

**AN ANALYSIS OF COOPERATIVE PRINCIPLES IN THE DIALOGUES OF
ENGLISH TEXTBOOK ENTITLED “WHEN ENGLISH RINGS A BELL”
FOR EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL**

THESIS



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MAY 2021**

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THESIS

Submitted to State Institute of Islamic Studies of Jember
in partial fulfillment of the requirements for bachelor's degree
of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department

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Has been examined and approved as requirement to obtain
a bachelor's degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day: Monday


Date: 31st of May, 2021

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MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

“Oh you who believe! Keep your duty to Allah and speak (always) the truth”¹



¹ Muh. Syawir Dahlan, “Etika Komunikasi Dalam Al-Qur’an dan Hadis,” *Jurnal Dakwah Tabligh* 5, no 1 (Juni 2001), 118.

DEDICATION

I proudly dedicated this thesis for:

1. My beloved Father and Mother

Big thanks to Mr. Sutikno as my beloved father and Mrs. Artifah as my beloved mother for their support, motivation, love, and prayer for me to finish my thesis.

2. My younger sister Nur Mailin Agustina and my younger brother Ahmad Faqih Al-Ikrom who always give support, attention, and prayer for me.

3. My best inspirations and supporters who are always there as I am in bad condition, my beloved friends Success Squad (Siti Umayyah Al Masuroh, Norma Istiqomah, and Tasnim Maghfiroh). All of them have an important role in my entire life as I am able to be as like today.

4. My lovely inspiration who has been giving me a motivation to live better that the words he says just like magic, the only one that nothing compare and just as like a light that brighten me when I am in dark, just because of the existence of him, everything is better even I have no any relation or even a special chats with him, but it is more than enough to say “Thank You” as he has ever been in the cycle of my life.

5. For all big family of my class (Diamond Class), my organizations (ECL-English Club Lubri, ESA-English Student Association, IAA-Ikatan Alumni Annuqayah, PMII-Pergerakan Mahasiswa Indonesia, ICIS-Institute of Culture and Islamic Study, and My Kontrakan Team).

6. Last but not least, the greatest printing Quantum which helps me in printing incredible thesis.

By all those, I have been built as who I am today; Thanks without any limit for all those, May Allah give all of you more than what I have got to be.

ACKNOWLEDGMENT



Firstly, thanks and all praises due to Allah SWT for giving me blessing, mercy, health, opportunity, and inspiration to finish my thesis. Secondly, Sholawat and Salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, I would like to express the greatest gratitude to the following people:

1. The Excellency, Prof. Dr. H. Babun Soeharto, SE. MM, as a Rector of State Institute of Islamic Studies of Jember who has given opportunity for me to study in this institute.
2. Dr. Hj. Mukni'ah, M.Pd.I as the Dean of the Faculty of Tarbiyah and Teacher Training State Institute of Islamic Studies of Jember who has facilitated me to study in this faculty.
3. Mr. As'ari M.Pd.I as the Head of English Education Department who has motivated me to study English.
4. My advisor, Mr. As'ari M.Pd.I who helped, guided, and supported me during the writing of the thesis.
5. The lecturers of English Department who have given me knowledge.

I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestions. The researcher hopes this thesis will be useful for readers and other researchers who need it.

Jember, 28th of May 2021

Hoirul Ummah

ABSTRACT

Hoirul Ummah, 2021: *An Analysis of Cooperative Principles in the Dialogues of English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School*

One of materials that should be represented in English Textbook is dialogues. It aims to connect students' learning experience in the classroom with their lives. Thus, the dialogues in the textbook should be presented by cooperative principles that is the requirement in creating good communication and avoid misunderstanding. Therefore, it is important to know whether the dialogues represented by cooperative principles or not.

There are two research questions in this research, those are: 1) What types of cooperative principles are represented in the Dialogues of English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High? and 2) What types of dialogue are represented by cooperative principles in English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School?

The objectives of this research are: 1) To find out the types of cooperative principles are represented in the Dialogues of English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School and 2) To find out types of dialogues are represented by cooperative principles in English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School.

To answer those research questions, the researcher used qualitative as the approach in analyzing cooperative principles in dialogues of English textbook. Document analysis was used in collecting the data. The data of this research was the dialogues in English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School.

After analyzing the data, the researcher found some findings: 1) Four types of cooperative principles were represented in this textbook. Those were Maxim Quantity, Maxim Quality, Maxim Relevance, and Maxim Manner. Maxim relevance was the most domain types of cooperative principles represented. It was represented 75 times. The second was Maxim Manner which represented 74 times. The third was Maxim Quality which represented 52 times. The lowest was Maxim Quantity which represented 41 times. 2) Those dialogues belonged to interpersonal and transactional dialogues. It was appropriate with the dialogue materials that should be taught to the students of Junior High School students based on Curriculum 2013. Based on Brown theory, interpersonal dialogues refer to casual conversation and build social relationship with a complex topic. This dialogue was the most dominant dialogue represented. It was represented 46 times. Meanwhile, transactional dialogue related to exchange specific information and reasonable. It was presented 34 times. In addition, all of dialogues were represented by cooperative principles.

Keywords: *cooperative principles, dialogues in textbook*

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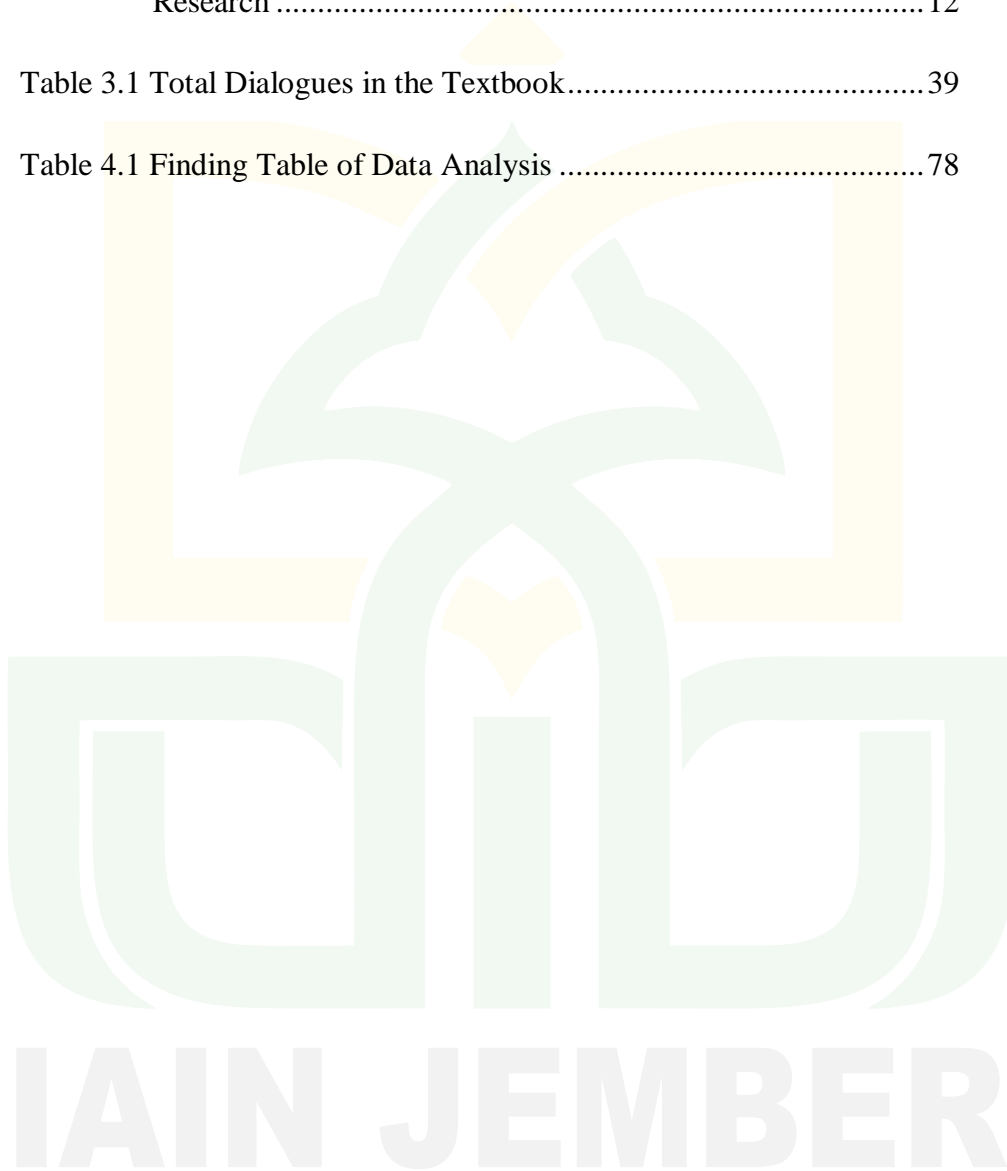
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CHAPTER I

INTRODUCTION

A. Research Background

Communication will create conversation for many purposes that used for socializing, expressing feeling, sharing knowledge, and other things that related to human interaction in life.² We should note not all of the conversations we plan, sometimes we do it unconsciously. So, it means that communication is not only talking about producing a word but we have to know the right ways to interpret each word's utterances in communication. However, in Islam, one of the ways to communicate well is honest. As Allah explains in the Holy Qur'an (Al-Ahzaab (70)):

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

The meaning: “Oh you who believe! Keep your duty to Allah and speak (always) the truth”

This verse states that Allah orders us to speak naturally based on with whom we are talking. Besides we have to give informative information and not lie (speak truly). He promises us, if we do it in our communication, he will reward us by making their deeds righteous.³

In addition, to make people create meaningful communication,

Grice introduced the main principle in the conversation which is called

² Ronald Wardhaugh, *An Introduction to Sociolinguistics Fifth Edition* (Australia: Blackwell Publishing, 2006), 296.

³ Muh. Syawir Dahlan, “Etika Komunikasi Dalam Al-Qur'an dan Hadis,” *Jurnal Dakwah Tabligh* 5, no. 1 (Juni 2001): 118.

cooperative principles. In cooperative principles, the speaker should make her or his conversational contribution such as required.⁴ It means that in the conversation, the utterances should be interpreted correctly. Grice mentions four maxims that have to be followed in cooperative principles. Those are maxim quantity, maxim quality, maxim relevance, and maxim manner. Maxim itself is the idea of people to cooperate in the conversation in communication.⁵ Therefore, maxim should be taught to students in order they will not do ambiguities, give irrelevant information, make a lie, and give uninformative information which will create misunderstanding among participants.

Based on the researcher's experience, when she was doing PPL at one of MTsN in Situbondo, the researcher found how students still did not understand the way to communicate properly. This can be proved by the fact when the researcher asked one of the students, "*Have you done your English task?*" and the student answered "*I have deadline of Mathematic task now*". This case shows how the students do a flouting maxim of relevance because his answer is not relevant with the researcher question. Meanwhile, if we try to understand the student's answer deeply, his answer consists of flouting maxim for researcher question. So, the student's means "*I do not do my English task because i have deadline of Mathematic task, I will do it if I have done the Mathematic subject*". Therefore, when the

⁴ Jacob L. Mey, *Pragmatics An Introduction Second Edition* (Australia: Blackwell Publishing, 2001), 71.

⁵ Siti Hafsa, "An Analysis of Maxim in A Dialogues of Textbook Entitled Bahasa Inggris "Think Globally Act Locally for The Night Grade Students of Junior High School" (Thesis, IAIN Surakarta, 2019), 14.

speakers do a flouting maxim, it means that they try to generate meaning implicitly to the hearer.⁶ This is why understanding language becomes an important thing in communication.

In the preliminary study, the researcher found that the students have difficulties in conversation. In this case, the researcher tried to order them make a conversation based on material that had been already explained. Most of them make a same dialogue as the context in English textbook. They just change the subject or the object of dialogue that they made. After that, the researcher tried to interview them. They said, it was difficult for them to get a new idea but it was easier for them to implement what we had already studied in the text book.⁷ Therefore, in English teaching and learning processes, students are not only obligated to understand teacher utterances and explanations but also the language in the textbook.

Textbook is one of Medias that gives a great contribution in teaching and learning process. Textbook plays an important role because it represents a useful resource for teachers and students. It is the easiest learning source that can be founded among other media.⁸ However, in order the students understand the material contains in the textbook, they have to understand the direction and explanation in the textbook.

⁶ Garha Pradika, and Kori Amaliah, "An Analysis of Flouting Maxims in "Coco" Movie," *Professional Journal of English Education* 1, no. 5 (September 2018): 658.

⁷ Students of MtsN 1 Situbondo, interviewed by researcher, Jember 28th of September 2020

⁸ Dragana M. Gak, *Textbook – An Important Element in the Teaching Process* (Novi Sad: Fakultet tehničkih nauka – Engleski jezik, 2018), 79.

There are many textbooks used in Indonesia published by several publishers. Thus, students should be taught by textbook containing appropriate material because the students cannot choose textbook by themselves, but the teachers do. The teachers should be careful in choosing textbook for their students. There are some factors that should be considered by the teacher in choosing or developing a good textbook to their students. Both teacher and the writer publisher should consider about some important things in material developments such as text collection and text selection.⁹ Moreover, there are signs in textbook not only text or verbal but also picture, image, or visual.

One of important the parts in the textbook is dialogue. Based on the recent Curriculum 2013, there are two types of dialogues that should be taught to students. Those are interpersonal and transactional dialogues.¹⁰ Those dialogues represent in English textbook to connect the learning experience in the classroom to their own lives. Understanding the dialogues in the textbook is very important to improve student skills, especially in speaking. As introduced by Hymes which initiated students are not only depending on the situation of the talks and not only learning about language itself but knowing how the form of it, sentences is very important.¹¹ Hence, in the development of teaching and learning process, it

⁹ Brian Tomlinson and Hitomi Masuhara, *Developing Language Course Materials* (Singapore: SEAMEO Regional Language Centre, 2004), 21.

¹⁰ KEMENDIKBUD, "Curriculum 2013", September 2020, 62.

¹¹ Siti Hafsah, "An Analysis of Maxim in A Dialogues of Textbook Entitled Bahasa Inggris "Think Globally Act Locally for The Night Grade Students of Junior High School" (Thesis, IAIN Surakarta, 2019), 4.

is very important to understand the language before practicing in their daily life. Teachers should teach them about cooperative principles in teaching dialogue. Therefore, it will build student's critical thinking and they will do their communication properly.

Thus, one of the textbooks most widely used is textbook that is published by Ministry of Education and Culture (Kemendikbud). It is used at many schools in Indonesia.¹² Meanwhile, this textbook is represented with a picture in each material to make the students easier to understand the messages that want to be delivered by the writer. Besides, this textbook fits with current curriculum. Then, this textbook was written by academicians, where all of them are lecturers in some universities in Indonesia. Thus, this textbook has been already coordinated with Ministry of Education and Culture (Kemendikbud). The last, the result of researcher interview with some teachers of English subject explained that this textbook is applicable with students need. However, this book needs to be investigated by using some perspectives. As Chapelle said, language in textbook not only teaches language but also conveys different hidden agendas.¹³

In this research, the researcher focuses on types of cooperative principles in the dialogues of English textbook entitled "When English Rings a Bell" for the Eighth Grade Students of Junior High School based on Grice's cooperative principles. It is assumed that to do this research is

¹² Hariyanto, interviewed by researcher, Jember, 30 September 2020

¹³ S.Vahid Ariyadous T, "A Functional Analysis of The Dialogue in The New Interchange Intro Textbook" *English Teacher Journal* XXXVIII, no.4 (April 2019), 32.

very necessary, in order to improve the quality of teaching and learning process and student language skills in speaking. According to the explanation above the researcher tries to analyze and interpret it under the title **“An Analysis of Cooperative Principle in the Dialogues of English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School”**.

B. Research Questions

Based on the background above, the researcher analyzed the dialogues which are provided in the English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School. So the researcher formulated the following research questions that would be answered in this research:

1. What types of cooperative principles are represented in the Dialogues of English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School?
2. What types of dialogue are represented by cooperative principles in English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School?

C. Research Objectives

Based on the research questions above, the objectives of this study were:

1. To find out the types of cooperative principles are represented in the Dialogues of English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School.
2. To find out types of dialogues are represented by cooperative principles in English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School.

D. Significant of Research

The result of the research is expected to give some contributions to:

1. Students of English Department

Hopefully, this research contributes and can be used as reference material for all students of English department to explore further knowledge about something that relevant to this study.

2. English Teacher

The result of this study is expected to give inputs to the English teacher in order they can pay attention in this problem and the teacher will give appropriate material to improve the way of their teaching strategies and technique in carrying out English teaching and learning process especially in building student’s critical thinking about maxim.

3. Other Researcher

Hopefully, this research will give an inspiration for other researchers to find new ideas who are interested in conducting similar research with different perspectives and paradigms.

E. Definition of Key Term

The researcher has two definitions of key term that used to clarify the meaning of the key term. It would be explained as follows:

1. Cooperative Principles

Cooperative principles are rules or norms that should contribute in the conversation. Grice lists four maxims that have to be followed in cooperative principles those are maxim quantity, maxim quality, maxim relevance, and maxim manner.

2. Dialogues in English Textbook

Dialogue is one of important parts In English Textbook to improve students speaking skill. Generally, dialogues refer to conversation between two people or more individuals. Based on Curriculum 2013 there are two types of dialogue represented in the textbook, those are interpersonal and transactional dialogues.

F. Structure of the Report

There were five chapters in this research and each chapter had several sub chapters having relevance to each other. Generally, a research had three parts. They were initial part, core part, and final part that would be explained as follows:

The first was initial part. It included the research title, approval sheet, approval from board examiners, motto, dedication, acknowledgement, abstract, table of content, and list of table.

