

An Analysis of Cooperative Principle Maxim in the Written and Spoken Mode of Communication between Teacher and Students during Online Learning

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Abstract

This study had analyzed the application of the Cooperative Principles maxim in the teacher and students' interaction during online learning, either in the spoken or written mode of communication. Previous research argues that there are some differences in interaction through spoken and written modes of communication. This current research analyzed the differences between the application of Cooperative principles maxim in the spoken and written mode of communication, it is because most of the research about Cooperative principles maxim only analyzed the utterances in one mode of communication. Then, although there is research on the Cooperative Principle maxim in both modes of communication still not been found that compared the Cooperative Principle maxim in the context of teacher and student interaction in that two modes of communication. This current research employed the descriptive qualitative method. The vocational high school students become the participants of this study because there is a must for them to be fluent in English because of the need to work after they graduate. The researcher is the primary instrument. However, the researcher also used a secondary instrument to find results. The secondary tool is the table used by some previous research on analyzing the flouting and violating of the maxim. Further, the results show in the teacher and students' interaction through the spoken mode of communication, that the most maxim flouted by the teacher and students is the maxim of quantity. Then, the most maxim violated in the spoken mode of communication by the teacher is the maxim of quantity however, students violated the maxim of quality. In the written mode of communication, teachers flouted the maxim quantity and manner for the most, but students flouted the maxim of quality and manner. However, the researcher did not find the occurrence of a violation of the maxim in the written mode of communication.

Keywords: Cooperative Principle; flouting of maxim; Spoken and Written Mode of communication; Teacher and students' interaction; Violating of maxim

INTRODUCTION

Human and communication are two things that walk together. Some scholars argue that communication is the essential thing for human life. Farista (2018) states that communication is crucial for humans since through doing communication humans can interact, connect and understand one another. Then, another scholar Ekowati (2014), argues communication is the process to transfer meaning. Then, the purpose of this activity is to make two parties in the

conversation have the same understanding of a particular issue. Further, communication also enlarges the possibilities for humans to increase respect and trust in human social life.

Further, in the process of communication, there is a process of delivering and receiving information. In this process, humans should understand how they structure the information, either explicitly or implicitly. The listener also should be able to receive and interpret either the explicit meaning or implicit meaning beyond the speaker's utterance. Cooperative Principles theory explains that our utterance may have more than its message, and the information that we got from others may have more than it was stated (How Communication Works, 2019). The theory was founded by Paul Grice in 1975. Cooperative principles theory helps people to interpret the implicit meaning in the utterance through the principles which are called maxim. According to Awwad (2019), there are four kinds of maxim. The maxim's names are quantity, quality, relation, and manner. In brief, the Cooperative Principles theory helps people to have a good understanding that the meaning in the utterance can be stated implicitly and make the people can through the process of communication properly.

Further, some researchers through their research argue the importance of communication in classroom interaction. As stated by Muste (2016) in the educational field communication becomes so essential since its function is to express an idea and perspective (opinion) clearly in the discussion process. Besides that, if the communication in the classroom interaction does not run effectively it will become the source of a problematic situation. One of the problems that can be occurred because of ineffective communication such as the process to achieve the learning goal will be affected (Hutahaean, 2020). Still, in the same shoes, Sastromiharjo (2020) also has the same arguments that stated the importance of communication in classroom interaction. Communication is essentials since it will be used to measure students' understanding of the material through analyzing students' responses to the material. Hence, in the classroom activity, the theory of cooperative principles maxim can be applied to make the interaction goes effectively and make the students can achieve the learning goals.

