnya menerapkan berbagai macam teknik dalam kegiatan pembelajaran, 2) Guru seharusnya meningkatkan kemampuan dalam bahasa Inggris sebagai bahasa kedua, 3) Program Pasca Sarjana membekali para mahasiswa dengan pengasaan prinsip-prinsip kerjasama, 4) Peneliti lain hendaknya melaksanakan penelitian dalam kajian aspek-aspek yang lebih spesfik, ketrmpilan kebahasaan yang lainnya, dan penelitian dalam waktu yang lebih lama.

Kata kunci: pembelajaran, kelas membaca, komunikasi, prinsip-prinsip kerjasama.

CHAPTER I

INTRODUCTION

A. Background of The Study

English language teaching is a challenging activity for both teachers and students. English is learned in two big aims: to understand the language itself and to study further other knowledge and disciplines. It is not an easy task to conduct English language teaching in Indonesia because English is a second language, so it needs good skill and methods to do the process of English language teaching. It is not the mother tongue for teachers and also students. Therefore, it is a difficult task to have a good program on English language teaching in, especially in Junior High School.

As a second language, English in Indonesia is taught in four main skills: listening, reading, speaking and writing. Listening and reading skills are beyond to receptive skills, while speaking and writing are beyond to productive skills. The four skills cannot be separated. They integrated each other. The more receptive learners will be the more productive ones, as vice versa the more productive learners will need more receptive skills too. But theoretically language acquisition processes start from stimulus and then responses.

Reading skills, is a big branch in language learning. There are so many strategies and techniques in teaching reading in a classroom. Teachers can choose some of them which is suitable for their students. As reading is aimed at understanding or comprehending texts. The text types or genre which is taught in

Junior High Schools are ; descriptive, report, procedure, recount, narrative. They are taught step by step in class level, based on their complexions.

Teaching reading activities are done in a classroom interaction between teachers and students. The interaction is developed through effective communication to reach the teaching and learning objectives. Teaching reading also needs methods, techniques and approach to reach high reading comprehension capacity among the students. Although reading is a basic skill in language, it needs a good process in the classroom. The process of teaching reading cannot be separated from the way the teachers communicate in the classroom. During the process of teaching teachers should communicate as well as it can transfer or couch the students to have high acquisition or mastery from the text read.

To have a successful communication, human beings are supposed to obey certain mode interaction, so do teachers and students in a classroom. For this reason, linguist, Herbert Paul Grice (1989), developed a mode of interaction for successful communication called the Cooperative Principle (CP) and its maxims based on ordinary language philosophy. The CP has mentioned in many pragmatic works such as Yule (1996) and Grundy (2000) for its influence on the field of pragmatics. In order to communicate successfully, each interlocutor in every conversation has to follow certain conversational rules. Based on this condition, Grice developed the Cooperative Principles which should be obeyed in order to have a successful communication. Grice (1989) states the Cooperative Principles as follows: A conversation should have contribution such as required, at the stage at which it occurs, by the accepted purpose or direction of talk exchange in which it

is engaged. Furthermore, he developed the classification of maxims into: Maxim of Quality, Maxim of Quantity, Maxim of Relation, and Maxim of Manner.

The first is maxim of quantity, which refers to the utterances, should be as informative as required, and it should not be more informative than is required. The second is maxim of quality, which refers to try to make the utterance be true, do not say what you believe to be false, do not say that you lack enough evidence. The third is maxim of relation, which refers to the utterance, should be relevant. The fourth is maxim of manner, which refers to the utterance, should be perspicuous, brief, and orderly, avoid obscure expression, avoid ambiguous expression.

Cooperative principle is strongly needed in classroom interaction. In reading class, where English is as a second language, it is very urgent to have cooperative principle in order to make meaningful interaction so far, it will make students catch what the teachers speak and automatically they will understand the reading text highly. As reading is a very important skill in English language teaching, a study on the process of reading classroom is important too. Inline with the importance of cooperative peinciple in claqssrooms interaction, that is why the researcher took a study on Cooperative principle in reading classroom (a pragmatic study at seventh B students of SMP 2 Manisrenggo).

B. Identification of The Problems

Based on the background of the study above, it can be described the identification of the problems such as follows:

1. To teach English as a second language, is not an easy job.
2. There are still many teachers who haven't used interesting techniques and

methods in teaching reading.

3. There are still many teachers do not use good language in reading classroom.
4. Many teachers do not use variation of activities in teaching reading.
5. Teachers haven't used cooperative principle in reading classroom.

C. Limitation of Problems

There are 5 problems found in the process of teaching reading in SMP 2 Manisrenggo. They came from many factors, the teacher's competence in conducting classroom activities, the techniques and methods, the use of language in classroom activities, the way the teacher expressed her messages and explained the material. Most of them can be learned with the study on cooperative principles.