The second was core part that included:

1. **Chapter I** discussed about introduction of the thesis which consists of research background, research questions, research objectives, research significances, definition of key terms, and structure of the report.
2. **Chapter II** discussed about review of related literature which consists of previous research of this research and theoretical framework.
3. **Chapter III** discussed about research methodology of this research which consists of research approach and type of research, data and source of data, technique of data collection, technique of data analysis, and validity of data.
4. **Chapter VI** discussed about findings of data analysis and discussion. The data in this research are about cooperative principles represented in English Textbook Entitled “When English Rings a Bell” and types of dialogues that were represented by cooperative principles.
5. **Chapter V** discussed about conclusion and suggestion of this study.

The third was final part including references, statement of authenticity of writing and appendices consisting of research matrix, bibliography of researcher, declaration sheet, research journal, code of data, and sheets of analysis.

CHAPTER II

RELATED LITERATURE REVIEW

A. Previous Research

This research is not the first study in analyzing cooperative principles. The researcher found some research that related with this study, some of them are:

1. The first, a thesis that was written by Erma Sujiani from Palangka Raya University, Central Kalimantan 2017 entitled” Conversional Implicature in Junior High School Textbook” she used descriptive qualitative research which focused on the analysis of text in short conversation which found in the English textbook for junior high school. She conducted this research to find out whether the conversation in the English textbook following Grice’s Theory which about Cooperative Principle or more containing various conversational implicature on them. The result of this research showed that there were 24, 2% conversation which obeyed Grice’s Theory by applying one or more maxims and 75, 8% had implicature embedded in the conversation.
2. The second, a journal that was written by Rofa Marlisa, from Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2020. She conducted the research to find out flouting maxims and the reasons behind the occurrence of the maxims that done by the hosts and the guest in Good Morning America (GMA) Talk show. However, the title

of this research was “The Analysis of Flouting Maxim in Good Morning America (GMA) Talkshow”. The researchers employed the qualitative method and data were collected from a video. In addition, the result showed that maxim of quantity and manners were the highest maxims that were flouted. Even though, all four types of flouting maxim were committed by both Jackie Chan and the two hosts of the GMA talk show.

3. The third, a journal that was written by Deyana Nika Wildan from Pakuan University, 2020. Entitled “An Analysis on The Violation of Cooperative Principles in The Film Avengers”. The main problem of this research, to find out types of violation of cooperative principles that contained in every conversation in the movie. The way she conducted the research was by using descriptive qualitative research. The result of the research showed the form of violation of the cooperative principle which occurred in the Avengers movie consists of maxim quality, maxim quantity, maxim relevance, and maxim manner. However, these violations occurred because every participant and the partners had the same knowledge in discussing a problem, clarifying information, and changing the subject.

Table 2.1
The Similarities and Differences
Previous Research and the Researcher's Study

No	Researcher's Name and Title	Similarities	Differences
1	2	3	4
1.	Erma Sujiani, "Conversional Implicature in Junior High School Textbook"	Both research analyzed cooperative principles and analyzed English Textbook	<ul style="list-style-type: none"> • Types of research design, the previous research used qualitative descriptive and this research used qualitative content analysis • Subject of research, the previous research focused on whether the conversation following cooperative principles or more containing various conversational implicature, while this research focused on maxim on cooperative principles in the dialogues.
2.	Rofa Marlisa, "The Analysis of Flouting Maxim in Good Morning America (GMA) Talk show"	Both research analyzed cooperative principles	<ul style="list-style-type: none"> • Types of research design, the previous research used qualitative descriptive and this research used qualitative content analysis • Previous research analyzed transcript video of Good Morning America (GMA) Talk show while this research analyzed English Textbook • Subject of research, the previous research focused on flouting maxim of cooperative principles while this research focused on maxim on cooperative principles.

1	2	3	4
3.	Deyana Nika Wildan, “An Analysis on The Violation of Cooperative Principles in The Film Avengers”.	Both research analyzed cooperative principles	<ul style="list-style-type: none"> • Types of research design, the previous research used qualitative descriptive and this research used qualitative content analysis • Previous research analyzed conversation in the movie while this research analyzed English Textbook • Subject of research, the previous research focused on violations of cooperative principles while this research focus on maxim on cooperative principles.

Based on the table above, it could be seen that all of researches had their own ways to analyze their object of the research. The similarities of three previous researches above with this research were both of them analyzing cooperative principles represented in each research object. Meanwhile, the difference between this research with three previous researches both using qualitative descriptive as types of research design and the theory to analyze the data. Those previous research used theory of cooperative principles with flouting maxim and violation cooperative principles, but this research only analyzed cooperative principles based on Grice Theory.

B. Theoretical Framework

In analyzing this research, it needs the existence of several theories related to this research. This theoretical framework will help the researcher to answer the research question. However, it will be explained in the following below:

1. Cooperative Principles

a. Definition of Pragmatic

Linguistic as scientific study of languages have several branches, and one of them is pragmatics. Pragmatics is study of language which focuses on meaning in use or meaning in context. There are some linguist' interpretation about pragmatics but basically they have same idea that pragmatics is a study of language used in communication and the associated usage principles. According to Leench pragmatics is a study of languages which related to the context.¹³ Meanwhile, Hence stated that pragmatics is a studies the use of language in human communication as determined by the situations of societies.¹⁴ For examples the word "great" in this conversation:

<p>Brother : <i>How is the result of your competition?</i> Sister : <i>Hmmmm...I am getting lost again.</i> Brother : <i>Great, just take rest for tomorrow don't training always.</i></p>
--

¹³ Ernawati S. Samad, "Prinsip Kerjasama Dalam Dialog Antar Tokoh Pada Novel "Rantau 1 Muara" Karya Ahmad Fuadi" *Jurnal Bahasa dan Sastra* 2 no.1 (December 2017): 9.

¹⁴ Petter Grudy, *Doing Pragmatics* (London: Arlond Publisher, 2000),70.

The illustration above shows how languages meaning attaches to the context conversation. The word of “*great*” in the conversation has two meaning. It can be positive and can be negative. It depends on the context and the situation. So, the word of “*great*” is not only shows if the brother orders the sister to take a rest for a while. In other hand, it also can be satire for the sister in order does not take it easy for next competition.

From those explanations above, the researcher conclude that pragmatics is study of relationship between languages and meaning that focus on the user of languages. So, pragmatics is study of the languages user ability to interpret the sentences with the context that they would be appropriate.

b. Implicature

Communication occurs between speakers and hearers that contain certain purpose. Their language use should involve a relationship between form and meaning. It is because in communication sometimes, something that we means more than what we are saying. It proved how widely sentences meaning may be different with utterances meaning. In addition, the use of language often has the hidden purpose or indirect ways. It means when people produce implicit meaning, it can be defined as implicature. The word “implicature” is derived from the verb “to imply” that means to fold something into something else, from Latin

verb *plicare* “to fold” which means it needs to be unfolded in order to be understood.¹⁵

Implicature was introduced by Grice as linguistics and philosophy. In Grice’s view, the speaker can mean something either by saying it or by saying something else. His main idea is “Logic and Conversation”. That why Grice used the verb “implicature” rather than “imply” and the neologism “implicature rather than “implication”.¹⁶ Yule explained that implicature occurs when the hearer assumes how speaker is being cooperative and intends to communicate something and that things must be more than just what the words meaning.¹⁷ Horn and Ward stated that implicature is a component of speaker meaning that constitutes an aspect of what is meant in a speaker utterances without being a part of what they said in the conversation.¹⁸

Hence, implicature itself means that languages phenomena that showed about different things that happened in conversation. Such as, what speaker said unsuitable with what will be applied by the listener. It means that implicature is indirect speaker meaning that one meaning thing will be another meaning. Therefore, implicature

¹⁵ Jacob L. Mey, *Pragmatics An Introduction Second Edition* (Australia: Blackwell Publishing, 2001), 45.

¹⁶ Allan Cruse, *Meaning in Language an Introduction to Semantic and Pragmatics* (New York:Oxford University Press,2000), 55.

¹⁷ Zulfah Ibrahim, dkk, “The Flouting of Maxim in the Seven Movie Script “*Jurnal Ilmu Budaya* 2, no 1 (January 2017), 83.

¹⁸ Laurance R. Horn and Gregory Ward, *The Handbook of Pragmatics* (Australia: Blackwell Publishing, 2006),3.

is a form of speech that implies something and different with the actually was spoken. However, we can conclude that the purpose or implicature is showing a desire expression of hidden heart.

Grice divided that there are two types of implicature, those are conventional implicature and conversational implicature.

1. Conventional implicature are not based on the general principles. It does not have to occur in conversation, and it does not depend on the context for its interpretation. For example: the word “*but*”, (*Marry suggested black but I choose white*). The utterance associates that the expectation between Marry and I is different. So we can conclude that conventional implicature is associated with specific words result in additional conveyed meaning when those words are used.
2. Conversational implicature which is derived from general principles of conversational which speakers will normally obey.

The general principles are also known as the cooperative principles which Grice presents in the following term “the speaker should make her or his conversational contribution such as required.”¹⁹

Therefore, the researcher concludes that conversational implicature is the way how listener interprets speaker

¹⁹ Jacob L. Mey, *Pragmatics An Introduction Second Edition* (Australia: Blackwell Publishing, 2001), 71.

utterances. Besides, implicature is the way how people use language. In this research, the researcher wants to analyze about conversational implicature in dialogues of English textbook. The researcher use Grice's cooperative principles theory.

c. Grice's Cooperative Principles

The message in a communication will be successfully delivered by speaker to hearer if they can build cooperation one and another. Even less, the speaker often means more than what he/she literally says and it is not easy to be comprehended by hearer. Grice introduces cooperative principle in 1975. Cooperative principle rises in communication which provides rules of conversation, in order their conversations works in cooperative and run well.

Grice in Brown and Yule stated the cooperative principles that have to be conducted appropriately, "Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged." Levinson, the cooperative principle as the specification of "what participants have to do in order to communicate an effective, rational, co-operative way: they need to speak heartily, relevantly and clearly, while giving

sufficient information”.²⁰ According to Cutting, Grice stated that this cooperative principles mechanism is explained in four maxims, namely: maxim quantity, maxim quality, maxim relevance, and maxim manner.²¹ These maxims have their certain part of rules in cooperative principles.

1. Maxim Quantity

The category of quantity relates to the quantity of information to be provided. The participants should say as informative as is required for the current purpose of the exchange. They should not make their contribution more or less informative, because the communication between the speaker and the listener will be misunderstanding. Hence, this maxim quantity states:

- a. Make your contribution as informative as is required (for current purposes of the exchange),
- b. Do not make your contribution more informative than is required.²²

For example:

Jennie : *Where will you go?*

Amanda : *I will go to market*

The example shows that Amanda gives enough information as is required by Jennie. She responds what are Jennie needs to

²⁰ Pradika Garha, and Amaliah Kori, “An Analysis of Flouting Maxims in”Coco” Movie,” *Professional Journal of English Education* 1, no. 5 (September 2018), 658.

²¹ Joan Cutting, *Pragmatics and Discourse* (London: Routledge, 2002), 34.

²² Yule George, *Pragmatics* (New York: Oxford University Press, 1996), 36

ask. Her answer is appropriate to maxim of quantity. According to Cutting maxim of quantity means that speakers should be as informative as is required, that they should give neither too little information nor too much.²³ Some speakers like to point to the fact that they know how much information the hearer requires. Hence, people who give too little information, the hearer not being able to identify what they are talking about, because they are not explicit enough. In other hand, those who give more information than the hearer needs, they will be boring on them.²⁴ Therefore, we can conclude that maxim quantity means in conversation people should always check the quantity of information that is required of a particular stage and in a particular context of communication to be cooperative.

2. Maxim Quality

This maxim indicates that the participants' should try to make the contribution can be defined as truthful as required. It means the speaker should inform the truth and they are not allowed to say what they think false and give the statement that run short of proof. Hence, there is no reason for the participants not to understand each other what they are talking about. Besides that, each participant's contribution should be

²³ Cutting, *Pragmatics and Discourse*, 34

²⁴ Cutting, *Pragmatics and Discourse*, 34

truthful and based on sufficient evidence. It means that the speaker says only what they believe to be true and that for which they have sufficient evidence. This maxim states:

- a. Do not say what you believe to be false,
- b. Do not say that for which you lack adequate evidence.²⁵

For example:

Ruddy : *Is Mrs. Faida the regent of Bondowoso?*

Eka : *No, she is the regent of Jember. She is my regent exactly.*

From the conversation above shows that Ruddy gives the wrong statement to Eka. In the fact Mrs. Faida is not the regent of Bondowos but she is the regent of Jember, so Fanny gives statement with maxim of quality because she says the truth with adequate evidence. On the other hand, Cutting states that maxim of quality, which says that speakers are, expected to be sincere, to be saying something that they believe corresponds to reality. They are assumed not to say anything that they believe to be false or anything for which they lack evidence.

Some speakers like to draw their hearer's attention to the fact that they are only saying what they believe to be true, and that they lack adequate evidence. For example:

²⁵ George, *Pragmatics* , 36

A: *"I'll ring you tomorrow then."*

B: *"Erm, I shall be there as far as I know, and in the meantime have a word with Mum and Dad if they're free, Right? Bye-bye then sweetheart"*

A: *"Bye-bye"*

From the example of dialogue above, B says "*as far as I know*", it means that A can't be totally sure if this is true, so that if A rings up and finds that B is not there, B is protected from accusations of lying by the fact that B did make it clear that B was uncertain. Most hearers assume that speakers are not lying, and most speakers know that.²⁶ So, we can conclude that by this maxim, means that the speaker should always provide true and valid information.

3. Maxim Relevance

The maxim states that between speaker and listener contribution should be relevant to the subject of the conversation.²⁷ However, the participants of the conversation will find difficulties in understanding the topic if it has no relevance and the utterances will appear quite unconnected.

For example:

Any	: <i>Have you finished your thesis?</i>
Syerly	: <i>Yes, I have</i>

²⁶ Cutting, *Pragmatics and Discourse*, 35.

²⁷ George, *Pragmatics*, 36

In the example, Sherly answers related to Any's question, she has said something what she should say. It will be different case, when Sheryl answer “*do you know Andy?*”, the reason is between Sherly's answer and Any's question are not relevance and have no connection. According to Cutting maxim of relevance says that speakers are assumed to be saying something this is relevant to what has been said before. See the following example:

A: “*There’s somebody at the door.*”
 B: “*I’m in the bath.*”

Based on the example above, B expects A to understand that his present location is relevant to her comment that there is someone at the door, and he cannot go and see who it is because he is in the bath. Some speakers like to indicate how their comment has relevance to the conversation. Refers to the fact that the speaker needs to make sure that the hearers sees the relevance of what is being said to what speaker knows about the situation and the goal of the interaction.²⁸ According to this maxim, speakers should provide information that is relevant to the topic of conversation. So, the information must be related to the subject matter of their communication in some way.

²⁸ Cutting, *Pragmatics and Discourse*, 35.

4. Maxim Manner

This maxim is not like previous categories but it is rather how the speaker uses the language to convey the message. It states:

- a. Avoid obscurity of expression,
- b. Avoid ambiguity,
- c. Be brief,
- d. Be orderly.²⁹

According to Cutting maxim of manner is when the speakers put information brief and orderly, the speaker must avoid the obscure and ambiguous information from the hearer. Therefore, each participant must give the information directly and reasonably, and it should not be vague, ambiguous or excessive. For example:

Diego : *“Do you watch football matches every Saturday night?”*
 Shane : *“Talk show program is my favorite.”*

Based on the example above, Shane shows that she gives the information directly and reasonably. Therefore we can conclude that maxim of manner suggests speakers to be clear. It means that a speaker needs to say briefly, orderly, avoid obscurity and ambiguity.³⁰

²⁹ George, *Pragmatics*, 36.

³⁰ Cutting, *Pragmatics and Discourse*, 35.

From those explanations above, we can conclude that in order to make conversation to comprehend, Grice makes a rule of conversation which is known by cooperative principle. There are four maxims which called: maxim of quantity, maxim of quality, maxim of relevance, and maxim of manner. The researcher hopes that every people obey the rule of conversation. Obeying the rule of conversation, it will make a good conversation between speaker and listener. However, it will also help participants to do a good conversation in a cooperative and polite way. So, it is very impossible happen miscommunication both of participants.

d. The Applications of Cooperative Principles in Oral English Learning

The goal of English learning is communicating with others fluently and correctly. In this case, cooperative principle gives positive contribution on the oral English learning. It is because cooperative principle is a theory about communication which gives positive effect on the ability of oral English. Therefore, in order to stimulate students' on English knowledge and avoid them in giving misunderstanding communication, the application of cooperative principle will give a right guide of oral English learning. It will achieve a good communication and solve the problems which exist in oral English study. In addition, Qun Li introduces how to apply

each requirement of cooperative principles in oral English Learning. Those requirements are as follows:

1) The Application of Maxim Quantity in Spoken English Content Design

The requirement of quantity maxim is the information should be informative as required. That means the information should be not less or more than its needs. Based on that requirement, the content of spoken English Learning should be designed properly. For the oral English teaching, the content of class should be organized very well in order to adapt to the specific topic or teaching purpose. It will avoid lack of student' motivation and their interesting to the material. Therefore, in order to improve students' oral skill and achieve good result, teachers should make a suitable learning plan based on the student needs. However, it can be conclude that according to the requirement of quantity maxim, the design of the content oral learning should be focus on learning requirement and the ability of students. Then, the result of oral English in actual learning will become better and better.

2) The Application of Quality Maxim in Communicational Situation Design

The requirement of maxim quality is the information should be true. That means do not say what you believe to be false or

you lack adequate evidence. Beside that this maxim quality emphasizes the reality, so we should create conversational situations which are closed to real world. In other hand, the purpose of oral English learning is to make students open their mouth and exchange ideas with people. Therefore, in the oral English learning, the teachers can implements topic discussion and the content of oral exercise must close to daily life. In order to keep the quality of language learning, when students find problems in their study, they should work hard to correct them in time. Meanwhile, if they meet some problems which they cannot solve by themselves, they can ask teachers' guide and classmates' help. Creating communicative situations close to reality and correcting errors. It is not only keep the quality of students' learning and practice, but also can increase students' knowledge and information. Ultimately, the teacher can enhance the competence of oral English gradually.