However, even though Cooperative Principles Theory can be used in the classroom interaction to have an effective teaching-learning process, but the understanding of spoken and written mode of communication also becomes an important issue. It is because some scholars argues there are differences between spoken and written mode of communication. According to Halliday (1989) in spoken mode of communication, people most likely use spontaneous reaction, incomplete structure and most overtime less-formal while in the written mode of communication people tend to use formal language and the information more structured. Further, Rouhshad (2016) argues that interactions are found more in the face to face communication, this is because in the spoken mode interlocutors have more opportunities to do negotiations, however, in the written mode of communication, the interlocutors have fewer opportunities to interact through the negotiations because in the written mode of communication the interlocutors have opportunities to re-reading the previous message, so they have the opportunities to comprehend the meaning, then it affects the need to do negotiations for the meaning of the information. According to Alawamleh (2020) the interaction in the written and spoken modes of communication is different because both modes of communication, such as spoken mode with zoom and written mode with Whatsapp or LMS facilitate the communication differently. For example, zoom meetings provide opportunities for the interlocutors to have the interaction in two ways of communication however in the WhatsApp or LMS most likely the interlocutors only can conduct one-way communication.

Many previous studies have discussed flouting and violating of the maxim in the teacher and students' interaction during classroom activities. Devi (2017) analyzed the violating of the

maxim in the lecture-students interaction during class activity, the researcher found that the maxim of quantity is dominantly violated by the students. Further, Safitri (2014) found in the students and teacher interaction during classroom activity, most often teachers flout the maxim when they make instruction and hoped students can find the implied meaning. However, students violate the maxim because they misunderstood the teacher's instruction.

Khusna (2021) also conducted the study about flouting of the maxim in the online learning process in the written mode that was conducted through the WhatsApp group. In that research, the researcher analyzed the process of teacher and students' interaction when the teacher gives a presentation through WhatsApp group. Then, the maxim of quality is dominantly obeyed by the teacher since the teacher is in the process of presentation and tries to give clear information to the students. Further, some researchers also accomplished research about flouting of the maxim in the process of online learning in the spoken mode. Such as the research from Arofah (2021) and Dewi (2021). According to Arofah (2021), the maxim quantity is dominantly flouted by the teacher, and the maxim of quality is flouted by the students in the process of online learning through video conferencing. The maxim quantity flouts by the teacher by giving too much information and the maxim quality flouted by students because students gave wrong information.

Wahyudi (2020) argues that there are four adverse effects of flouting of the maxim in the teacher and students interaction during the teaching and learning process. Those effects are students become flurry toward the information given by the teacher, students become not understand toward the lesson, the class becomes rowdy and noisy, and the teacher becomes ignored. Then, some scholars studied the factors that cause the flouting and maxim occur in the teacher and students interact in the online learning process.

The comparison of flouting and violating of maxim either in the spoken or written mode of communication becomes the focus of this current study because the flouting and violating of the maxim in the communication process will affect how the meaning will transfer among the interlocutors. Especially, in the teacher and students' interaction, the flouting and violating maxim becomes an important issue since it will affect how the students will understand the material and how they achieve the learning goal. Cooperative principles maxim becomes the theoretical framework because it can be the tools to analyze the flouting and violating of the maxim in the teacher and students' interaction. The comparison of flouting and violating maxims in written and spoken mode of communication was chosen by the researcher since there is no previous research that compares the flouting and violating maxims in written and spoken mode during online learning.

Therefore, there were two research question for this current research. The first question is what are the types of maxims that are flouted and violated by the teacher and students during online learning interaction either in spoken or written mode of communication? Then the second question is how is each maxim flouted and violated by the teacher and students during online learning interaction either in spoken or written mode of communication?

Non-observance of Gricean maxim

Communication will run effectively when the interlocutors obey the maxim. It is because by obeying the maxim either speaker and the addressee will have the same and enough information about the topic in their conversation (Situmorang, 2019). But, many situations make people cannot and do not want to obey the maxim because of some reason (Muhammad & Karim, 2019). There are some types of non- observance of Gricean Maxim, and they consist of:

Flouting of Maxim

According to Brown and Yule (1989) in Dwi (2015) flouting a maxim means when the speaker makes the meaning of their utterances implicitly. According to how the maxim flouted, it can be categorized into four types:

Flouting the Maxim of Quantity

According to Cutting (2005), the speakers flouted the quantity maxim when they give too much or too little information. Further, Cutting (2005) give an example of how the maxim of quantity can be flouted. The example such as, there was a couple visiting a clothing store. Then, the woman tried on a dress and then asked the man. The woman asked "how do I look?". Then, the man replied "The dress looks so beautiful". The man violated the maxim of quantity because the information in the man's answer is simply not sufficient to meet the woman's question. The answer should be, "yes, you look beautiful in that dress". However, instead of making the hearer get hurt, the speaker answered the question by saying the dress is beautiful to avoid offending that might occur if the man did not violate the maxim of quantity.