There are 24 classrooms at SMP N 2 Manisrenggo, but not all of the classroom activities were observed. The researcher chosed 7B reading classrooms. So the study focused on the use of cooperative principles in reading classroom at 7B students in the academic year of 2018/2019.

D. Formulation of Problems

Based on that limitation, the problems of this research are:

1. How far is cooperative principle used in reading classroom in SMP N 2 Manisrenggo?
2. What are the reasons for teachers haven't used cooperative principle in teaching reading classroom?

E. Aims of The Study

In line with the problems found, this study aims at:

1. Describing how far the teaching reading classroom used the cooperative

principle.

2. Revealing what reasons why the teacher hasn't used cooperative principle in reading classroom interaction.

F. Benefits of Study

The results of this study will give benefits:

1. For teachers in Junior High Schools, especially English teachers: who want to have effective and successful interaction in reading classroom based on cooperative principles to increase the students' comprehension.
2. For researchers, to develop more studies dealing with cooperative principles in conducting teaching English at the other skills, and to develop other factors relating to interaction and communication in teaching English as a second language.
3. For Schools and Education Authorities; as one of the foundation in developing curriculum, in increasing teacher's competencies to conduct effective and successful teaching and learning process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study was about the interaction between the teacher and students in a reading classroom activity in SMP N 2 Manisrenggo. The analysis of data included 190 interactions on reading classroom activity, in the 40 minutes learning activity the problems of the study were: (1) How far is cooperative principle used in reading classroom in SMP N 2 Manisrenggo? (2) What are the reasons for teachers haven't used cooperative principle in teaching reading classroom?. The answers of the two questions were as follows:

1. With regard with the first question, it can be conclude that the teacher haven't used cooperative principle maximally in reading classroom activities. The description of not maximally using of the cooperative principle areas follow:
 - a. The most dominant maxim found in the reading classroom was maxim of relation.
 - b. The secondly dominant maxim found in the reading classroom was maxim of quality.
 - c. The thirdly dominant maxim found in the reading classroom was maxim of manner.
 - d. The least dominant maxim found in the reading classroom was maxim of quantity.
2. For the second question, the reason for the teacher did not use cooperative

principles, were as follows:

- a. The methods of classroom activity were dominantly teacher centered classroom activity.
- b. The teacher often expressed invalid grammatical structure and pronunciation on parts of language and speech.
- c. The classroom activity of second language was influenced by the habitual of first language.

B. Implications

Implication are drawn from the research finding. The first research finding are: the teacher haven't used cooperative principle maximally during the process of reading classroom activities. The researcher could say that it was not maximally because, actually the teacher has used the cooperative principle, but it has not spread at the same qualities in the fulfilment of each maxims. The most dominant maxim used in the reading classroom was maxim of relation. It was easily observed from the interactions. As the type of model of classroom activity, the question and answer model automatically appeared the relation between each interactions as ones after and before. Both interactions of the teacher and students are related to ones before and after. The least dominant fulfilment of the four maxim was maxim of quantity. The teacher was very often repeated what she said. Also the grammatical structure of the teacher's and students' sentences were very often did not suitable from the regulations and so did the pronunciations. The other two maxims were at the middle of fulfilment quality during the process of reading classroom.

From the data analysis it was found that there were some reasons, why the

teacher has not used cooperative principle maximally during the reading classroom activity. The reasons were: 1) the monotone using of reading classroom technique. It was shown that very often the teacher talked many sentences in a couple of interaction. Sometimes they followed by the wrong grammatical sentence structure and pronunciations. 2) It was a second language classroom activity, but very often the teacher talked, read, in the way of first language both Javanese and Indonesian. Automatically they caused the minimum fulfilment of maxim of quantity. Quality and manner. All of them made classroom activities were not effective on the reading comprehension among the students’.

C. Suggestions

At this study, the researcher got some limitations. Firstly, the study only gained a period of 40 minutes interaction. Secondly, the study was only on the reading classroom, while there were three others of language skill, speaking, listening, and writing. Thirdly, many teachers were lack of understanding on cooperative principles. While cooperative principles were very important in the teaching and learning process.

Based on the limitation, conclusions and implications, the researcher provided some suggestions for several parties:

1. The English Teacher

- a. The teacher should try to fulfill all maxims of cooperative principles in learning activity so that the interaction in the classroom will be more meaningful.
- b. The teacher should increase his/her knowledge in language in order to have valid and qualified English language competencies to create communicative

classroom activities.

- c. The teacher should develop more language learning techniques and methods to make interesting and effective classroom activities.
- d. The teacher should have quality in grammatical structure and pronunciation to lead reading classroom activities.
- e. The teacher should increase the knowledge on second language learning so that he/she can eliminate the influence of first language habitual in second language learning activities.

2. The Other Researcher

- a. The other researcher should conduct a study with a longer time for gaining the data to get maximal finds.
- b. The other researcher should conduct specific topic study, for example from the students' interactions, or the teacher's ones.
- c. The other researcher should developing a study on the other aspects of language skills, speaking, listening, and writing.

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