3) The Application of Maxim Relevance in Layout Oral Activities

The requirement of maxim relevance is the information should be relevant. Therefore, when apply this maxim in oral English learning, it requires oral activities should connect with learning theme, students' knowledge level and communicational intention. In this case, the teacher should make relevance

learning between content and topic. Besides, the knowledge accumulation and conversational intention are also significant in oral activities' design. When the teachers design oral English activities, we should make students' knowledge accumulation as standard. Students cannot get ideal improvement if the difficulty of the learning topic surpasses or under the level of the storage of their knowledge. Therefore, teachers should select appropriate teaching material according to students' real competence. So, applying the maxim relevance in oral English learning which connects to the learning topic, students' knowledge storage and communicational intention will bring good effect on oral English learning.

4) The Application of Maxim Manner in Class Style

The theme of maxim manner is doing things clearly, orderly and briefly. The basis of this requirement, the class should be concise, clear and organized. In oral class, the content and style of the class which are too complicated can hide students in understanding information directly. Teachers should listen and observe carefully, keep the attitude of sensitive, tolerant and passion all the time. Meanwhile, keep a good balance between the participation of teacher and students to carry out oral English learning successfully. In class, students should observe discipline and do not make some actions which

can disrupt the order of the class. When teachers and students cooperate with each other perfectly, the result of oral English teaching would achieve wonderful result. As a result, apply the maxim of manner in class style will keep the class organized, clear and make the competence of oral English improve greatly.³¹

2. Textbook

a. Definition of Textbook

Teacher usually uses some media to make him or her easier in explaining the teaching materials. There are so many medias can be used in the class, such as; Picture, Power Point, Textbook, etc. One of media that ordinarily usually used is a Textbook. Textbook is one of medias that easy to buy, easy to carry, and to study. Textbook is a book giving instruction in subject, used especially in schools, etc. According to Thomson stated, “The textbook is a stimulus or instrument for teaching and learning”.³² Al-Ghazo said teachers and students use textbooks as resource that provided the main source of information, guidance, and structure. It is expected that the textbook has important role to the students.

Based on the definition above, the researcher concludes that textbook is one important source in teaching learning that is used by

³¹ Qun, Li “The Application of Cooperative Principles in Oral English Learning,” *International Journal on Studies in English Language and Literature (IJSELL)* 3, no 1(January, 2015): 45-47

³² Thomson Heinle, *Designing Language Course: A Guide for Teachers*, (Canada: Kathleen Graves, 2000), 175.

the teacher to teach the students. Usually, textbook consists of reading materials, dialogues, examples, and tasks that can guide student to understand the material. Hence, the importance of the textbook attracts the researcher to do an analysis to know the content of dialogues in textbook whether there are cooperative principles represented or not.

b. The Function of Textbook

According to Cunningsworth, there are several function and roles of textbook which are:

1. A resource of presentation material.
2. A source of activities for practice and communicative interaction.
3. A reference book (grammar, vocabulary, pronunciation).
4. A syllabus.
5. A resource for self-directed learning or self-access.
6. A support for less experienced teacher. Who have yet to gain in confidence.

It is generally accepted that the role of the textbook is to be at the service of teachers and learners but not to be their master.³³

c. Criteria of Good Textbook

Textbook is one of the important media of teaching and learning activity in the classroom, that it must have a good quality.

³³ Alan Cunningsworth, *Choosing your Coursebook*, (New York: Macmillan Heinemann, 1995), 7.

We also can know the criteria of textbook based on Cunningsworth as follows:

1. Textbook should correspond to learner`s needs. They should match the aims and objectives of the language learning program.
2. Textbook should contain (present or future) which learners will make of the language. Select textbook which help to equip learners to use language effectively for their purposes.
3. Textbook help learners to learn in a number of ways. Textbook should have a clear role as a support for learning like teachers; they mediate between the target language and the learner.³⁴

d. English Textbook Entitled “When English Rings a Bell”

One of English textbooks for eight grade junior high school which very exists is English Textbook Entitled “When English Rings a Bell”. This English textbook is published by the Ministry of Education and Culture of Indonesia of 2017 revised edition. The writers are Siti Wachidah, Ph.D., Asep Gunawan, S.Pd., Diyantari, M. App. Ling.. The reviewers are Dr. Rd. Safrina, M. A., Lestari Manggong, M.A., It has been edited by Drs. Singgih Prajoga, M.Pd, and illustrate by Priyo Trilaksono, S.Des.

³⁴ Amrina,”An Analysis of “Bahasa Inggris” Textbook used in the Second Grade of Senior High School,” (Thesis, Ar-Raniry State Islamic University, 2018),12

This textbook is based on curriculum 2013 for junior high school. 2013 curriculum is designed to carry out 21-century learning model. This textbook is emphasized to build attitude, knowledge, and skill students in communication through active teaching and learning process. Nevertheless, this textbook will help students to achieve 4 main competences in 2013 curriculum. In this textbook, the student will find some information which very related to their daily activity. It is because this book designed to improve language skill. The design is used text learning, those are written text and oral communication. Hence, the design is completed with some picture to illustrate the situation of the dialogues to make the students easy to understand.

There are some reasons to choose this English textbook for the research. First, this textbook is using 2013 curriculum for junior high school. Second, this textbook is aimed to build attitude, knowledge, and skill students in communication through active teaching. Third, in this textbook, the researcher can find many dialogues using cooperative principle. Fourth, this text book very exists in Indonesian school, whether in village, town or city. Fifth, this book is very cheap but has a good quality. The last this textbook was written by academician and all of them are lecturer in a famous university in Indonesia.

3. Dialogues

a. Definition of Dialogues in the Textbook

According to Cambridge dictionary, a dialogue is a conversation between two or more people as a feature of a book, play, or film.³⁵ Usually in teaching and learning, dialogue is one part of material in the textbook which useful and consist of some different elements of any language. It has been used in language textbooks as the most important parts of the lessons because of their value and significance. Finocchiaro and Bonom believe that dialogues are suitable for practicing language in realistic communication situations. Besides that, dialogues help students gain insight into various cultural aspects of the foreign community.

Based on the explanation above, dialogue is very important material in teaching and learning process. Therefore, the teacher should provide a good material. The dialogue is not only suitable with the topic, but also the feature of conversation, value and significant of language. In this research, the researcher discusses the types of cooperative principles presented in English Textbook Entitled “When English Ring a Bell” for Eight Grade Students of Junior High School.

³⁵ Cambridge Dictionary, <https://dictionary.cambridge.org/dictionary/english/dialogue>. Accessed on 20th September 2020.

b. Types of Dialogues

There are two types of dialogue materials that should be taught to the students of Junior High School students based on Curriculum 2013. Those are:³⁶

1. Interpersonal Dialogue

According to Brown theory, interpersonal dialogue is to establish or maintain social relationships, such as personal interviews or casual conversation role plays. Besides that, in interpersonal dialogue exchanges an oral production can become pragmatically complex with the need to speak. Usually, use colloquial language, ellipsis, slang, humor, and other sociolinguistics convention.

For example:
 Jeff : Hey, Stef, how's it is going?
 Stef : Not bad, and yourself?
 Jeff : I' am good
 Stef : Cool, okey, gotta go

The data above shows that the purpose of the dialogue is casual conversion.³⁷ Meanwhile, according to Celce Murcia, interpersonal conversations are usually used to express:

- a) Greeting and leave-taking.
- b) Making introductions, identifying oneself.
- c) Extending, accepting and declining invitations and offers.

³⁶ KEMENDIKBUD, "Curriculum 2013", September 2020, 62.

³⁷ Brown H Douglas, *Language Assessment Principles and Classroom Practices* (San Francisco: Pearson Logman, 2003), 142.

- d) Making and breaking engagement.
- e) Expressing and acknowledging gratitude.
- f) Complimenting and congratulating.
- g) Reacting to the interlocutor's speech.
- h) Showing attention, interest, surprise, sympathy, happiness, disbelief, disappointment.³⁸

Based on explanations above, interpersonal dialogues is a dialogue that done by people to exchange information in socializing with other people. Usually, this dialogue is a casual conversation and complex with the topic.

2. Transactional Dialogue

According to Brown, transactional dialogue is conducted for the purpose of exchanging specific information, such as information-gathering interview, role plays, or debates. Besides, in the communication the contexts of language used in relatively limited. Therefore, its needs a reasonably predictable because speaking happens in real time and is often characterized by unfinished utterances, reformulation, overlapping utterances, grammatically incorrect utterances.

For example:

T : What is the most urgent environmental problem today?

S : I would say massive deforestation

³⁸Ulin Nuha, "Compatibility of Transactional and Interpersonal Conversation Text in Mts English Textbook with the Standard Content", *Jurnal Penelitian* 13, no 1 (Februari 2019), 24.

The data above shows, the purpose of the dialogue to exchange specific information.³⁹ Meanwhile, Richard confirmed that transactional is being used primarily for communicating information.⁴⁰ It means the information should be accurate and coherent, has been already understood properly, explicitness and directness of meaning are essential. Therefore, Participants must follow cultural conventions which include factors such as gesture, body language and facial expression. The decisions of information related to direction of exchange and deal with unexpected difficulties. Besides, the speech can be formality, spontaneity, and reciprocity based on with whom they are talking. However, it can be conclude that transactional dialogues exchanges specific information between two people or more. Thus, information should be reasonable and deal with the unexpected difficulties.

The researcher concludes that dialogue generally refers to a conversation between two or more individual as a feature of a book, play, or film. The researcher believes that dialogues are the best tools for teaching different aspects of a language in teaching and learning process. Things that can be found in the dialogue, for

³⁹ Brown H Douglas, *Language Assessment Principles and Classroom Practices* (San Francisco: Pearson Logman, 2003), 142

⁴⁰ M Gunung Iskandar, "Transactional and Interpersonal Written Conversations Introduced in Grade VII Eos English On Sky 1," (Thesis, Semarang State University (UNNES), 2008), 42.

instance, cultural differences, different grammatical points, and language functions. In this research, the researcher want to analysis the language function in the dialogues based on Grice's theory about cooperative principles and types of dialogues represented in English textbook entitled "When English Rings a Bell".



CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Type of Research

In this study, the researcher used qualitative approach. “Qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than numeric analysis of data”.⁴¹ In brief, the result of this study was provided in the form of description.

The researcher used content analysis as the types of research method. According to Ary, Content analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials that analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions or any of a host of other types of documents.⁴² In this research, the researcher analyzed the content of dialogues in English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School by using the cooperative principle based on Grice’s theory. The purpose of this study was analyzing the cooperative principles in the dialogues based on Grice’s theory.

⁴¹ Donal Ary, et.al., *Introduction to research in Education, 8th edition* (Belmont, USA: Wadsworth, 2010), 29.

⁴² Ary et.al, *Introduction to research*, 457

B. Data and Source of Data

In this research, the researcher took all of the dialogues which have the instruction “Observing and Asking”. There were two kinds of dialogues represented in this textbook. Those are interpersonal and transactional dialogues. However, the researcher took all dialogues of interpersonal and transactional dialogues. Those dialogues were provided in some chapter.

The detail could be seen in the following table:

Table 3.1
Total Dialogues in the Textbook

No	Chapter	Total Dialogues	Page
1	Chapter I	33	4-17
2	Chapter II	7	20-28
3	Chapter IV	26	47-61
4	Chapter VIII	6	107-112
5	Chapter IX	3	120-121
6	Chapter X	5	142-144
Total Dialogues in the Textbook			80

From that table above, it was known that the totals of dialogues in the textbook were 80 dialogues. There were different totals of dialogues in each chapter. Chapter I consists of thirty three (33) dialogues, Chapter II consists of seven (7) dialogues, Chapter IV consists of twenty six (26)

dialogues, Chapter VIII consists of six (6) dialogues, Chapter IX consists of three (3) dialogues, and Chapter X consists of five (5) dialogues.

In this research, the main sources of the data were taken from English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School. It was published by Ministry of Education and Culture (Kemendikbud).

C. Technique of Data Collection

The researcher used document analysis to collect the data. As reported by Donal Ary, document analysis can be written or text-based artifact (textbooks, novels, journals, meeting minutes, etc) or of non-written records (photographs, audiotapes, videotapes, image, etc)⁴³. This research applied document analysis because the data were in form of document or written text. The data collection of this research was taken from textbook.

The textbook which was analyzed was English Textbook in Eighth Grade Students of Junior High School Entitled “*When English Rings A Bell*”. There were some steps used by the researcher in collecting the data. The first step was collecting the data by buying the textbook. After that, the researcher read and reread the textbook repeatedly and carefully, finding the important details from each utterance in the dialogues. The next step was separating the interpersonal dialogues from transactional dialogues. The last, the researcher focused on each utterance that was relevant to the research into analysis table. However, this textbook had

⁴³ Ary et.al, *Introduction to research*, 442.

thirteen chapters and only six chapters were analyzed by the researcher. It was because there were no dialogues in the other chapters.

D. Technique of Data Analysis

In this research, the researcher used content analysis based on theory of Donal Ary et, al, to analyze the data. There were some steps used to analyze the data. Those would be explained below.⁴⁴

1. Familiarizing and Organizing

a. Familiarizing

The researcher must be immersed in the data. In this step, the researcher read and reread the dialogue that had been chosen by the writer to be analyzed. Some dialogues that had been chosen by the writer were all of dialogues represented in the textbook.

b. Organizing

In this research, the researcher read the text in the dialogue in each chapter, in order to know how many dialogues that would be analyzed in each chapter and the researcher easy to analyze.

2. Coding and Reducing.

a. Coding

In this step, researcher read and reread again all of the data that had been organized. Then, the researcher gave remark the

⁴⁴ Ary et.al, *Introduction to research*, 481.

unit that was appropriate with cooperative principles and types of dialogue that are represented, by using different pen color. However, the researcher also made a code of each maxims and types of dialogues, they were; maxim quantity, maxim quality, maxim relevant, and maxim manner. Meanwhile, types of dialogue were: interpersonal and transactional dialogues. Then researcher gave the codes to every data that would be analyzed.

The example of data coding in the research as follow:

CH1.P4.U1 = Chapter (1).Page (1).Utterance (1)

b. Reducing

The researcher also gave an underline with different color to the sentences that indicate the maxim or types of dialogues.

The researcher started with taking the data apart and breaking them into a small piece. The researcher remarked the sentences that represented of maxims and types of dialogues, then the researcher concluded that sentences include into one of maxim and types of dialogues.

3. Interpreting and Representing.

a. Interpreting

In this step, the researcher restated the statement or the sentence, which indicated the maxims and types of dialogues in the textbook.

b. Representing

Here, researcher represented the finding that had been analyzed by demonstrating those results through descriptive detail.

E. Validity of Data

The researcher used triangulation to test the validity of the data.

“Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research”.⁴⁵ There were some types of triangulation, those are; Time Triangulation, Space Triangulation, Theoretical Triangulation, Investigator Triangulation, etc.

While this research used investigator triangulation, the type of this triangulation is often used by the researcher who used library research. Silverman states that investigator triangulation engages independently by more than one observer.⁴⁶ The investigators of this research were, the researcher, and English lecturers that expert in linguistics studies. However, there were some steps done by researcher in validating the data. The first time, the researcher analyzed the data individually. Then, the researcher met and discussed with one of English lecturers to become validator of this research. In the next day, the researcher met and discussed with another English lecturer to become validator too. After that, the researcher read and reread all of the results of analysis data from validators. In the next step, the researcher checked and compared all of the

⁴⁵ Louis Cohen, et al, *Research Methods In Education*, (New York: Routledge, 2018), 265.

⁴⁶ Cohen, *Research Methods In Education* , 456.

results. The last, took the minimum divergences data among researcher and validators to be valid data in this research.



CHAPTER IV

THE RESULT OF THE ANALYSIS

A. Data Collection

In this research, the researcher used English textbook for Junior High School entitled “When English Rings a Bell” for VIII grade of SMP/MTs as the recommendation from one of English Teachers in Junior High School. This English textbook was published by Ministry of Education and Culture in Year 2017. It contains of two hundred and twenty six (226) pages and has thirteen (XIII) Chapters.

The data themselves were collected from the utterances in the dialogues of English Textbook Entitled “When English Rings a Bell” for VIII grade of SMP/MTs started from chapter I-XIII. However, for this research the researcher only analyzed Chapter I “It’s English Time”, Chapter II “We Can Do it, and We Will Do It”, Chapter IV “Come to My Birth Day, Please!”, Chapter VIII ”What are You Doing?”, Chapter IX “Bigger is not always Better”, Chapter X ”When I was Child”, Chapter XI “ Yes, We Made It” and Chapter XII “We Got a lot of Histories”. It is because there is no dialogue in the other chapter that can be analysed by cooperative principles based on Grice theory.

B. Data Analysis

In this section, the researcher presented the data analysis of research focuses. Further, the data analysis would be presented based on research question as follow (1) What types of cooperative principles are represented

in the Dialogues of English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School?, (2) What types of dialogue are represented by cooperative principles in English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School?. However, these cooperative principles related to the regulations or rules that have to be obeyed in communication. Based on Grice theory, cooperative principles consist of four maxims. Those are: maxim quantity (the information should be informative as required), maxim quality (say truly and not lack evidence), maxim relevance (relevance with the topic) and maxim manner (say clearly, no ambiguity, and reasonable). Besides that, there are two types of dialogues that should be presented in the curriculum 2013. Those are: interpersonal dialogues and transactional dialogues. Then, the researcher analyzed the data as follow:

The first is maxim quantity, the researcher found 41 (forty one) times maxim quantity represented in the dialogues of this English textbook. It belonged to interpersonal and transactional dialogues. The indicator of this maxim that was participant should say informative as how it was required.