Flouting the Maxim of Quality

According to Cutting (2005), the quality maxim can be flouted when the speaker says something that obviously does not represent what they think. It means the information stated literally by the speaker can be concluded as blatantly untrue. There are some ways used by the speaker when flouting the quality of maxim, such as, they can flout the maxim of quality by using hyperbole, metaphor, banter, and untrue statement etc. Hyperbole can be used by the speaker when they want to exaggerate the information either for better or worse than it is (Shaleha, 2016). Further, according to Lakoff and Johnson (1980) in Kurniati (2018), the core of metaphor has a similar experience about one thing in another thing that has the same characteristics. Or simple it is a kind of analogy between two different things. The speaker uses Banter to deliver the positive information by using negative words (Cutting, 2002). Untrue statement means the speaker deliver something that is believed to be false (Fatmawati, 2015). Speaker can be categorized using untrue statement because they deliver common sentence but has the implicature on it.

Flouting the Maxim of Manner

According to Cutting (2002), speakers flout the maxim of manner when they cannot be brief and orderly in their utterances or use some obscure words. According to Ariyati (2017), there are three strategies that can be used by the speaker when flout the maxim of manner. It consists of become ambiguous, unclear or obscure, and not brief or use too long explanation in their utterances. Hence, a speaker will be categorized as flouting this kind of maxim if they don't follow the order or using obscure words with those three strategies as what stated by Ariyati (2017).

Flouting the maxim of relation

The maxim of relation will be flouted when the speaker says something irrelevant to the topic of the conversation. According to Puspitaningrum (2013), there are two strategies that can be

used by the speaker when flouting the maxim of relation. It consists of changing the topic and giving irrelevant answer. Further, according to Cutting (2002) argues that when the speaker flouts the maxim of relation the speaker expects the hearer can infer the meaning through understanding the implicit meaning by connecting the speaker's current utterances to the speaker's last utterances. In other words, the speaker.

As the conclusion, there are some reasons or situations that make the speaker flouted the maxim. Specifically, in the education field some researcher from the previous research such as according to Linawati, (2013) stated that sometimes teacher flouted the maxim because they want to fill students' needs through their utterance so that they can develop the interaction which relates to reach the teaching goals. Additionally, Wahyudi (2020) argue that teacher most likely flouted the maxim of quantity when interacting with students during teaching and learning process. Then, according to Yatun (2019), Wahyudi (2020) and (Dwi, 2015) students also have some intentions as the reason to flout a maxim, such as for making a joke, getting the attention from teacher, and have lack of linguistic competence to response to their teacher's question. So, flouting of maxim done by the speaker because the speaker has a purpose behind the utterances and if speaker flouts a maxim, it does not mean the speaker not try to be cooperative. Otherwise, they have the willingness to contribute but with using their own way.

Violating of Maxim

Cutting (2002) argues when the speaker violated the maxim, they have the aim to deceive the hearer. It is because the speaker deliberately omits some information from the utterances without trying to make the hearer will get the whole information by putting additional information implicitly.

Violating the Maxim of Quantity

Tupan (2008) argues there are some principles of violating of maxim. Bellow, the five criteria of violating of maxim according to Tupan (2008):

- (1) If the speaker does circumlocution or not to the point
- (2) If the speaker is uninformative
- (3) If the speaker talks too short
- (4) If the speaker talks too much
- (5) If the speaker repeats certain words.

Therefore, the criteria of violating a maxim from Tupan (2008) above can be used to analyse the occurrence of violating of maxim quantity in the speaker utterances.

Violating the Maxim of Quality

Tupan (2008) stated in detail four criteria that can be used to categorize a speaker violate maxim of quality and those are the criteria:

- (1) If the speaker lies or says something that is believed to be false
- (2) If the speaker does irony or makes ironic and sarcastic statement
- (3) If the speaker denies something

(4) If the speaker distorts information.