It could be seen in the data below:

(Data: CH1.P4.U1)

Teacher : Everybody, may I have your attention, please?

Students : Yes, Ma'am.

The data was about teacher who asked for her student's attention. This dialogue was delivered by teacher and students in the class room. The

students were very busy with their activities and the teacher tried to ask for student attention by saying “*Everybody, may I have your attention, please?*” Meanwhile, the students answered “*Yes, Ma’am*”.

However, the dialogue above obeyed maxim quantity. It could be seen when the teacher tried to ask for student’s attention, and the students answered based on the teacher need. The students made the contribution as informative as required for the current purposes. In addition, the purpose of the dialogue above was that the teacher needed her student’s attention. Besides, the students answered it directly and did not make their contribution more informative than how it was required. Besides, this dialogue was categorized as type of interpersonal dialogues. It was because the information in the dialogue was complex with the topic.

(Data: CH1.P5.U3)

Teacher : Right. From now on, we will use English in the English class. Everybody, what do you think? Are you ready?
Students : Yes, Ma’am

In the data, the dialogue was delivered by students and teacher. The case of this dialogue was that the teacher tried to make an agreement with her students about speaking English in their classroom. Therefore, the teacher had confirmed it whether the students were ready or not by saying “*From now on we will use English in the English class. Everybody, what do you think? Are you ready?*” Meanwhile, the students answered “*Yes, Ma’am*”.

However, the dialogue above obeyed maxim quantity. It could be seen when the teacher tried to make an agreement about speaking English in the

classroom, and the students answer based on the teacher need. The students made the contribution as informative as how it was required for the current purposes. In addition, the purpose of the dialogue above was that the students were ready to speak English in the classroom. Besides, the students answered it directly and did not make their contribution more informative than how it was required. It could be proven from the students answer. This dialogue was categorized as type of interpersonal dialogues. It was because the information in the dialogue was complex with the topic.

(Data: CH1.P6.U6)

Teacher : Attention, please. Now let's say it together. "Yes, we are ready. We will use English in the English class."

Students : Yes, we are ready. We will use English in the English class.

The data was dialogue text from teacher and students. This dialogue happened in the classroom. In this case, after giving explanation about the regulation of speaking English in the classroom, the teacher ordered the students to say together that they were ready to speak English in the classroom. The first time, the teacher asked for student attention by saying "*Attention, please*", next she ordered the students to repeat what had been by said "*Now let's say it together. "Yes, we are ready. We will use English in the English class."* Meanwhile, the students answered "*Yes, we are ready. We will use English in the English class*"

Therefore, the dialogue above obeyed maxim quantity. It could be seen when the teacher ordered student to repeat what had been saying by her, and the students answered based on teacher need. The students made the contribution as informative as how it was required for current

purposes. In addition, the purpose of the dialogue above was that the teacher wanted to make the student repeat what she had said and the students answer as same as the teacher's sentences. So, the student's answer did not make their contribution more informative than how it was required. They had repeated the teacher's sentences perfectly. This dialogue was categorized as type of interpersonal dialogues. It was because the information in the dialogue was complex with the topic.

(CH1.P6.U7)

Teacher : Hey Dayu, stop doing that, please! What do you think?
Are you ready to use English in the English class?

Dayu : I'm so sorry, Ma'am. Yes, I am.

The data of the dialogue was delivered by teacher and Dayu. This dialogue happened in the classroom when it was teaching and learning process. The case of the dialogue was that the teacher explained about what they were going to learn. Meanwhile, she saw that Dayu did not listen carefully with the teacher explanation. She found Dayu was very busy with his own business. Therefore, the teacher tried to advice Dayu by saying "*Hey Dayu, stop doing that, please. What do you think? Are you ready to use English in the English class?*" Meanwhile, Dayu answered "*I'm so sorry, Ma'am. Yes, I am*". It showed that Dayu realized that he was wrong. So, he tried to say sorry to the teacher.

However, the dialogue above obeyed of maxim quantity. It could be seen when the teacher gave an advice to Dayu. He directly realized without giving many reasons, while asking for forgiveness to the teacher. Dayu made the contribution as informative as how it was required for

current purposes. In addition, the purpose of the dialogue above was that the teacher wanted to make Dayu stop his activity and give more attention to the teacher explanation. So, Dayu's answers did not make his contribution more informative than how it was required. He asked for apologizing and stopped his activity based on the teacher's need. This dialogue was categorized as a type of interpersonal dialogue. It was because the information in the dialogue was complex with the topic and built a social relationship between teacher and students.

(Data: CH1.P7.U9)

Student : Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?

Teacher : Attention is / Perhatian/

The data above happened in the classroom. It was delivered by a student and her teacher. The situation of this dialogue, she did not know what the word "Perhatian" in English is. Therefore, she decided to ask her teacher. It was because she believed that her teacher knew it very well. Moreover, as she knew that her teacher was an English teacher. Of course, her teacher would know about it better than hers. She came to her teacher's desk and she said "*Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?*" Meanwhile, her teacher's answer was "**Attention is / Perhatian/**". Her teacher's answer was right. She answered it correctly.

Therefore, the dialogue above obeyed the maxim quantity requirements. It could be seen when the student asked for the teacher's opinion and the teacher answered based on the student's need. The teacher made the contribution as informative as how it was required for

current purposes. In addition, the purpose of the dialogue above, the student wanted to know the meaning of “attention” in Indonesia and the teacher’s was right and not more and less informative as required. The teacher answer’s was very simple and related to the students need. This dialogue was categorized as type of transactional dialogues. It was because the purpose of the dialogue was to exchange specific information about the definition of “Attention in Indonesia”.

(Data: CH1.P7.U10)

Student : Sir, may I wash my hands?

Teacher : **Sure.**

The data above happened in the classroom. This dialogue was delivered by student and teacher. The situation of this dialogue was in the middle of teaching and learning process. The student came to the teacher and asked for permission to go to the bathroom because his hand was dirty by saying “*Sir, may I wash my hands?*” Meanwhile, the teacher answered “*Sure*”. It was very simple and related with the student’s need.

Therefore, this dialogue above obeyed the regulation of maxim quantity. It could be seen when the students asked for teacher's permission to go to the bathroom because his hand was dirty, while the teacher answered based on the student’s need. The teacher made contribution as informative as how it was required for current purposes. In addition, the purpose of the dialogue above was that the student wanted to go to the bathroom to wash his hand which was dirty and his teacher gave him permission with simple word. So, the teacher's answer does not make his

contribution more informative than how it is required. It was very easy to be understood by the students if he had already gotten permission to go to the bathroom from the teacher. However, this dialogue was categorized as interpersonal dialogues. It was because the information in the dialogue was casual conversation and built social relationship between teacher and student.

(Data: CH1.P9.U1)

Lina : Udin, do you think Edo is angry with me?

Udin : I don't think so. Look, he's smiling.

The data of the dialogue above happened in the classroom. This dialogue was delivered by Lina and Udin. The situation of the dialogue was that Lina tried to ask for Udin's opinion about Edo. She thought that Edo was angry on her. On other hand, she was afraid of going wrong in giving judgment. Hence, to avoid misunderstanding in communication, she said "*Udin, do you think Edo is angry with me?*" Meanwhile, Udin answered "*I don't think so. Look, he's smiling.*" His answer showed that Edo was not angry with Lina. He gave opinion based on Lina's need.

Therefore, this dialogue obeyed to the regulation of maxim quantity. It could be seen when Lina asked for Udin's opinion about Edo and Udin answered based on Lina's need. Therefore, we could conclude that Udin made his contribution as informative as how it was required for current purposes. In addition, the purpose of the dialogue above was that Lina wanted to know about Udin's opinion about Edo. On the other hand, Udin's answer did not make his contribution more informative than how it

was required. It can be proven by his answered that very clear, easy to understand and related with Lina's need. This dialogue was categorized as type of transactional dialogues. It was because the purpose of the dialogue was to exchange specific information about Edo's condition. In addition, Udin also completed with reasonable information in giving his opinion.

(Data: CH1.P11.U6)

Teacher : Hello, excuse me. Listen, everybody. I think you need to read Chapter I, too.

Students : Yes, sir

The data was dialogue delivered by the teacher and students in the classroom. The context of the situation was that the teacher gave important information about the material which had to be read by the students for their midterm test. He reminded the students that they had to read Chapter I too, he said "*Hello, excuse me. Listen, everybody. I think you need to read Chapter I, too.*" Meanwhile, for this case, the students directly answered "*Yes, sir*" compactly. It showed that the students knew what had to be done by them for preparing the midterm test material.

However, the dialogue above obeyed to maxim quantity. It can be seen when the teacher informed the students that they had to read Chapter I too for preparing their midterm test material, then the student's answer related with what the teacher's need. Therefore, we can conclude that the students make their contribution as informative as how it was required for current purposes. In addition, the purpose of the dialogue above was that the teacher wanted the students to read the material of Chapter I for preparing their midterm test. On the other hand, the student's answer did

not make their contribution more informative than how it was required. It can be proven by the student's answers. This dialogue was categorized as type of transactional dialogues. It was because the purpose of the dialogue was to exchange specific information about the material that had to be studied by students.

(Data: CH4.P47.U3)

A : Are you sure we should wear a T-shirt?

B : yeah, there will be outdoor games.

The data above happened in the telephone. It was delivered by A and B. they were best friends. The purpose of this dialogue was giving information about the preparation for the birthday party. In this case, B would celebrate her birthday party. She invited B to come. However, B confirmed to A that he had already gotten the birthday invitation. In the middle of the telephone, B gave information that A should wear a T-shirt. Of course, A was shocked to hear that because it should be a dress. Therefore, he decided to ask B. He asked "*Are you sure we should wear a T-shirt?*" Meanwhile, B answered "*yeah, there will be outdoor games?*" his answer based on B need.

Therefore, the dialogue above obeyed maxim quantity. It could be seen when A asked B about what have to be worn by her in the party. Besides that, B answers based on A needed. Therefore, we could conclude that the B made his contribution as informative as how it was required for current purposes. In addition, the purpose of the dialogue above was that A confirmed B about what she had to wear in the party. On the other hand, B

answer did not make his contribution more informative than how it was required. It can be proven by his answer was very clear, easy to understand and related with A need. However, this dialogue was categorized as interpersonal dialogues. It was because the purpose of the dialogue to build casual conversation.

The second is maxim quality, the researcher found 52 (fifty two) times maxim quality represented in the dialogues of this English textbook. It belonged to interpersonal and transactional dialogues. Indicators of this maxim that was participants should say truly in giving information and their information not lack of evidence or strong proof. It could be seen in the data below:

(Data: CH1.P6.U6)

Teacher : Attention, please. Now let's say it together. "Yes, we are ready. We will use English in the English class."

Students : Yes, we are ready. We will use English in the English class.

The data was dialogue text from teacher and students. This dialogue happened in the classroom. In this case, after giving explanation about the regulation of speaking English in the classroom, the teacher ordered the students to say together that they were ready to speak English in the classroom. The first time, the teacher asked for student attention by saying "*Attention, please*", next she ordered the students to repeat what had been said by saying "*Now let's say it together. "Yes, we are ready. We will use English in the English class."*" Meanwhile, the students answered "*Yes, we are ready. We will use English in the English class*"

Therefore, the dialogue above also obeyed maxim quality. It could be seen when the teacher ordered student to repeat what had been said by her, and the students answered as what they believed not to be false. The students said truthful in giving information based on the fact that they heard. Besides that, students answer showed that they did not do for which they were lack of adequate evidence. It could be proven when they said the same as the teacher want. It was not more and not less, they directly answered as what they had already known and understood. Therefore, they could create a good conversation and understanding each other because they spoke truly which was not lack of proof and they believed it was not false. Meanwhile, this dialogue was categorized as type of interpersonal dialogues. It was because the information in the dialogue was complex with the topic.

(CH1.P6.U7)

Teacher : Hey Dayu, stop doing that, please! What do you think?
Are you ready to use English in the English class?

Dayu : I'm so sorry, Ma'am. Yes, I am.

The data of the dialogue was delivered by teacher and Dayu. This dialogue happened in the classroom when it was teaching and learning process. The case of the dialogue was the teacher explained about what they were going to learn. Meanwhile, she saw that Dayu did not listen carefully with the teacher explanation. She found Dayu was very busy with his own business. Therefore, the teacher tried to advice Dayu by saying *“Hey Dayu, stop doing that, please. What do you think? Are you ready to use English in the English class?”* Meanwhile, Dayu answered *“I'm so*

sorry, Ma'am. Yes, I am". It was showed that Dayu realized that he was wrong. So, he tried to say sorry to the teacher.

However, the dialogue above obeyed of maxim quality. It could be seen when the teacher gave an advice to Dayu. She had already seen clearly that Dayu was busy with his own business. Moreover, Dayu still held the thing that made him not focus on teacher explanation. Hence, the teacher informed the truth and she said what she thought honestly because she had a proof that Dayu was being busy with his things. Besides, Dayu's answer showed that he did not do that for which he was lack of adequate evidence. He directly realized without giving many reasons, while asking for forgiveness to the teacher. Therefore, they could create a good conversation and understanding each other because they spoke truly which was not lack of adequate evidence. This dialogue was categorized as type of interpersonal dialogues. It was because the information in the dialogue was complex with the topic and built a social relationship between teacher and students.

(Data: CH1.P7.U9)

Student : Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?

Teacher : Attention is / Perhatian/

The data above happened in the classroom. It was delivered by a student and her teacher. The situation of this dialogue was that she did not know what the word "Perhatian" in English is. Therefore, she decided to ask her teacher. It was because she believed that her teacher knew it very well. Moreover, as she knew that her teacher was an English teacher. Of

course, her teacher would know about it better than hers. She came to her teacher's desk and she said "*Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?*" Meanwhile, her teacher's answer was "**Attention is / Perhatian/**". Her teacher answer's was right. She answered it correctly.

Therefore, the dialogue above obeyed the maxim quality requirements. It could be seen when the student asked the teacher. She believed that her teacher would give the true and not false information. In the fact, her teacher answered it correctly and her answer did not do that for which her lack adequate evidence. Her answer was correct and true as what she had already learned. This dialogue was categorized as type of transactional dialogues. It was because the purpose of the dialogue was to exchange specific information about the definition of "Attention in Indonesia".

(Data: CH1.P7.U10)

Student : Sir, may I wash my hands?

Teacher : Sure.

The data above happened in the classroom. This dialogue was delivered by student and teacher. The situation of this dialogue was in the middle of teaching and learning process. The student came to the teacher and asked for permission to go to the bathroom because his hand was dirty by saying "*Sir, may I wash my hands?*" Meanwhile, the teacher answered "*Sure*". It was very simple and he believed that he was not false to give him permission.

Therefore, the dialogue above obeyed the maxim quality requirements. It could be seen when the student asked for permission to go to bathroom. In this case, the student's hand was dirty. Therefore, she decided to ask for permission to go to bathroom. She spoke truly that she would wash her hand. Moreover, she has a proof that her hand was dirty. Therefore, teacher answer was right to give her permission. It was because the teacher knew that her hand was dirty, and she spoke truly to the teacher that she wanted to go to bathroom to wash her hand. Hence, their conversation did not do that for which they lack of adequate evidence. However, this dialogue was categorized as type of interpersonal dialogues. It was because the information in the dialogue was casual conversation and built social relationship between teacher and student.

(Data: CH1.P9.U1)

Lina : Udin, do you think Edo is angry with me?
 Udin : I don't think so. Look, he's smiling.

The data above happened in the classroom. This dialogue was delivered by Lina and Udin. The situation of the dialogue was that Lina tried to ask for Udin's opinion about Edo. She thought that Edo was angry with her. On other hand, she was afraid of going wrong. She had no strong of evidence. Hence, to avoid misunderstanding in communication, she said "*Udin, do you think Edo is angry with me?* Meanwhile, Udin answered "*I don't think so. Look, he's smiling.*" His answer showed that Edo was not angry with Lina. He explained it truly with a good statement and strong evidence.

Therefore, this dialogue obeyed to the regulation of maxim quality based on Grice theory. It could be seen when Lina asked for Udin's opinion about Edo. However, she asked about it in order that she was not confused and going to be false. Moreover, she believed that Udin would help her to give the true information with a clear opinion. Besides, Udin's answer showed that for which he had no lack of adequate evidence. He directly showed the fact that Edo was smiling at Lina. Therefore, it could be concluded that Edo was not angry with Lina. In addition, they did this dialogue perfectly. Each participant's contribution was truthful and based on sufficient evidence. So, there was no misunderstanding between them. In addition, this dialogue was categorized as interpersonal dialogues. It was because the purpose of the dialogue was to exchange specific information about Edo's condition. In addition, Udin also completed with reasonable information in giving his opinion.

(Data: CH4.P51.U3)

A : Edo, this cup is really beautiful. Thanks.

B : I'm happy you like it. Remember, never put hot water in it, ok?

The data of the dialogue above was delivered by A and B. They were close friends. This dialogue happened in the birthday party. The situation of the dialogue was that B came to A's birthday party. Of course, he had to bring a gift for her friend. He brought a cup. After finishing the agenda, B opened the gift. One of the gifts was from B. It was a beautiful cup. She was very happy. So, she decided to say thanks to B. She said "*Edo, this cup is really beautiful. Thanks!*" Meanwhile, B answered, "*I'm happy you*

like it. Remember, never put hot water in it, ok?" His answers showed that he believed not false.

Therefore this dialogue obeyed maxim quality. It can be seen when A opened the gift that given by B. His statement appreciated the gift given by B. In this case, A statement showed that A had spoken truly. In the fact, the gift was really beautiful. Then, B gave responses that support A statement. B explained that he was happy to hear A statement. His statement was not lack of evidence because A had already given appreciation to B gift. Therefore, B was happy to hear A appreciation. In this dialogue, each participant's contribution was truthful and based on sufficient evidence. So, there was no misunderstanding between them. This dialogue was categorized as type of transactional dialogues. It was because the purpose of the dialogue was to exchange specific information about how beautiful the cup given by B. In addition, B answered with reasonable information to support B information in exchange information.

(CH9.P120.U1)

A : I think Bono will win the race!

B : I think so. Bono is thinner but stronger than Gani. Gani is bigger but weaker than Bono.

The dialogue above happened in the race contest. It was delivered by A and B. The purpose of the dialogue was that to give an opinion about who would the winner in the race was. In this case, A gave his opinion that someone who would be the winner was Bono. He said to B, "*I think Bono will win the race!*" Meanwhile, B also agreed with A's arguments. Then, he said "*I think so. Bono is thinner but stronger than Gani. Gani is bigger*

but weaker than Bono". However, his answer was very true based on the fact that he had already known.

Therefore, the dialogue above obeyed the regulation of maxim quality. It showed that B opinion was true based on the fact that he saw. When A gave argument to B that he thought Bono would be the winner in the race, B gave respond with strong evidence. It was proven when B said "*Bono is thinner but stronger than Gani. Gani is bigger but weaker than Bono*". Hence, his opinion was believed not false and not lack of evidence. So, in this case, both A and B cooperated each other to avoid misunderstanding in communication because the information was delivered truly. This dialogue was categorized as type of transactional dialogues. It was because the purpose of the dialogue was to exchange specific information about Bono. In addition, B answered with reasonable information to support A information's in exchange information about Bono condition

(CH10.P144.U4)

A : Is Edo here?

B : No. He is sick. He caught flu yesterday. He walked home when it was raining hard.

The dialogue above happened in the classroom. It was delivered by the teacher and one of the students. However, the situation of this dialogue was that the teacher was calling the roles. In the middle of it, she called Edo's name. Unfortunately, there is no answer. She decided ask to the other students. She said, "*Is Edo here?*" One of the students answered, "*No. He is sick. He caught the flu yesterday. He walked home when it was*

raining hard." Her answer was very true based on the fact that he had already known.

Therefore, the dialogue above obeyed maxim quality. It can be seen when the teacher asked all of the students about Edo's availability. Of course, student who answered the teacher question knew very well about Edo condition. Then, B explained clearly based on the fact that he had already known. He believed that the information given by him was not false. Moreover, his opinion was not lack of evidence, he explained it with the reason why Edo caught a cold with a strong reason in order the teacher believed in his opinion. However, this dialogue was categorized as type of interpersonal dialogues. It was because the purpose of the dialogue was to build social relationship between teacher and students.

The third is maxim relevance, the researcher found 75 (seventy five) times maxim relevance represented in the dialogues of this English textbook. It belonged to interpersonal and transactional dialogues. Indicator of this maxim that was the participant should give information which relevant with the topic. It could be seen in the data below:

(Data: CH1.P4.U1)

Teacher : Everybody, may I have your attention, please?

Students : **Yes, Ma'am.**

The data was about teacher who asked for her student's attention. This dialogue was delivered by teacher and students in the class room. The students were very busy with their activities and the teacher tried to ask for student attention by saying "*Everybody, may I have your attention,*

please?” Meanwhile, the students answered “*Yes, Ma’am*”. Students answer was relevant with the teacher's question. The students showed that they understood what they had to do from the teacher question.

However, the dialogue above obeyed to the maxim relevance regulation. It can be seen that students’ answers were related with object of what they were talking about. It could be proven with the teacher question that she wanted her students give attention on her. Then, students answer was relevant to answer teacher question. Therefore, her contribution in this dialogue was relevant. In addition, from this dialogue, we could have known how student focused and understood with the teacher's want. It made the dialogue between them far from misunderstanding. However, this dialogue was categorized as types of interpersonal dialogues. It was because the information in the dialogue was complex with the topic.

(Data: CH1.P6.U6)

Teacher : Attention, please. Now let’s say it together. “Yes, we are ready. We will use English in the English class.”

Students : Yes, we are ready. We will use English in the English class.

The data was dialogue text from teacher and students. This dialogue happened in the classroom. In this case, after giving explanation about the regulation of speaking English in the classroom, the teacher ordered the students to say together that they were ready to speak English in the classroom. The first time, the teacher asked for student attention by saying “*Attention, please*”, next she ordered the students to repeat what had been said by saying “*Now let’s say it together. “Yes, we are ready. We will use English in the English class.”*” Meanwhile, the students

answered “*Yes, we are ready. We will use English in the English class*” Students answer was relevant to response the teacher statements. The students showed that they understood what they had to do from the teacher statements.

Therefore, the dialogue above obeyed maxim relevance. It could be seen when the teacher ordered student to repeat what had been said by her, and the students answer was relevant with what the teacher wanted. It could be proven with the teacher’s statements when the teacher said, “*Now let’s say it together, “Yes, we are ready. We will use English in the English class.”*” Then, student’s answer was relevant with that statement. Therefore, their contribution in this dialogue was relevant. In addition, from this dialogue, we could have known how students focused and understood with the teacher's explanation. It made the dialogue between them far from misunderstanding. This dialogue was categorized as type of interpersonal dialogues. It was because the information in the dialogue was complex with the topic.

(CH1.P6.U7)

Teacher : Hey Dayu, stop doing that, please! What do you think?
Are you ready to use English in the English class?

Dayu : I’m so sorry, Ma’am. Yes, I am.

The data of the dialogue was delivered by teacher and Dayu. This dialogue happened in the classroom when it was teaching and learning process. The case of the dialogue was that the teacher explained about what they were going to learn. Meanwhile, she saw that Dayu did not listen carefully with the teacher explanation. She found Dayu was very

busy with his own business. Therefore, the teacher tried to advise Dayu by saying “*Hey Dayu, stop doing that, please. What do you think? Are you ready to use English in the English class?*” Meanwhile, Dayu answered “*I’m so sorry, Ma’am. Yes, I am*”. It showed that Dayu realized that he was wrong. So, he tried to say sorry to the teacher.

Therefore, the dialogue above obeyed the regulation of maxim relevance. It can be seen, when Dayu answered her teacher's statement. The sentences “**stop doing that**” of the teacher's statement related to an action or activity in wrong ways which should stop in that time. Hence, the response of this statement should be asking for forgiveness. However, Dayu’s answer was “*I’m so sorry, Ma’am.*” That sentence was a sentence to show how asking for forgiveness was implemented. In other hand, it showed how he realized and understood about her teacher's statement. So, he decided to ask for forgiveness to her teacher about her mistake. Of course, the conclusion of this dialogue was that both the teacher and Sitti related to maxim relevance correctly. This dialogue was categorized as type of interpersonal dialogues. It was because the information in the dialogue was complex with the topic and built a social relationship between teacher and students.

(Data: CH1.P7.U9)

Student : Excuse me, Ma’am. What’s ‘attention’ in Bahasa Indonesia?

Teacher : Attention is / Perhatian/

The data above happened in the classroom. It was delivered by a student and her teacher. The situation of this dialogue was that she did not

know what the word “Perhatian” in English is. Therefore, she decided to ask her teacher. It was because she believed that her teacher knew it very well. Moreover, as she knew that her teacher was an English teacher. Of course, her teacher would know about it better than hers. She came to her teacher’s desk and she said “*Excuse me, Ma’am. What’s ‘attention’ in Bahasa Indonesia?*” Meanwhile, her teacher’s answer was “**Attention is / Perhatian**”. Her teacher answer’s was relevant with the student question.

Therefore, the dialogue above obeyed the maxim relevance requirements. It could be seen when the student asked for the teacher opinion and the teacher’s answers relevant with the topic that they were talking about. However, their contribution in this dialogue was relevant. In addition, from this dialogue, we could have known how teacher focused and understood with the student question. It made the dialogue between them far from misunderstanding. The teacher answer’s was very simple and related to what the students want. This dialogue was categorized as type of transactional dialogues. It was because the purpose of the dialogue was to exchange specific information about the definition of “Attention in Indonesia”.

(Data: CH1.P7.U10)

Student	: Sir, may I wash my hands?
Teacher	: Sure.

The data above happened in the classroom. This dialogue was delivered by student and teacher. The situation of this dialogue was in the middle of teaching and learning process. The student came to the teacher

and asked for permission to go to the bathroom because his hand was dirty by saying “*Sir, may I wash my hands?*” Meanwhile, the teacher answered “*Sure*”. It was very simple and relevant with the topic they were talking about.

However, the data obeyed the maxim relevance. It could be seen when the teacher gave permission because his student’s hand was dirty. This dialogue was very simple and easy to understand. There was no any misunderstanding in this dialogue. The students asked for permission to go to bathroom to wash his hand and the teacher gave him permission. So, they cooperated each other in the context of asking and giving permission context very well. However, this dialogue was categorized as interpersonal dialogues. It was because the information in the dialogue was casual conversation.

(Data: CH1.P9.U1)

Lina : Udin, do you think Edo is angry with me?

Udin : I don’t think so. Look, he’s smiling.

The data of dialogue above happened in the classroom. This dialogue was delivered by Lina and Udin. The situation of the dialogue was that Lina tried to ask for Udin’s opinion about Edo. She thought that Edo was angry with her. On other hand, she was afraid of going wrong in giving judgment. Hence, to avoid misunderstanding in communication, she said “*Udin, do you think Edo is angry with me?*” Meanwhile, Udin answered “*I don’t think so. Look, he’s smiling.*” His answer’s was very relevant with Lina’s question.

Therefore this dialogue obeyed maxim relevance. It can be seen when Lina asked for Udin opinion about Edo. Udin had to give a strong opinion in order Lina believed to his answers. However, Udin gave strong opinion in giving judgment about Edo. This could be proven when Udin said “*Look’s, he’s smiling*” It was very relevance with his previous statements “*I don’t think so*”. Besides, it was very command that when we gave opinion to other people, we should give strong statement in order they believe in what we explained. The conclusion of the dialogue both of them really understand to the context of what they were talking about. They cooperated in dialogue relevantly. This dialogue was categorized as type of transactional dialogues. It was because the purpose of the dialogue was to exchange specific information about Edo’s condition. In addition, Udin also completed with reasonable information in giving his opinion.

(Data: CH4.P47.U3)

A : Are you sure we should wear a T-shirt?

B : Yeah, there will be outdoor games.

The data above happened in the telephone. It was delivered by A and B. they were best friends. The purpose of this dialogue was giving information about the preparation for the birthday party. In this case, B would celebrate her birthday party. She invited B to come. However, B confirmed to A that he had already gotten the birthday invitation. In the middle of the telephone, B gave information that A should wear a T-shirt. Of course, A was shocked to hear that because it should be a dress. Therefore, he decided to ask B. He asked “*Are you sure we should wear a*

T-shirt” Meanwhile, B answered “*yeah, there will be outdoor games*”. His answer was relevant with what they were talking about.

Therefore, the dialogue above obeyed maxim relevance. It could be seen when A asked B about what she had to wear in the party. Besides, B answer was relevant with what A confirmed. The conclusion of the dialogue was that both of them really understand the context of what they were talking about. They cooperated in dialogue relevantly. However, this dialogue was categorized as type of interpersonal dialogues. It was because the purpose of the dialogue was to build casual conversation.

(Data: CH4.P51.U3)

A : Edo, this cup is really beautiful. Thanks.

B : I’m happy you like it. Remember, never put hot water in it, ok?

The data of the dialogue above was delivered by A and B. They were close friends. This dialogue happened in the birthday party. The situation of the dialogue was that B came to A’s birthday party. Of course, he had to bring a gift for her friend. He brought a cup. After finishing the agenda, B opened the gift. One of the gift was from B. It was a beautiful cup. She was very happy. So, she decided to say thanks to B. she said “*Edo, this cup is really beautiful. Thanks!*” Meanwhile, B answered, “*I’m happy you like it. Remember, never put hot water in it, ok?*” His answer was very relevant with A statement.

Therefore this dialogue obeyed maxim relevance. It can be seen when A opened the gift given by B. His statement appreciated the gift given by B. Then, B gave response that supports A statement. This could be proven

that A and B cooperated each other in understanding the statement of the dialogue relevantly. Besides, it's very command that when we got a gift from the other people, we would like to say thanks to them. It showed that we should appreciate what they did to us. In this case, A did it too. So, he really understood about what he had to say after getting the gift from the other people. In addition, B would like to be happy because A appreciated the gift that was given by him. The conclusion of the dialogue was that both really understand the context of what they were talking about. They cooperated in dialogue relevantly. This dialogue was categorized as type of transactional dialogues. It was because the purpose of the dialogue was to exchange specific information about how beautiful the cup given by B. In addition, B answered with reasonable information to support B information in exchange information.

(CH9.P120.U1)

A : I think Bono will win the race!

B : I think so. Bono is thinner but stronger than Gani. Gani is bigger but weaker than Bono.

The dialogue above happened in the race contest. It was delivered by A and B. The purpose of the dialogue was to give an opinion about who the winner will be in the race. In this case, A gave his opinion that someone who will be the winner was Bono. He said to B, "*I think Bono will win the race!*" Meanwhile, B also agreed with A's argument. Then, he said "*I think so. Bono is thinner but stronger than Gani. Gani is bigger but weaker than Bono*". However, B answers were relevant with A question.

Therefore, the dialogue above obeyed the regulation of maxim relevance. It could be seen when A asked for B opinion and B answered relevant with the topic that they were talking about. However, their contribution in this dialogue was relevant. In addition, from this dialogue, we could conclude that B was known well about the differences of Bono and Gani condition. Therefore, B could give a relevance opinion in the topic of what they were talking about. They cooperated in dialogue relevantly. It made the dialogue between them far from misunderstanding. This dialogue was categorized as type of transactional dialogues. It was because the purpose of the dialogue was to exchange specific information about Bono. In addition, B answered with reasonable information to support A information's in exchange information about Bono condition

The forth is maxim manner, the researcher found 74 (seventy four) times maxim manner represented in the dialogues of this English textbook. It belonged to interpersonal and transactional dialogues. Indicators of this maxim that were the information should be comprehensible and clearly. The participants should be brief, clear, avoid ambiguity, orderly and reasonable in giving information. It could be seen in the data below:

(Data: CH1.P9.U1)

Lina	: Udin, do you think Edo is angry with me?
Udin	: I don't think so. Look, he's smiling.

The data of the dialogue above happened in the in the classroom. This dialogue was delivered by Lina and Udin. The situation of the dialogue was that Lina tried to ask for Udin's opinion about Edo. She thought that

Edo was angry with her. On other hand, she was afraid of going wrong in giving judgment. Hence, to avoid misunderstanding in communication, she said “*Udin, do you think Edo is angry with me?*” Meanwhile, Udin answered “*I don’t think so. Look, he’s smiling.*” His answer’s was very clear in giving opinion about Edo.

Therefore this dialogue obeyed maxim manner. It can be seen when Lina asked for Udin opinion about Edo. Udin had to give a strong opinion in order Lina believe to his answer. However, Udin gave a reasonable opinion in giving judgment about Edo. This could be proven when Udin said “*Look’s, he’s smiling*” it was very relevance with his statements previously “*I don’t think so*”. It was very brief, and there were no ambiguity in Udin’s opinion. He explained as he had already known about Edo, it was very reasonable. It would avoid obscurity of expression. Besides that, it helped the listeners to not create a vague, ambiguous or excessive. This dialogue was categorized as type transactional dialogues. It was because the purpose of the dialogue was to exchange specific information about Edo’s condition. In addition, Udin also completed with reasonable information in giving his opinion.

(Data: CH4.P47.U3)

A : Are you sure we should wear a T-shirt

B : yeah, there will be outdoor games.

The data above happened in the telephone. It was delivered by A and B. they were best friends. The purpose of this dialogue was giving information about the preparation for the birthday party. In this case, B

would celebrate her birthday party. She invited B to come. However, B confirmed to A that he was already gotten the birthday invitation. In the middle of the telephone, B gave information that A should wear a T-shirt. Of course, A was shocked to hear that because it should be a dress. Therefore, he decided to ask B. He asked “*Are you sure we should wear a T-shirt*” Meanwhile, B answered “*yeah, there will be outdoor games*” his answer was very brief and reasonable. There were no ambiguities in her statement.

Therefore, the dialogue above obeyed maxim of manner. It can be seen when B gave the information briefly and reasonably. The word of “**Yeah**” was very brief, but it did not create an ambiguity in the utterances. Meanwhile, B also added her statement with the sentence of “*there will be outdoor games.*” It was very reasonable. It would avoid obscurity of expression. Besides that, it helped the listeners to not create a vague, ambiguous or excessive. However, this dialogue was categorized as type of interpersonal dialogues. It was because the purpose of the dialogue was to build casual conversation.

(Data: CH4.P51.U3)

A : Edo, this cup is really beautiful. Thanks.

B : I’m happy you like it. Remember, never put hot water in it, ok?

The data of the dialogue above was delivered by A and B. They were close friends. This dialogue happened in the birthday party. The situation of the dialogue, B came to A’s birthday party. Of course, he had to bring a gift for her friend. He brought a cup. After finishing the agenda, B opened

the gift. One of the gifts was from B. It was a beautiful cup. She was very happy. So, she decided to say thanks to B. she said “*Edo, this cup is really beautiful. Thanks!*” Meanwhile, B answered, “*I’m happy you like it. Remember, never put hot water in it, ok?*” His answers were very reasonable and orderly.

Therefore the dialogue above obeyed maxim of manner. When B answered “**I’m happy you like it,**” it was very reasonable because A said that the cup was beautiful. Besides, it would avoid ambiguity between A and B. In addition, B added his statement, “**Remember, never put hot water in it**” This statement showed how B gave the information orderly. He decided to say it because the cup was beautiful. Hence, she should keep the cup very well. In this case, B's statements were right and very orderly.