Hence, speaker can violate the maxim of quality by not being honest and tend to give wrong information to a hearer. The criteria from Tupan (2008) will guide the researcher to categorize the speaker's utterances that contain the violating of maxim.

Violating the Maxim of Manner

Tupan (2008) mentioned five principles that can be utilized to consider whether a speaker violates the maxim of manner, then, below, are those four principles:

- (1) If the speaker uses ambiguous language and information
- (2) If the speaker exaggerates thing
- (3) If the speaker uses slang in front of people who do not understand it
- (4) If the speaker's voice is not loud enough causality

In other words, violating the maxim of manner occurs when someone gives unclear reference, ambiguous reference, and using improper way in order to avoid a brief and orderly answer in a conversation.

Violating the Maxim of Relation

Tupan (2008) stated there are four principles that can be put to use to categorize a speaker violated a maxim of relevance, and here are the four principles:

- (1) If the speaker makes the conversation unmatched with the topic
- (2) If the speaker changes conversation topic abruptly
- (3) If the speaker avoids talking about something
- (4) If the speaker hides something or hides a fact
- (5) If the speaker does the wrong causality.

In brief, violating in the maxim of relation happens when speakers try to distract and change the topic to another one.

Further, speaker violated the maxim by not obeying the cooperative principles maxim, and the purpose is to mislead the hearer or make the hearer misunderstand the information given by using some strategies. The strategies used by the speaker can be used to categorize which maxim are violated. For example according to Agung (2016) claims that students predominantly violate the maxim of quantity. This is because students often add some information to their utterances. One of them, in answering thin questions from the interlocutor, where the purpose of the question is to give confirmation to the interlocutors with a yes or no answer, however, the student answered it by telling a lot of information in order to elicit confirming answer to confirm their statement to be true. However, the real meaning of confirmation is the opposite. Furthermore, Agung (2016) gave an example, for example, a teacher asked his students if they had read the material given or not? Then the student answered we do not understand the material yet, sir. So, they violated the maxim quantity because they gave answers as if they had read the material by saying that they still not fully understood the material. However, basically,

they omit the information that they have read the material or not. So, the students can be categorized violated a maxim which is maxim of quantity with taking a look to their strategies.

METHOD

The research design of this current study is the descriptive qualitative method. Based on Suardi (2020), a qualitative description is used to create an in-depth and rich description of participants or environments that are involved in the social phenomenon that the researcher has an interest to study. The vocational high school students from SMK Negeri 42 Jakarta become the participants of this study because vocational high school students should have been more fluent in English due to their needs to work after they graduate. It is also because senior high school or vocational high school is the highest level of compulsory education in the Indonesian education system. The English ability of senior high school students also will make the flouting and violating of the maxim in the teacher and student's interaction during English online class process can be observed well. There are twenty-seven students from XI OTKP 1 class and an English Teacher will be the participants of this current research.

According to Wa-Mbaleka (2019), the researcher is the primary instrument in qualitative research. . It means the researcher collect, analyze and interpret the data by using his or her eyes and ears. However, in this current research, the researcher also used a secondary instrument to help the researcher found the result of this study. The secondary tool is the table used by some previous research on analyzing the flouting and violating the maxim. The table used to help the researcher categorize the type of the maxim, the way the maxim will be flouted and violated, and counted the frequency of the maxim will be flouted and violated.

Table 1. Flouting and violating analysis table of maxim

No.	Types of maxim flouted and violated	The ways the speaker flouted and violated the maxim	Frequency
1	Quantity	Giving too little information	
		Giving too much information	
2	Quality	Untrue Statement	
		Using Hyperbole	
		Using Metaphor	
		Using Irony	
3	Relation	Using Banter	
		Give irrelevant Answer	
4	Manner	Changing The topic	
		Ambiguous	
		Unclear	
		Not brief	

Data Collection Procedure

The data will be collected to find out the ways of non-observance of the Conversational maxim. The writer will apply some procedures, they are:

1. Recording the teaching-learning process through video conferencing
2. Listening to the result from recording
3. Transcribing the result of video recording to be a transcription
4. Transcribe the teaching and learning process through WA group discussion
5. Underlining the result of the record according to ways of non-observance (flouting and violating) of Maxims.