It would avoid ambiguity and obscurity of expression. It could be concluded that both of them gave the information with the right manner. This dialogue was categorized as type of transactional dialogues. It was because the purpose of the dialogue was to exchange specific information about how beautiful the cup that given by B. In addition, B answered with reasonable information to support B information in exchange information.

(CH9.P120.U1)

A : I think Bono will win the race!

B : I think so. Bono is thinner but stronger than Gani. Gani is bigger but weaker than Bono.

The dialogue above happened in the race contest. It was delivered by A and B. The purpose of the dialogue was to give an opinion about who the winner will be in the race. In this case, A gave his opinion that

someone who will be the winner was Bono. He said to B, "*I think Bono will win the race!*" Meanwhile, B also agreed with A's arguments. Then, he said "*I think so. Bono is thinner but stronger than Gani. Gani is bigger but weaker than Bono*". However, his answer was very reasonable and orderly.

Therefore, the dialogue above obeyed the regulation of maxim manner. That showed that each participant in the dialogue avoided ambiguity. It was proven when A gave argument to B that he thought Bono would be the winner in the race, B gave respond with a brief statement. It could be seen when B said "*I think so*". Besides, to avoid an ambiguity and an obscurity expression in the dialogue, he decided to add the reason why he agreed with A's statement. It was proven when B said "*Bono is thinner but stronger than Gani. Gani is bigger but weaker than Bono*". He explained it very orderly. In this case, both A and B cooperated each other. They communicated with a good manner to avoid vague, ambiguous or excessive. However, this dialogue was categorized as type of transactional dialogues. It was because the purpose of the dialogue was to exchange specific information about Bono. In addition, B answered with reasonable information to support A information's in exchange information about Bono condition

(CH10.P144.U4)

A : Is Edo here?

B : No. He is sick. He caught flu yesterday. He walked home when it was raining hard.

The dialogue above happened in the classroom. It was delivered by the teacher and one of students. However, the situation of this dialogue was that the teacher was calling the roles. In the middle of it, she called Edo's name. Unfortunately, there was no answer. She decided to ask to the other students. She said, "*Is Edo here?*" One of students answered, "*No. He is sick. He caught the flu yesterday. He walked home when it was raining hard.*" Her answer was very brief and reasonable.

Therefore, the dialogue above obeyed maxim of manner. It can be seen when the teacher asked to all of the students about Edo's availability. Then, one of students answer was very brief. It can be proven when she said, "*No*". It showed that there was no Edo in the classroom. Besides, to avoid and ambiguity and obscurity, she decided to add the reason why Edo did not attend to the class. It could be proven when she said, "*He caught the flu yesterday. He walked home when it was raining hard*". It was so reasonable and orderly. It will avoid vague, ambiguous or excessive. So in this case, she did the dialogue with correct manner. However, this dialogue was categorized as interpersonal dialogues. It was because the purpose of the dialogue to build casual conversation ad social relationship between teacher and students.

After doing data analysis, researcher provided the summary of finding. The summary of finding for all of focuses could be detailed in the following table:

Table 4.1
Finding Table of Data Analysis

No	Research Focus	Chapter	Title of Chapter	Types of maxim				Types of Dialogues		Page
				Quantity	Quality	Relevance	Manner	Inter	Transact	
1	What types of cooperative principles are represented in the Dialogues of English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School?	I	It’s English Time	25	23	33	32	-	-	4-17
		II	We Can Do It, and We will Do it	4	7	7	7	-	-	20-28
		IV	Come to My Birth Day, Please!	7	12	25	22	-	-	41-61
		VIII	What are you Doing?	4	2	6	6	-	-	107-112
		IX	Bigger is not always Better	1	3	3	3	-	-	120-121
		X	When I was Child	-	5	1	4	-	-	142-144
Total				41	52	75	74	-	-	242
2	What types of dialogue are represented by cooperative principles in English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior	I	It’s English Time	-	-	-	-	20	13	4-17
		II	We Can Do It, and We will Do it	-	-	-	-	-	7	20-28
		IV	Come to My Birth Day, Please!	-	-	-	-	16	10	41-61
		VIII	What are you Doing?	-	-	-	-	6	-	10-1127

High School?	IX	Bigger is not always Better	-	-	-	-	-	3	120-121	
	X	When I was Child	-	-	-	-	4	1	142-144	
Total								46	34	80

Based on the data above, all of types of cooperative principles were represented in the textbook. Maxim quantity represented 41 times, maxim quality represented 52 times, maxim relevance represented 75 times and maxim manner represented 74 times. Therefore, the total of cooperative principles represented in the textbook were 242 time. In other hand, the totals of dialogues represented in the textbook were 80. It was consists of 46 interpersonal dialogues and 34 transactional dialogues. However, the result showed that the totals of cooperative principles more represent than the totals of the dialogues in the textbook. It was because in every dialogues was presented more than one types of cooperative principles. So the conclusion, all types of dialogues were presented by cooperative principles.

c. Discussion

In this section, the researcher discussed about finding, there were two important points here:

1. Cooperative Principles are represented in the Dialogues of English Textbook Entitled “When English Rings A Bell”.

In this section, the researcher discussed four maxim were represented in the dialogues of English textbook. Those were:

a. Maxim Quantity

The finding showed, there were 41 (forty one) times maxim quantity represented in the dialogues of this English textbook. Those dialogues belonged to interpersonal and transactional dialogues. According to Grice theory, the category of quantity related to the quantity of the information which delivered. The participants should say as informative as how it was required for the current purpose. They should not make their contribution more or less informative.⁴⁷ One of the data was:

(Data: CH1.P4.U1)

Teacher	: Everybody, may I have your attention, please?
Students	: Yes, Ma'am

The data showed that students gave enough information as how it was required by teacher. Their response based on the teacher need and not less or more informative how it was required. Therefore, students answer was appropriate to the

⁴⁷ Yule George, *Pragmatics* (New York: Oxford University Press, 1996), 36

requirements maxim quantity. As Cutting said that maxim quantity focused on how speakers should be as informative as how was required, they should give neither too little information nor too much.⁴⁸ In addition, most of this maxim quantity is supported by other maxims. Such as: maxim quality, relevance or manner. Therefore, among them cooperated each other to make the reader more understand about the context of the dialogue. Hence, the writer supposed this maxim represented in every dialogue in order the student easier to get the main point of the dialogues.

Besides, this maxim should apply in English Learning, especially in speaking. According to Qun Li, the application of maxim quantity was related to the content of spoken English Learning. The content should be designed properly.⁴⁹ In this case, the teachers should make a suitable learning plan based on the student need, student's ability and the learning purposes. Therefore, the students will not feel boring, more enjoyable with the learning process. Then, the result of oral English learning will be successfull.

b. Maxim Quality

In this research, the researcher found 52 (fifty two) times maxim quality represented in the dialogues of this English

⁴⁸ Joan Cutting, *Pragmatics and Discourse* (London: Routledge, 2002), 34.

⁴⁹ Qun Li, "The Application of Cooperative Principles in Oral English Learning," *International Journal on Studies in English Language and Literature (IJSELL)* 3, no 1(January, 2015): 45

textbook. Those dialogues belonged to interpersonal and transactional dialogues. According to Grice's theory, in the conversation each participant's contribution should be truthful and based on sufficient evidence. Therefore, this maxim emphasizes the reality of the information.⁵⁰ One of the data was:

(Data: CH1.P7.U9)

Student	: Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?
Teacher	: Attention is / Perhatian/

The data showed how the teacher gave information that he believed not to be false and he said the truth with adequate evidence. The teacher answered was appropriate with maxim of quantity requirements. As Cutting states maxim quality, the speaker should say sincerely, and saying something that they believe corresponds to reality.⁵¹

In addition, most of this maxim quality is also supported by other maxims. Such as: maxim quantity, relevance or manner. Therefore, among them cooperated each other to make the reader more understand about the context of the dialogues. Hence, this maxim was very important to represent in the dialogues of English textbook, because being honest is very important to be done by student. By applying this maxim quality in the students' life would make the student easier to be believed by other people.

⁵⁰ Yule George, *Pragmatics* (New York: Oxford University Press, 1996), 36

⁵¹ Joan Cutting, *Pragmatics and Discourse* (London: Routledge, 2002), 34.

Therefore, the teacher should explain this maxim in the dialogue very well, in order they could understand the material and apply it in their daily life.

According to Qun Li, the application of maxim quality in oral English learning related to conversational situations which were closed to real world. Its mean, the content of oral learning must related to daily life.⁵² The teacher can implements role-play, topic discussion and group debate which provide enough opportunity to practice oral English in real atmosphere. Then, the content of oral exercise must close to daily life, such as shopping, dating etc. Besides, when students find problems in their study, they have to be honest and do not be shy to ask teacher helps. It is not only keep the quality of students' learning and practice, but also can increase students' knowledge and information.

c. Maxim Relevance

The finding showed that the most frequent maxim represented was maxim relevance. It was represented 75 (seventy five) times maxim relevance represented in the dialogues of this English textbook. Those dialogues belonged to interpersonal and transactional dialogues. According to Grice's theory between

⁵² Qun Li, "The Application of Cooperative Principles in Oral English Learning, " *International Journal on Studies in English Language and Literature (IJSELL)* 3, no 1(January, 2015): 45

speaker and listener contribution should be relevant to the subject of the conversation.⁵³ One of the data was:

(Data: CH1.P4.U2)

Teacher	: From now on we will use English in our English class. OK? We will use English in our English class. Siti, what did I say?
Sitti	: We will use English in our English class.

The data showed how Sitti's answers relevant with the topic they were talking about previously. Therefore, the data obeyed the requirements of maxim relevance. As Cutting said that in maxim relevance, the speakers assumed to be saying something this was relevant to what has been said before.⁵⁴ However, the teacher should explain this maxim to the student. It looks very easy to apply in the daily life but the participants of the conversation would find difficulties in understanding to the topic which has no relevant. Therefore, in understanding this maxim they should be focus and pay more attention to the information that being delivered before.

In addition, Qun Li said that in applying this maxim in oral English learning, the teacher should make relevance learning, knowledge accumulation and conversational intention.⁵⁵ For example, the teachers have to give some vocabularies before learning process which related to the topic and based on the

⁵³ Yule George, *Pragmatics* (New York: Oxford University Press, 1996), 36

⁵⁴ Joan Cutting, *Pragmatics and Discourse* (London: Routledge, 2002), 35.

⁵⁵ Qun Li, "The Application of Cooperative Principles in Oral English Learning," *International Journal on Studies in English Language and Literature (IJSELL)* 3, no 1(January, 2015): 46

standard student's knowledge. Therefore, applying the maxim relevance in oral English learning which connects to the learning topic will make students are easier to receive new knowledge.

d. Maxim Manner

The researcher found that maxim manner represented 74 (seventy four) times maxim manner represented in the dialogues of this English textbook. According to Grice theory, maxim manner related to how each participant must give the information directly and reasonably, and it should not be vague, ambiguous or excessive.⁵⁶ One of the data was:

CH9.P120.U1)

A : I think Bono will win the race!

B : I think so too. Bono is thinner but stronger than Gani. Gani is bigger but weaker than Bono.

The data showed that B gave the information directly and reasonably. As Cutting said that maxim manner suggested speakers to be clear. It means that a speaker needs to say briefly, orderly, and avoid obscurity and ambiguity.⁵⁷ This maxim should be taught to students in order they can avoid ambiguity in giving opinion or information. However, this maxim ran positively in the textbook because the reader would directly understand about the context of the dialogues. It was because this maxim function's to make the information in the dialogue clear and easy to be understood.

⁵⁶ Yule George, *Pragmatics* (New York: Oxford University Press, 1996), 36

⁵⁷ Joan Cutting, *Pragmatics and Discourse* (London: Routledge, 2002), 35.

However, to apply this maxim in oral English learning, Gun Li said that the class should be concise, clear and organized.⁵⁸ Its means, the content and style of the class are not complicated. Therefore, the students are easier to get the main of the material. Besides, students should avoid words like “maybe, perhaps, likely etc.” which may produce ambiguity in conversation. When teacher and student cooperates each other perfectly, the result of oral English teaching would achieve wonderful result.

2. Types of Dialogue that represented Cooperative Principle in English Textbook Entitled “When English Rings A Bell”.

Based on curriculum 2013, there are two types of dialogues that should be represented in the English textbook. Those are: interpersonal and transactional dialogues.

a. Interpersonal Dialogues

The result of this research found that textbook obeyed to the regulation of Curriculum 2013. The dominant types of dialogues that represented were interpersonal dialogues with 46 (forty six) times. One of the data was:

(Data: CH4.P49.U1)

Edo : Hello, Beni. This Edo. How are you?
Beni : I'm fine.

The data above showed that they did a casual conversation, which build a social relationship between Edo and Beni. It was appropriate with Brown theory, dialogues

⁵⁸Qun Li, “The Application of Cooperative Principles in Oral English Learning, ” *International Journal on Studies in English Language and Literature (IJSELL)* 3, no 1(January, 2015): 46

which is established or maintain social relationships called interpersonal dialogue.⁵⁹ In fact, all of those personal dialogues in the textbook obeyed the regulation of cooperative principles. This type of dialogue very important to be learned by student in order they could a build a good socializing in their life. Moreover, if they had already understood about maxim, they would apply it successfully. Therefore, the teacher should explain about the context of the dialogues also in order the students can implement it properly.

b. Transactional Dialogue

Transactional dialogues represented 34 (thirty four) times. This type of dialogues was lower than interpersonal dialogues represented in the text book. One of the data was:

(Data: CH1.P7.U9)

Student	: Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?
Teacher	: Attention is / Perhatian/

The purpose of dialogue above was exchange specific information about what Attention in Indonesia was. It was appropriate with Brown theory, dialogue which conducted for the purpose of exchanging specific information called transactional dialogue.⁶⁰

This type of dialogue very important to be learned by student in order they can a build a good transaction with the other people in exchange specific information, such as

⁵⁹ Brown H Douglas, *Language Assessment Principles and Classroom Practices* (San Francisco: Pearson Logman, 2003), 142.

⁶⁰ Douglas, *Language Assessment Principles and Classroom Practices*, 142

discussion in the classroom. It will build students critical thinking perfectly. Moreover, if they had already understood about maxim, they would apply it properly. Therefore, the teacher should explain about the context of the dialogues also in order the students can implement it successfully.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in chapter III, there were two conclusions that could be drawn as follow:

1. Types of Cooperative Principles which are presented in the Dialogues of English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School.

Related to the first objective of this research, there were 4 types of cooperative principles found in the dialogues of this English Textbook. Those were Maxim Quantity, Maxim Quality, Maxim Relevance, and Maxim Manner. Based on the finding Maxim relevance was the most domain types of cooperative principles represented. It was represented 75 (seventy five) times. The second was Maxim Manner. It was represented 74 (seventy four) times. The third was Maxim Quality. It was represented 52 (fifty two) times. The lowest was Maxim Quantity. It was represented 41 (forty one) times.

2. Types of Dialogues which are represented by Cooperative Principles in English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School.

In this textbook, the researcher found two types of dialogues. Those were interpersonal and transactional dialogues. It was appropriate with the dialogue materials that should be taught to the

students of Junior High School students based on Curriculum 2013. However, Brown said that interpersonal dialogues refers to casual conversation and build social relationship with a complex topic. Meanwhile, transactional dialogue relate to exchange specific information and reasonable. In addition, those dialogues were represented by cooperative principles. The results showed that the most domain dialogues were presented were interpersonal dialogues. It was represented 46 (forty six) times. Besides, transactional dialogues were presented 34 (thirty four) time.

B. Suggestion

Based on the conclusion above, the researcher provides some suggestions for the teacher, other researchers who are interested to do related research, and textbook developer.

1. For the teacher, the researcher hopes the result of this thesis could be a consideration to choose relevance English textbook which consist of cooperative principles for improving students' speaking skill.
2. For other researchers, the researcher suggests them to analyze further about cooperative principles and use better techniques in analyzing.
3. For the textbook developer, the researcher found that in each dialogue had different total types of cooperative principles. It would be better if the writer represented all of types of cooperative principles in each dialogue in order easier to be understood and implemented by students based on Grice theory as the regulation to create good communication.

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Appendix I

RESEARCH MATRIX

TITLE	VARIABLES	SUB VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH PROBLEM
<p>An Analysis of Cooperative Principle in the Dialogues of English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School</p>	<p>1. Cooperative Principle</p> <p>2. Dialogues</p>	<p>1. Maxim Quantity</p> <p>2. Maxim Quality</p> <p>3. Maxim Relevance</p> <p>4. Maxim Manner</p> <p>1. Interpersonal</p> <p>2. Transactional</p>	<p>The information should be as informative as required</p> <p>The information should be truly and sufficient evidence</p> <p>The information should be relevance based on the topic</p> <p>1. The information should not contain ambiguity</p> <p>2. The information should Be reasonable</p> <p>3. The information should be brief</p> <p>4. The information should be orderly</p> <p>1. Casual conversation</p> <p>2. Social relationship</p> <p>3. Complex with the topic</p> <p>1. Exchange specific information</p> <p>2. Reasonable information</p>	<p>English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School</p>	<p>1. Research Approach : Qualitative Approach</p> <p>2. Types of research Content analysis</p> <p>3. Technique of Data Collection: ➤ Document analysis</p> <p>4. Data Analysis: ➤ Content Analysis based on Donald Ary, et.al</p> <p>1. Familiarizing and Organizing</p> <p>2. Coding and Reducing</p> <p>3. Interpreting and Representing</p> <p>5. Validity of Data Investigator Triangulation</p>	<p>1. What types of Cooperative Principle are represented in the Dialogues of English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School?</p>

Appendix II: Bibliography of Researcher

Researcher's Bibliography



Personal Information:

- Full Name : Hoirul Ummah
- NIM : T20176028
- Gender : Female
- Place, Date of Birth : Jember, December 21st 1998
- Address : Ledokombo-Jember
- Religion : Islam
- Department/Majors Courses : Language Education/English Department
- E-mail Address : hoirulummah@gmail.com

Education Background:

- 2005 – 2011 : SDN 01 Ledokombo
2011 – 2014 : SMPN 01 Ledokombo
2014 – 2017 : MA I Annuqayah Pi

IAIN JEMBER

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini;

Nama : Praptika Septi Femilia, S. Pd, M. Pd.