Data Analysis Procedure

According to some qualitative-descriptive research from the past such as Hilmi (2013), the data analysis procedure in this current research were as follows:

1. Reading the transcription
2. Identifying the types of the maxim that consist in the students and teacher interaction.
3. Classifying the type of non-observance maxim in the interaction
4. Determining how is each maxim flouted and violated by the teacher and students.
5. Interpreting the result of the study.

RESULTS AND DISCUSSION

Result

In this section, the result of flouting and violating maxims found in the teacher and students' interaction during online learning will be presented in the form of a table. It is due to the researcher purpose to show the two objectives of this research. Those consist of the types of maxims that are flouted and violated by the teacher and students during online learning interaction either in spoken or written communication and the ways the speaker flouted and violated the maxim.

Table 2. Flouting and violating of maxim in the teacher and students' interaction during online learning interaction either in spoken or written mode.

Types of maxim flouted and violated	The ways the speaker flouted and violated the maxim	Frequency
Flouting maxim Quantity in spoken mode	Give too little information.	17 utterances
	Give too much information	8 utterances
Flouting maxim quantity in written mode	Give too much information.	4 utterances
Flouting maxim quality in the spoken mode	Untrue statement	4 utterances
Flouting maxim quality in written mode	Untrue statement	3 utterances
Flouting maxim relevance in the spoken mode	Being irrelevant	1 utterance

Flouting the maxim of manner in the spoken mode	Ambiguous	5 utterances
	Unclear	3 utterances
	Not be brief	3 utterances
Flouting the maxim of manner in the written mode	Ambiguous	2 utterances
	Unclear	3 utterances
	Not be brief	1 utterance
Violating quality of maxim in the spoken mode	Distorts Information	3 Utterances
Violating of maxim quantity	Do Circumlocution (not to the point)	1 Utterance
	Uninformative statement	1 Utterance

Table 2 presents the maxim which flouted and violated in the students and teacher interaction during online learning either in the spoken and written mode of communication. The table shows all types of maxims was flouted by the students and the teacher during the interaction process when online learning was conducted either in the spoken and written mode of communication. Additionally, the table displays that only maxim of quality that violated by the teacher and students during online learning.

Discussion

Types of Maxim Flouting and Violating Performed by teacher and students in the interaction process during online learning.

Flouting and violating of maxim in the spoken mode of communication

Types and strategies of maxim flouting performed by Teacher

Some previous research stated teacher often time use flouting of maxim in the interaction with the students during teaching and learning process. Linawati (2013) stated that sometimes teacher flouts the maxim because they want to fill students' needs through their utterance so that they can develop the interaction which relates to reach the teaching goals. Further, in this current research the researcher found the teacher did the flouting of the maxim of quantity and dominantly the function is for convincing purposes. Then, the table below presented the flouting of maxim did by the teacher in the learning process:

Table 3. The flouting of maxim did by teacher in the spoken mode

No.	Flouting maxim	Frequency
1.	Flouting the maxim of Quantity	7 utterances
2.	Flouting the maxim of quality	0 Utterance
3.	Flouting the maxim of manner	6 utterances
4.	Flouting the maxim of relevance	0 utterance

The flouting of maxim quantity and its strategies

Based on the table 2.1. above dominantly teacher flouts the maxim of quantity. The flouting of maxim of quantity occurs because most over time teacher add some information in their utterances to convince the students about the information that the teacher provided about the lesson material. Bellow there are some utterances that categorized as flouting of maxim quantity, and also the strategies how the maxim quantity flouted will be presented in this section:

Flouting maxim quantity by giving too much information

Conversation 1:

Teacher: First, we need sugar as the ingredients, and then?

Student: teabag

Teacher: Teabag. Good job. Can we make an iced tea without teabag? I think no. heheheh. Bener ya (right)?

Teacher flouts the maxim quantity because the teacher wants to create a humor. It is because teabag is the important ingredients of making iced tea but students stated teabag after state sugar which is sugar only the optional ingredients of making iced tea. The teacher flouted maxim quantity by giving too much information for making a joke.

Flouting maxim quantity by giving too little information

Conversation 2:

Teacher: How do we pronounce this word?

Students: Prosejur text (Misspronounced Procedure text)

Teacher: Pro? Prosejur? (repeat the wrong mispronounce of procedure) ohh how about the others? How do we pronounce this word?

The teacher decides to repeat the wrong the pronunciation so that the students will look for the right pronunciation for that word. Through that conversation, we can conclude that the teacher flouts the maxim quantity by stating too little information. So, simply the way the teacher flouts

the maxim quantity by stating too little information in the process give feedback to the students.

The flouting of maxim manner and its strategies

According to Grice (1975), people can be categorized flout maxim manner if they are being obscure. The obscurity occurs because the speaker not be brief and be orderly when give their contribution in the communication process.

Flouting maxim manner by being ambiguous

Conversation 3:

Student: silent

Teacher: The answer is C ya? but thank you Lora it's such a great idea. How about this one? The best arrangement of the following sentences is.....? ...Then, kalau or six If we want to make our body fit, bisa juga, ada yang mau jawab?

Simply, in this case the teacher flouts the maxim manner because the teacher gave the ambiguous information and the function of the flouting of manner maxim is to make the students who is the hearer to do something which is answering the teacher's question.

Flouting maxim manner by being unclear

Conversation 4:

Teacher: What kind of food is this?

Students: silent

Teacher: Uh, it's okay. If you want to use Bahasa. Kira-kira sebelah kiri itu apasih? Anyone wants to try To answer what picture is it? We can call it a chicken noodle soup. Apatuh Chiken noodle soup, it is "Mie ayam" right?

The teacher asked the students to answer teacher's question about the picture that have provided by the teacher. But all students did not answer the question. Teacher tells the students that they are allowed to use Bahasa to answer but without waiting the students to answer the question after give the instruction and allows those students to answer in Bahasa, the teacher tells directly what picture is this with interrogative sentence. So, the teacher instruction is unclear. The teacher flouts the maxim of manner here because the teacher is being obscure and make the information becomes harder to be accepted by the students.

Flouting maxim manner by being not be brief

Conversation 5:

Students: Five miss?

Teacher: Five? Great. Five. When you are ready ride alone, but first lower the seat until you can sit and put both feet flat on the ground. And then the last biasanya ada kata lastly or five Finally. Great. Finally, you have to practice. Once you can balance, pedal, start and stop. You are bicycle rider Congarutation! Berarti the answer is?

So, the teacher flouts the maxim of manner because teacher's utterances consist of some question and make the utterances becomes obscure. Then, the function of the flouting of maxim is to make the student do something which is to state the option that fitted to their sentence number arrangement.

In the conclusion, in this current research, the flouting maxim of quantity is mostly flouted by the teacher in the spoken mode of communication because they want to convince the students about the lesson material or the answer to the question discussed in the learning process. Then, the second maxim that is mostly flouted by the teacher is maxim manner. It indicates teachers usually in the interaction process not be brief or in some situations make the information obscure, such as by giving a new question as feedback to the student's response to the question, it is to guide the students get the right answer or understanding that the teacher refers to. Further, the maxim of quality and relevance does not occur. It indicates that the teacher usually makes sure the truthfulness of the information that they give and make sure they give a relevant contribution to the interaction process, for example even though the teacher flouted the maxim of quantity and manner but it will still be relevant to the topic that was discussed in the interaction between the teacher and the students.

Types of maxim flouting performed by Students in the spoken mode

There are a lot of researchers from the past research argue that student often times flout the maxim to make a joke or humor in the teaching and learning process. Yatun (2019), Nugraha (2017), Safitri (2014) are some researcher that stated through their research that students flout the maxim because they want to make a joke and or getting the attention from the teacher. On the other hand, there are also some researchers that stated students flout maxim for other reasons. Dwi (2015) and Wahyudi (2020) stated through their research students flout the maxim because they have lack of linguistic competence to response to their teacher's question.