NUP : 20160390

Jabatan : Dosen IAIN JEMBER

Menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh Hoirul Ummah dalam penelitian yang berjudul *“An Analysis of Cooperative Principles in the Dialogues of English Textbook Entitled “When English Rings A Bell” for Eighth Grade Students of Junior High School”*

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Jember, 27 Maret 2021

Yang membuat pernyataan


Praptika Septi Femilia, S. Pd, M. Pd.
NUP: 20160390

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini;

Nama : Dr. Inayatul Mukarrromah, SS, M.Pd.

NIP : 197602102009122001

Jabatan : Dosen IAIN JEMBER

Menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh Hoirul Ummah dalam penelitian yang berjudul *“An Analysis of Cooperative Principles in the Dialogues of English Textbook Entitled “When English Rings A Bell” for Eighth Grade Students of Junior High School”*

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Jember, 27 Maret 2021

Yang membuat pernyataan



Dr. Inayatul Mukarrromah, SS, M.Pd.

NIP: 197602102009122001

Appendix IV: Research Journal

RESEARCH JOURNAL

COLLECTED THE DATA FROM NOTE-TAKING STRATEGY

No	Things to Do	Time	Notes
1	Specifying and presenting the primary data	October 4 th 2020	<ul style="list-style-type: none"> ➤ Deciding types of cooperative principles in the dialogues that would be analyzed <ul style="list-style-type: none"> • 4 types of cooperative principles based on Grice's theory
2	Diving the data	October 4 th 2020	<ul style="list-style-type: none"> ➤ Choosing the dialogues material that would be analyzed in the main course <ul style="list-style-type: none"> • 2 types of dialogues based on Curriculum 2013
3	Counting the data	October 28 th 2020	<ul style="list-style-type: none"> ➤ Counting the chosen data. How much the data in the textbook that would be analyzed <ul style="list-style-type: none"> • There were 80 dialogues in 6 chapters
4	Coding the data	November 15 th 2020	<ul style="list-style-type: none"> ➤ Giving the code to every data that had chose
5	Analyzing the data	December 7 th 2020	<ul style="list-style-type: none"> ➤ Analyzing the data in every chapter
6	Representing the data	February 20 th 2021	<ul style="list-style-type: none"> ➤ Representing the finding of analysis in the sheet of analysis ➤ Describing the sheet analysis
7	Validation of data	March 27 th 2021	<ul style="list-style-type: none"> ➤ Checking and validating the data <ul style="list-style-type: none"> • Two people of English lecture
8	Conclusion	May 17 th 2021	<ul style="list-style-type: none"> ➤ Concluding the data, based on the results of analysis data

Appendix V: Code of Data

CODE OF DATA

The code of data (Dialogues in English Textbook Entitled “When English Rings a Bell”)

Note: Inter : Interpersonal Dialogues Transact: Transactional Dialogues	Code: CH1.P4.U1 : Chapter (1).Page (1).Utterance (1)
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Appendix IV

SHEET OF ANALYSIS

(Dialogues of English Textbook Entitled “When English Rings a Bell”)

No	Code	Data	Indicator	Types of Maxims				Types of Dialogues		Description
				Maxim Quantity	Maxim Quality	Maxim Relevance	Maxim Manner	Interpersonal	Transactional	
1	CH1.P4.U1	Teacher : Everybody, may I have your attention, please? Students : Yes, Ma'am	<ul style="list-style-type: none"> • Informative as required, relevance with the topic and not ambiguity • Complex with the topic 	√		√	√	√		<ul style="list-style-type: none"> • Students' information was informative as required and relevance with the topic they were talking and not ambiguity • The information complex with the topic was the purpose of interpersonal dialogue

2	CH1.P4.U2	<p>Teacher : From now on we will use English in our English class. OK? We will use English in our English class. Siti, what did I say?</p> <p>Sitti : We will use English in our English class.</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic, and not ambiguity • Exchange specific information 	√	√	√	√		√	<ul style="list-style-type: none"> • Sitti's answer's was informative as required, truly information, related to the topic and not ambiguity • Exchange specific information was the purpose of transactional dialogue
3	CH1.P5.U3	<p>Teacher : Right. From now on we will use English in the English class. Everybody, what do you think? Are you ready?</p> <p>Students : Yes, Ma'am</p>	<ul style="list-style-type: none"> • Informative as required, relevance with the topic, and not ambiguity • Complex with the topic 	√		√	√	√		<ul style="list-style-type: none"> • Students' information was informative as required and relevance with the topic they were talking and not ambiguity • The information complex with the topic was the purpose of interpersonal dialogue

4	CH1.P5.U4	<p>Teacher : What do you think, Edo? Are you ready? Edo : Yes, Ma'am. I 'am ready</p>	<ul style="list-style-type: none"> • Informative as required, relevance with the topic, and not ambiguity • Social relationship 	√		√	√	√		<ul style="list-style-type: none"> • Edo's information based on teachers needed, related to topic they were talking and not ambiguity • Social relationship was the purposes of interpersonal dialogue
5	CH1.P5.U5	<p>Teacher : Attention, please! Attention, please! Students : Yes, Ma'am</p>	<ul style="list-style-type: none"> • Informative as required, relevance with the topic, and not ambiguity • Complex with the topic 	√		√	√	√		<ul style="list-style-type: none"> • Students answer's was Informative as required, truly information, related to the subject of what they are talking and not ambiguity • Complex with the topic was the purpose of interpersonal dialogue

6	CH1.P6.U6	<p>Teacher : Attention, please. Now let's say it together. "Yes, we are ready. We will use English in the English class."</p> <p>Students : Yes, we are ready. We will use English in the English class.</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic, and not ambiguity • Complex with the topic 	√	√	√	√	√		<ul style="list-style-type: none"> • Students answer's was informative as required, truly information, related the topic and not ambiguity • Complex with the topic was the purpose of interpersonal dialogue
7	CH1.P6.U7	<p>Teacher : Hey Dayu, stop doing that, please. What do you think? Are you ready to use English in the English class?</p> <p>Dayu : I'm so sorry, Ma'am. Yes, I am.</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic, and not ambiguity • Social Relationship and Complex with the topic 	√	√	√	√	√		<ul style="list-style-type: none"> • Dayu answer's was informative as required, truly information, related to the subject of what they are talking, and not ambiguity • Social relationship and complex with the topic were the purposes of interpersonal dialogue

8	CH1.P6.U8	<p>Teacher : Edo, say it again, loudly. Edo : Yes, we are ready. We will use English in the English class.</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic and not ambiguity • Social Relationship and Complex with the topic 	√	√	√	√	√		<ul style="list-style-type: none"> • Edo answer's was informative as required, truly information, related to the topic and not ambiguity • Social relationship and complex with the topic were the purposes of interpersonal dialogues
9	CH1.P7.U9	<p>Student : Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia? Teacher : Attention is / Perhatian/</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic and not ambiguity • Exchange specific information 	√	√	√	√		√	<ul style="list-style-type: none"> • Teacher's information was informative as required, truly information, and related to the subject of what they are talking • Exchange specific information was the purpose of transactional dialogue

10	CH1.P7.U10	Student Teacher	: Sir, may I wash my hands? : Sure.	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic and not ambiguity • Casual conversation 	√	√	√	√	√		<ul style="list-style-type: none"> • Teacher's information was informative as required, truly information, and related to the topic and not ambiguity • Casual conversation is the purpose of transactional dialogue
11	CH1.P7.U11	Edo Udin	: Hey, guys. Are you coming with me? : Sure. Let's go	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic, and not ambiguity • Casual conversation 	√	√	√	√	√		<ul style="list-style-type: none"> • Udin's information was informative as required, truly information, related to the subject of what they are talking and not ambiguity • Casual conversation was the purpose of transactional dialogue

12	CH1.P9.U1	<p>Lina : Udin, do you think Edo is angry with me?</p> <p>Udin : I don't think so. Look, he's smiling.</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic, and not ambiguity • Exchange specific information and reasonable information 	√	√	√	√		√	<ul style="list-style-type: none"> • Udin's information was informative as required, truly information, related to the topic and not ambiguity • Exchange specific information and reasonable information were the purposes of transactional dialogue
13	CH1.P9.U2	<p>Lina : Guys, I think Udin will like this notebook.</p> <p>Sitti : What? I don't think so. Udin doesn't like bright colours.</p>	<ul style="list-style-type: none"> • Truly information, relevance with the topic, and reasonable • Exchange specific information and reasonable information 		√	√	√		√	<ul style="list-style-type: none"> • Sitti's answers was truly information, related to the topic and reasonable • Exchange specific information and reasonable information were the purposes of transactional dialogue

14	CH1.P10.U3	<p>Teacher : Udin, what do you think of your classroom?</p> <p>Lina : It's very dirty, Ma'am. Some people don't care.</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic, not ambiguity and reasonable • Exchange specific information and reasonable information 	√	√	√	√		√	<ul style="list-style-type: none"> • Udin's answer was Informative as required, truly information, related to topic not ambiguity and reasonable • Exchange specific information and reasonable information were the purposes of transactional dialogue
15	CH1.P10.U4	<p>Sitti : Do you think he remembers the story he has to tell? He hasn't said a word.</p> <p>Lina : I don't think so. I know he didn't prepare well.</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic, and reasonable • Exchange specific information and reasonable information 	√	√	√	√		√	<ul style="list-style-type: none"> • Lina's answer was Informative as required, truly information, related to topic and reasonable • Exchange specific and reasonable information were the purposes of transactional dialogue

16	CH1.P10.U5	<p>Teacher : Thank you, Lina. Your story is very interesting. I like it.</p> <p>Lina : Thank you, Ma'am.</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic and not ambiguity • Social relationship and complex with the topic 	√	√	√	√	√		<ul style="list-style-type: none"> • Lina's was nformative as required, truly information, relevance to answer teacher appreciation and not ambiguity • Social relationship and complex with the topic were the purposes of interpersonal dialogue
17	CH1.P11.U6	<p>Teacher : Hello, excuse me. Listen, everybody. I think you need to read Chapter I, too.</p> <p>Students : Yes, sir</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic and not ambiguity • Exchange specific information 	√	√	√	√		√	<ul style="list-style-type: none"> • Students answer's was informative as required, truly information, relevance with the topic and not ambiguity • Exchange specific information was the purpose of transactional dialogue

18	CH1.P11.U7	<p>Edo : Beni, what do you think of this picture?</p> <p>Beni : I think it doesn't look natural.</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic • Exchange specific information and reasonable information 	√	√	√			√	<ul style="list-style-type: none"> • Beni answer was informative as required, truly information, and related to topic • Exchange specific and reasonable information were the purposes of transactional dialogue
19	CH1.P11.U8	<p>Teacher : What do you think of the story?</p> <p>Dayu : It's very interesting, Sir.</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic and not ambiguity • Exchange specific information and reasonable information 	√	√	√	√		√	<ul style="list-style-type: none"> • Dayu answer was informative as required, truly information, relevance with the topic and not ambiguity • Exchange specific and reasonable information were the purposes of transactional dialogue

20	CH1.P13.U1	<p>Dayu : Siti, do you understand the story?</p> <p>Sitti : Not really. She speaks very fast.</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic, and reasonable • Exchange specific information and reasonable information 	√	√	√	√		√	<ul style="list-style-type: none"> • Sitti's answer was informative as required, truly information, related to topic and reasonable • Exchange specific and reasonable information were the purposes of transactional dialogue
21	CH1.P13.U2	<p>Teacher : Do you know what I mean?</p> <p>Students : Yes, Sir.</p>	<ul style="list-style-type: none"> • Informative as required, relevance with the topic and not ambiguity • Social relationship 	√		√	√	√		<ul style="list-style-type: none"> • Students answer's was informative as required, relevance with the topic and not ambiguity • Social relationship was the purpose of interpersonal dialogue

22	CH1.P14.U4	Teacher : Edo, do you know what to do? Edo please : Sorry, Ma'am. I don't. Say that again,	<ul style="list-style-type: none"> • Truly information, relevance with the topic, not ambiguity • Social relationship 		√	√	√	√		<ul style="list-style-type: none"> • Edo answer's was truly information, relevance with the topic, and not ambiguity • Social relationship was the purpose of interpersonal dialogue
23	CH1.P14.U5	Teacher : Do you understand my question? Udin : No, Ma'am. Sorry. Say that again, please.	<ul style="list-style-type: none"> • Truly information, relevance with the topic, not ambiguity • Social relationship 		√	√	√	√		<ul style="list-style-type: none"> • Edo answer's is truly information, relevance with the topic, and not ambiguity • Social relationship was the purpose of interpersonal dialogue
24	CH1.P15.U6	Teacher : Is it clear? Students : Yes, Ma'am. Thanks	<ul style="list-style-type: none"> • Relevance with the topic and not ambiguity • Social relationship 			√	√	√		<ul style="list-style-type: none"> • Students answer's was relevance with the topic and not ambiguity • Social relationship was the purpose of interpersonal dialogue

25	CH1.P15.U8	<p>A : Your handwriting is clear and beautiful, Edo</p> <p>B : Thanks</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic and not ambiguity • Complex with the topic 	√	√	√	√	√		<ul style="list-style-type: none"> • B answer's was informative as required, truly information, relevance to answer teacher appreciation and not ambiguity • Complex with the topic was the purpose of interpersonal dialogue
26	CH1.P15.U9	<p>A : What do you think of the picture? Beni did it well, didn't he?</p> <p>B : Yes, he did. It is very beautiful.</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic and not ambiguity • Exchange specific information and reasonable information 	√	√	√	√		√	<ul style="list-style-type: none"> • B answer's was informative as required, truly information, relevance to the topic and not ambiguity • Exchange specific and reasonable information were the purposes of transactional dialogue

27	CH1.P16.U10	A : I think the noodle is too salty B : I don't think so. It's nice.	<ul style="list-style-type: none"> • Relevance with the topic, and reasonable • Exchange specific information and reasonable information 			√	√		√	<ul style="list-style-type: none"> • B answer's related to topic that they were talking and reasonable information • Exchange specific and reasonable information were the purposes of transactional dialogue
28	CH1.P16.U11	A : Beni, do you think English is easy or difficult? B : I think it's easy. I love English	<ul style="list-style-type: none"> • Relevance with the topic, orderly and reasonable • Exchange specific information and reasonable information 			√	√		√	<ul style="list-style-type: none"> • B answer's related to topic that they were talking and orderly and reasonable • Exchange specific and reasonable information were the purposes of transactional dialogue

29	CH1.P16.U12	<p>A : He's a diligent student. Don't you think so?</p> <p>B : Yes, he is. He is dilligent and smart too.</p>	<ul style="list-style-type: none"> • Informative as required , relevance with the topic, orderly and reasonable • Exchange specific information and reasonable information 	√		√	√		√	<ul style="list-style-type: none"> • B answer's is informative as required , relevance with the topic, orderly and reasonable • Exchange specific and reasonable information were the purposes of transactional dialogue
30	CH1.P16.U13	<p>A : Great! I think that is a beautiful invitation card. I like it.</p> <p>B : Thank you</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic, and not ambiguity • Complex with the topic 	√	√	√	√	√		<ul style="list-style-type: none"> • B answer's was informative as required, truly information, relevance with A appreciation's and not ambiguity • Complex with the topic was the purpose of interpersonal dialogue

31	CH1.P17.U14	A : Your picture is beautiful! I like the color. B ; Thanks	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic, and not ambiguity • Complex with the topic 	√	√	√	√	√		<ul style="list-style-type: none"> • B answer's was informative as required, truly information, relevance with A appreciations and not ambiguity • Complex with the topic was the purpose of interpersonal dialogue
32	CH1.P17.U15	A : Excellent! That's my girl! B : Thank you, Ma'am	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic and not ambiguity • Social relationship 	√	√	√	√	√		<ul style="list-style-type: none"> • B answer's was informative as required, truly information, relevance with A appreciation's and not ambiguity • Social relationship was the purpose of interpersonal dialogue

33	CH1.P17.U16	A : What a wonderful picture! B : Thank you	<ul style="list-style-type: none"> • Informative as required, relevance with the topic and not ambiguity • Complex with the topic 	√		√	√	√		<ul style="list-style-type: none"> • B answer's was informative as required, and relevance with A appreciation's and not ambiguity • Complex with the topic was the purpose of interpersonal dialogue
34	CH2.P20.U1	A : Beni, can you write the message in English? B : I don't think I can, but I will try.	<ul style="list-style-type: none"> • Truly information, relevance with the topic, and orderly • Exchange specific information 		√	√	√		√	<ul style="list-style-type: none"> • B answer's was truly information, relevance with the topic, and orderly • Exchange specific was the purposes of transactional dialogue

35	CH2.P20.U2	<p>A : Siti, I think you can ask me the question in English</p> <p>B : I'm not sure, but I will try.</p>	<ul style="list-style-type: none"> • Truly information, relevance with the topic, and orderly • Exchange specific information 		√	√	√		√	<ul style="list-style-type: none"> • B answer's was truly information, relevance with the topic, and orderly • Exchange specific was the purposes of transactional dialogue
36	CH2.P21.U5	<p>A : Siti, can you return the book to the library for me, please?</p> <p>B : Certainly. I can, and I will.</p>	<ul style="list-style-type: none"> • Truly information, relevance with the topic, and not ambiguity • Exchange specific information 		√	√	√		√	<ul style="list-style-type: none"> • B answer's was truly information, relevance with the topic, and not ambiguity • Exchange specific was the purposes of transactional dialogue