Table 4. Flouting of maxim done by students in the spoken mode

No.	Flouting maxim	Frequency
1.	Flouting the maxim of Quantity	18 utterances
2.	Flouting the maxim of quality	3 Utterances
3.	Flouting the maxim of manner	5 utterances
4.	Flouting the maxim of relevance	1 utterance

The flouting of maxim quantity and its strategies

Based on the data that was presented in the table above, we can conclude that students flouted the maxim of quantity dominantly. Moreover, in this sub-discussion section, the flouting of maxim quantity that performed by the students will be discussed. According some previous research, such as Yatun, Dwi, and Safitri (2015; 2014; 2019) stated students flouted the maxim of quantity because of some reasons. Putri (2022) mentioned in detail the reasons students flouted the maxim of quantity. Those reasons include giving the other students the opportunity to answer the teacher's question, giving detailed information, lacking interest in the conversation, lacking knowledge of the discussion topic, and the last avoidance. Then, bellow the strategies of flouting and violating of maxim quantity will be revealed by the researcher:

Flouting maxim quantity by giving too much information and too little information

Conversation 6:

Teacher: Devina. Have you ever drank this kind of drink?

Students: Yes, I do, Miss. I like it.

A picture of a kind of drink was provided by the teacher. Then, students were asked about their experiences with the drink, such as whether they had ever drunken the drink. The question is asked by the teacher as an inducement question so that students connect with the material. However, a student answered not with a yes or no answer, but also added his opinion about the drink. Students flout the maxim quantity because they provide too much information.

Conversation 7:

Teacher: And then how about this one? The left pictures. What kind of food is this?

Students: silent

The teacher ask the students to guess what picture in the left in the teacher's Power point slides. But, all students respond the teacher question by silent, rather than said the name of the food in the picture or just said that they did not know what food is this. Because of it the students flout the maxim quantity because they did not give enough information for the teacher question. So, the students flout the maxim of quantity by giving too little information.

b. Flouting the maxim of quality performed by students.

The flouting of maxim quality is found in this current research. The students flouted the maxim of quality four times. Additionally, some previous research such as Arofah (2021) and Putri (2022) argue students flout the maxim of quality because they lacked the knowledge to answer the teacher's question with the right answer. However, even so, there are differences between the two researchers, in the research conducted by Arofah (2021), The researcher found that students flouted the maxim of quality due to a lack of understanding of vocabulary in English, and therefore students gave wrong answers. However, students giving wrong answers are also followed to make jokes. Meanwhile, in the research conducted by Putri (2022), she found that students flouted the maxim of quality because they wanted to contribute to class activities, namely by answering questions from the teacher. Unfortunately, they answered the question incorrectly. The way students flout the maxim of quality will also be explained, below:

Flouting maxim quality by giving untrue statement.

According to Paul Grice in the theory of Cooperative Principle Maxim, flouting of maxim quality happen when the speaker states something that is blatantly untrue, so simply the strategy is by giving an untrue statement.

Conversation 8:

Teacher: Great. Uh, maybe I wanna ask, Please Saidatul Abidah give an example about temporal conjunction.

Students: Yes, miss (but, then did not say any answer to the question)

One student is pointed by the teacher to answer a question about temporal conjunction. The student directly say yes for the teacher's instruction. Even though, in fact the student is not really understand for the teacher's question. Then the student just silent to fulfill the teacher's question. So the student can be concluded flout the maxim quality by only stated the untrue statement.

Flouting the maxim of manner performed by students

According to Dwi (2015), students flout the maxim of manner because they are being unclear, vague, hazy or being obscure in their utterances when they respond to the interlocutor during the interaction process.

Flouting maxim manner by being ambiguous

Conversation 9:

Teacher: Procedure text (repeat the mispronounced). Uh, how about the others? How do we pronounce this word?