37	CH2.P27.U1	A : Udin, will you help me to bring this book? B : Sure	<ul style="list-style-type: none"> • Informative as required , truly information, relevance with the topic and not ambiguity • Exchange specific information 	√	√	√	√		√	<ul style="list-style-type: none"> • B answer's was Informative as required , truly information, relevance with the topic and not ambiguity • Exchange specific was the purposes of transactional dialogue
38	CH2.P27.U2	A : Dayu, you pass by Udin's house, don't you? Will you give this note to him, please? B : Of course. I will	<ul style="list-style-type: none"> • Informative as required , truly information, relevance with the topic and not ambiguity • Exchange specific information 	√	√	√	√		√	<ul style="list-style-type: none"> • B answer's was Informative as required , truly information, relevance with the topic and not ambiguity • Exchange specific was the purposes of transactional dialogue

39	CH2.P28.U4	A : Beni, will you close the window, please? B : Certainly, Sir	<ul style="list-style-type: none"> • Informative as required , truly information, relevance with the topic and not ambiguity • Exchange specific information 	√	√	√	√		√	<ul style="list-style-type: none"> • B answer's was Informative as required , truly information, relevance with the topic and not ambiguity • Exchange specific was the purposes of transactional dialogue
40	CH2.P28.U5	A : Edo, will you do this for me, please? I'll make the table B : Yes, Mum. I will	<ul style="list-style-type: none"> • Informative as required , truly information, relevance with the topic and not ambiguity • Exchange specific information 	√	√	√	√		√	<ul style="list-style-type: none"> • B answer's was Informative as required , truly information, relevance with the topic and not ambiguity • Exchange specific was the purposes of transactional dialogue

41	CH4.P47.U1	<p>A : Oh, hi Beni. Good morning. How are you?</p> <p>B : Fine. I just got your invitation card to your birthday party.</p>	<ul style="list-style-type: none"> • Truly information, relevance with the topic and not ambiguity • Casual conversation 		√	√	√	√		<ul style="list-style-type: none"> • B answer's was truly information, relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue
42	CH4.P47.U2	<p>A : You are coming, aren't you?</p> <p>B : Yes, I am. Thanks for inviting me.</p>	<ul style="list-style-type: none"> • Truly information, relevance with the topic and not ambiguity • Casual conversation 		√	√	√	√		<ul style="list-style-type: none"> • B answer's was truly information, relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue

43	CH4.P47.U3	<p>A : Are you sure we should wear a T-shirt to your party?</p> <p>B : Yeah. There will be some outdoor games.</p>	<ul style="list-style-type: none"> • Informative as required, relevance with the topic and reasonable • Casual conversation 	√		√	√	√		<ul style="list-style-type: none"> • B answer's was Informative as required, relevance with the topic and reasonable • Casual conversation was the purpose of interpersonal dialogue
44	CH4.P49.U1	<p>Edo : Hello, Beni. This Edo. How are you?</p> <p>Beni : I'm fine.</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic and not ambiguity • Casual conversation 	√	√	√	√	√		<ul style="list-style-type: none"> • B answer's was informative as required, truly information, relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue

45	CH4.P49.U2	Edo party? Beni Edo	: Beni, are you coming to Lina's birthday : Yes. You are coming too, aren't you? : Of course. Let's walk together to her house.	<ul style="list-style-type: none"> • Informative as required, relevance with the topic and not ambiguity • Casual conversation 	√		√	√	√		<ul style="list-style-type: none"> • B answer's was informative as required, relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue
46	CH4.P49.U2	Edo Beni Edo	house. : Beni, are you coming to Lina's birthday : Yes. You are coming too, aren't you? : Of course. Let's walk together to her	<ul style="list-style-type: none"> • Relevance with the topic and not ambiguity • Casual conversation 			√	√	√		<ul style="list-style-type: none"> • B answer's was relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue
47	CH4.P49.U3	Beni Edo	: Ok. Don't forget to wear a T-shirt. We will play outdoor games there. : Really? Okay, I will wear my purple T-shirt. So, we'll just walk to Lina's party, right? Wait for me near the bridge.	<ul style="list-style-type: none"> • Relevance with the topic and not ambiguity • Casual conversation 			√	√	√		<ul style="list-style-type: none"> • B answer's was relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue

48	CH4.P49.U3	<p>Edo : Really? Okay, I will wear my purple T-shirt. So, we'll just walk to Lina's party, right? Wait for me near the bridge.</p> <p>Beni : Okay. We'll meet at 9 there. Be there on time. Don't let me wait too long.</p>	<ul style="list-style-type: none"> • Relevance with the topic and not ambiguity • Casual conversation 			√	√	√		<ul style="list-style-type: none"> • B answer's was relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue
49	CH4.P49.U4	<p>Edo : Yes. Don't forget to have your breakfast before you go.</p> <p>Beni : Certainly. See you then. thanks</p>	<ul style="list-style-type: none"> • Relevance with the topic and not ambiguity • Casual conversation 			√	√	√		<ul style="list-style-type: none"> • B answer's was relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue
50	CH4.P51.U1	<p>A : Open it, please. There's something in it.</p> <p>B : Dayu, thanks for the purse. I like it.</p>	<ul style="list-style-type: none"> • Informative as required, and relevance with the topic • Complex with the topic 	√		√		√		<ul style="list-style-type: none"> • B answer's was Informative as required, and relevance with the topic • Complex with the topic was the purpose of interpersonal dialogue

51	CH4.P51.U2	A : Open it now , Lina. I hope you like it B : Sure. Alright. Let me open it now.	<ul style="list-style-type: none"> • Informative as required, and relevance with the topic • Complex with the topic 	√		√		√		<ul style="list-style-type: none"> • B answer's was Informative as required, and relevance with the topic • Complex with the topic was the purpose of interpersonal dialogue
52	CH4.P51.U3	A : Edo, this cup is really beautiful. Thanks. B : I'm happy you like it. Remember, never put hot water in it, ok?	<ul style="list-style-type: none"> • Truly information, relevance with the topic and orderly • Exchange specific information 		√	√	√	√		<ul style="list-style-type: none"> • B answer's was truly information, relevance with the topic and orderly • Exchange specific information was the purpose of transactional dialogue

53	CH4.P51.U4	A : Siti, Dayu, let's sing Lina's favourite song together. B : Sure	<ul style="list-style-type: none"> • Informative as required, relevance with the topic and not ambiguity • Casual conversation 	√		√	√	√		<ul style="list-style-type: none"> • B answer's was Informative as required, relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue
54	CH4.P53.U1	A : Udin, let's go out. Don't be lazy. Get up and have some exercise outside. B : Okay. Wait. Let me put on my shoes.	<ul style="list-style-type: none"> • Information, relevance with the topic and not ambiguity • Exchange specific information 			√	√		√	<ul style="list-style-type: none"> • B answer's was relevance with the topic and not ambiguity • Exchange specific was the purposes of transactional dialogue
55	CH4.P53.U2	A : Beni, leave that for a while and let's go out for some exercise. B : Ok. Wait. Let me put it in the bag first.	<ul style="list-style-type: none"> • Information, relevance with the topic and not ambiguity • Exchange specific information 			√	√		√	<ul style="list-style-type: none"> • B answer's was relevance with the topic and not ambiguity • Exchange specific was the purposes of transactional dialogue

56	CH4.P53.U3	<p>A : Lina. It's break time. Stop working. Let's go out for some fresh air.</p> <p>B : Ok. A little bit more. Just wait a minute, please.</p>	<ul style="list-style-type: none"> • Information, relevance with the topic and not ambiguity • Exchange specific information 			√	√		√	<ul style="list-style-type: none"> • B answer's was relevance with the topic and not ambiguity • Exchange specific was the purposes of transactional dialogue
57	CH4.P58.U2	<p>A : Beni, have a seat. Go back to your group.</p> <p>B : Sorry, Ma'am. Please excuse me. I will return this dictionary to the library.</p>	<ul style="list-style-type: none"> • Not ambiguity • Exchange specific information 			√	√		√	<ul style="list-style-type: none"> • B answer's was not ambiguity • Exchange specific was the purposes of transactional dialogue
58	CH4.P58.U3	<p>A : That's wrong, Siti.</p> <p>B : Sorry, Ma'am. May I ask my group to help me to do it?</p>	<ul style="list-style-type: none"> • Information, relevance with the topic and not ambiguity • Exchange specific information 			√	√		√	<ul style="list-style-type: none"> • B answer's was relevance with the topic and not ambiguity • Exchange specific was the purposes of transactional dialogue

59	CH4.P60.U2	<p>A : May I use the paper to wrap my gift? I just need a half of it.</p> <p>B : Sure. Cut it into two, please. Here are the scissors.</p>	<ul style="list-style-type: none"> • Truly information, relevance with the topic and not ambiguity • Exchange specific information 		√	√	√		√	<ul style="list-style-type: none"> • B answer's was truly information, relevance with the topic and not ambiguity • Exchange specific was the purposes of transactional dialogue
60	CH4.P60.U3	<p>A : Edo, may I wipe my hands with this cloth?</p> <p>B : Of course</p>	<ul style="list-style-type: none"> • Informative as required, truly information, relevance with the topic and not ambiguity • Casual conversation 	√	√	√	√	√		<ul style="list-style-type: none"> • B answer's was Informative as required, truly information, relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue

61	CH4.P60.U4	A my gift? B : Sure. I'm done with my gift.	: Dayu, may I use your ribbon to put on	<ul style="list-style-type: none"> • Truly information, relevance with the topic and not ambiguity • Exchange specific information 		√	√	√		√	<ul style="list-style-type: none"> • B answer's was truly information, relevance with the topic and not ambiguity • Exchange specific was the purposes of transactional dialogue
62	CH4.P61.U1	Lina Dayu	: Can I use your pen? : Sure. Take the green one.	<ul style="list-style-type: none"> • Truly information, relevance with the topic and not ambiguity • Casual conversation 		√	√	√	√		<ul style="list-style-type: none"> • Dayu answer's was truly information, relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue

63	CH4.P61.U2	Udin : Is this seat taken? Can I sit here? Edo : No. One leg is loose. Please take the one over there.	<ul style="list-style-type: none"> • Truly information, relevance with the topic and not ambiguity • Casual conversation 		√	√	√	√		<ul style="list-style-type: none"> • Dayu answer's was truly information, relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue
64	CH4.P61.U3	Siti : Let's wrap the gift for Lina. Beni, can we do it here? Beni : Please do, but don't make a mess.	<ul style="list-style-type: none"> • Truly information, relevance with the topic and not ambiguity • Exchange specific information 		√	√	√		√	<ul style="list-style-type: none"> • Beni answer's was truly information, relevance with the topic and not ambiguity • Exchange specific was the purposes of transactional dialogue

65	CH4.P61.U4	<p>Udin : It's very cold. Can I wear your jacket?</p> <p>Edo : Of course. I have two jackets. I hope it is not too big for you.</p>	<ul style="list-style-type: none"> • Truly information, relevance with the topic, not ambiguity and reasonable • Exchange specific information 		√	√	√		√	<ul style="list-style-type: none"> • Edo answer's was truly information, relevance with the topic, not ambiguity and reasonable • Exchange specific was the purposes of transactional dialogue
66	CH4.P61.U5	<p>Beni : Can I use used newspaper to wrap my gift?</p> <p>Dayu : Come on, Beni. Don't. Use my paper. I have some left.</p>	<ul style="list-style-type: none"> • Truly information, not ambiguity and reasonable • Exchange specific information 		√		√		√	<ul style="list-style-type: none"> • Edo answer's was truly information, not ambiguity and reasonable • Exchange specific was the purposes of transactional dialogue

67	CH8.P107.U1	A : What are you doing, Udin? B : I'm doing my Math homework for tomorrow.	<ul style="list-style-type: none"> • Informative as required ,truly information, relevance with the topic and not ambiguity • Casual conversation 	√	√	√	√	√		<ul style="list-style-type: none"> • B answer's was informative as required, truly information, relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue
68	CH8.P108.U2	A : What are they doing? B : They're playing <i>congklak</i> .	<ul style="list-style-type: none"> • Informative as required ,truly information, relevance with the topic and not ambiguity • Casual conversation 	√	√	√	√	√		<ul style="list-style-type: none"> • B answer's was informative as required, truly information, relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue

69	CH8.P108.U3	A : What is Siti reading? B : She's reading <i>Goldilocks</i>.	<ul style="list-style-type: none"> • Informative as required , relevance with the topic and not ambiguity • Casual conversation 	√		√	√	√		<ul style="list-style-type: none"> • B answer's was informative as required, relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue
70	CH8.P111.U1	A : Is she studying for the English test? B : No, she is not. She's studying for the Math test.	<ul style="list-style-type: none"> • Relevance with the topic and not ambiguity • Casual conversation 			√	√	√		<ul style="list-style-type: none"> • B answer's was relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue
71	CH8.P112.U2	A : Are you telling them the funny story? B : Yes, I am.	<ul style="list-style-type: none"> • Informative as required, relevance with the topic and not ambiguity • Casual conversation 	√		√	√	√		<ul style="list-style-type: none"> • B answer's was informative as required, relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue

72	CH8.P113.U3	A : Are they talking about us? B : No, I don't think so.	<ul style="list-style-type: none"> • Relevance with the topic and not ambiguity • Casual conversation 		√	√	√		<ul style="list-style-type: none"> • B answer's was relevance with the topic and not ambiguity • Casual conversation was the purpose of interpersonal dialogue
73	CH9.P120.U1	A : I think Bono will win the race! B : I think so too. Bono is thinner but stronger than Gani. Gani is bigger but weaker than Bono.	<ul style="list-style-type: none"> • Truly information, relevance with the topic, not ambiguity and reasonable • Exchange specific information 		√	√	√	√	<ul style="list-style-type: none"> • B answer's was truly information, relevance with the topic not ambiguity and reasonable • Exchange specific was the purposes of transactional dialogue

74	CH9.P120.U2	<p>A : Are Dini and Dani really twins? They don't look like twins .</p> <p>B : Yes, they are twins. But you are right, they don't look like twins. Dini is taller and plumper and Dani is shorter and thinner.</p>	<ul style="list-style-type: none"> • Informative as required , truly information, relevance with the topic, not ambiguity and reasonable • Exchange specific information 	√	√	√	√		√	<ul style="list-style-type: none"> • B answer's was informative as required , truly information, relevance with the topic, not ambiguity and reasonable • Exchange specific was the purposes of transactional dialogue
75	CH9.P121.U3	<p>A : I think a mountain and a hill are just the same. Right?</p> <p>B : No. Look! That one on the left is a mountain. And on the right is a hill. The mountain is higher than the hill. The hill is lower than the mountain.</p>	<ul style="list-style-type: none"> • Truly information, relevance with the topic, not ambiguity and reasonable • Exchange specific information 		√	√	√		√	<ul style="list-style-type: none"> • B answer's was truly information, relevance with the topic not ambiguity and reasonable • Exchange specific was the purposes of transactional dialogue

76	CH10.P143.U1	<p>A : What are you carrying?</p> <p>B : They are toy cars. I collected them when I was in elementary school. I do not collect toy cars now. I'm going to give them to Ucok, my younger cousin.</p>	<ul style="list-style-type: none"> • Truly information, reasonable, and not ambiguity • Casual conversation 		√		√	√		<ul style="list-style-type: none"> • B answer's was truly information, reasonable, and not ambiguity • Build social relationship was the purpose of interpersonal dialogue
77	CH10.P143.U2	<p>A : Hey, look! They are playing marbles. It was my favorite game in primary school. I played marbles every day. But now I never play marbles anymore. I have so many things to do at home and at school. Did you play marbles too?</p> <p>B : Yes, I did. But I did not do it very well. I always lost the game.</p>	<ul style="list-style-type: none"> • Truly information, relevance with the topic, not ambiguity and reasonable • Exchange specific information 		√	√	√		√	<ul style="list-style-type: none"> • B answer's was truly information, relevance with the topic not ambiguity and reasonable • Exchange specific was the purposes of transactional dialogue
78	CH10.P143.U3	<p>A : You did not like Math in primary school?</p> <p>B : No, I did not like Math because the teacher did not explain it clearly. But now it is my favourite subject because Mr. Sihombing explains it clearly.</p>	<ul style="list-style-type: none"> • Truly information, reasonable, and not ambiguity • Casual conversation 		√		√	√		<ul style="list-style-type: none"> • B answer's was truly information, reasonable, and not ambiguity • Casual conversation was the purpose of interpersonal dialogue

79	CH10.P144.U4	<p>A : Is Edo here?</p> <p>B : No. He is sick. He caught the flu yesterday. He walked home when it was raining hard.</p>	<ul style="list-style-type: none"> • Truly information, reasonable, and not ambiguity • Casual conversation 		√		√	√		<ul style="list-style-type: none"> • B answer's was truly information, reasonable, and not ambiguity • Casual conversation was the purpose of interpersonal dialogue
80	CH10.P144.U5	<p>A : Are you going to eat your lunch now?</p> <p>B : No! It is my breakfast. I did not have breakfast before I went to school this morning. I woke up at six because I went to bed very late last night. I did my homework until ten.</p>	<ul style="list-style-type: none"> • Truly information, reasonable, and not ambiguity • Casual conversation 		√		√	√		<ul style="list-style-type: none"> • B answer's was truly information, reasonable, and not ambiguity • Casual conversation was the purpose of interpersonal dialogue

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BERDASARKAN HASIL IDENTIFIKASI KELELAWAR
PEMAKAN BUAH DI LINGKUNGAN KAMPUS
UIN KHAS JEMBER UNTUK SISWA KELAS X IPA
SMAN RAMBIPUJI JEMBER**

SKRIPSI

diajukan kepada Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
untuk memenuhi salah satu persyaratan
memperoleh gelar Sarjana Sarjana Pendidikan (S.Pd)
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NOVEMBER 2021**