Students: Is it like procedure? (Almost correct to pronounce the word)

The teacher gave the students feedback by repeating the wrong way to pronounce the word procedure then asked the other students. Then, other students tried to pronounce and almost corrected to pronounce the word procedure, but the student answered the teacher's question by using interrogative sentence rather than only repeat the correct pronunciation. The student flouted maxim manner because the student state the answer while asking the answer is right or not. So, students flouted maxim manner by being ambiguous.

Flouting maxim manner by being not brief

Conversation 10:

Teacher: Nabila Zalfa can help (to read the procedure text)?

Student: The steps is firstly, cut into pieces into the garlic, onions and chili. Second, breaaak the egg into a bowl. Third, put the garlic, onions, chili and salt, into the bowl. Then mix them gradually. The next step heat a frying pan. After that, pour the dough into the frying pan, wait until it looks yellowfish. Nex, lift it using spatula and put it in a plate. Finally, Omelet is ready to serve.

Two students are asked by the teacher about their readiness to help their friend to read the procedure text. But, then one of those two students directly read the procedure text without answering the teacher's question. Basically, the students' answer will fulfill the maxim of manner when they responds the teacher's question by stating yes or not. But, in the conversation above the students do not answer the teacher question with that way. Hence, the student flout maxim manner because the student's answer is not brief and orderly.

Flouting the maxim of relevance performed by students

Puspitaningrum and Putri (2013; 2022) argue that maxim of relevance can be flouted by the students with using two strategies. The strategies consist of giving irrelevant answer and changing the topic. Additionally, Putri (2022) stated some students flout the maxim of relation because of some reason such as lack of understanding of instruction or try to be fun

Conversation 11:

Teacher: Zalva, could you help me with lead the pray please?

Students: Baik kawan-kawan sebelum memulai pelajaran alangkah baiknya kita berdoa sesuai dengan kepercayaan masing-masing.

The class was opened by the teacher. Then, the teacher wants the students to begin the class with pray together. Then, the teacher asks for the willingness of the head of the class to lead the pray. But, rather say yes or no, to the teacher's question. The head of the class, directly, persuades all the students in the class to pray together. So, through her action, the head of the class flouts the maxim of relevance. Then, flouting the maxim of relevance the students make the teacher realize that her answer to the question is yes.

Therefore, we can conclude in this current research students flouted the maxim of quantity dominantly. The maxim of quantity flouted dominantly because they want the teacher as the hearer of their utterances to realize something without them stating the real meaning explicitly. Silent becomes students' way to flout the maxim quantity. Further, according to Ephratt (2012) silence flouts the maxim of quantity since if we deal with a language, we deal with the form of the language. The form of the language affects the meaning of what is said and the content, the meaning of what is meant.

Then, through the Grice theory perspective of the quantity of maxim, it can be concluded the use of silence in the interaction process lacks form because it provides little information for the speaker. Also, Zhouyuan (2016) argues silence that performed by students has been a big obstacle to teacher and student interaction. It is because it will make the teaching goal harder to be achieved. Additionally, the maxim of quality and manner are flouted by students with the same frequency. The flouting of maxim quality performed by students through giving untrue statements, the reasons because they stated something that they are not sure towards the statement. Then, the manner of the maxim was flouted by students by stating obscure information. So, simply in the spoken mode interaction all of the maxims were flouted by students. It is because of flouting the maxim of the art of language when we put the information implicitly (Arofah & Mubarak, 2021). (Arofah & Mubarak, 2021).

Types of maxim violated performed by teacher and students in the spoken mode

Violated of maxim occur when the speaker purposely omitted some information in their utterances in order to make the hearer not get the enough information (Arofah & Mubarak, 2021). Further, Arofah (2021) argues that violation of maxims is dominated by students compared to teachers.

Further, in this study, the researcher found 5 utterances that contained the violations of maxim performed by teacher and students. Then, two of the five utterances is violating of maxim quantity and performed by teacher. Three of five utterances is the violating of maxim quality and done by students. Here are the five violations of the maxim were performed by teacher and students:

Violating of maxim quantity by performed by teacher

The researcher found the teacher violated the maxim two times. They violated the maxim of quantity by using different strategies. The first strategy is by being circumlocution in responding to student answers and the second strategy is by providing uninformative information.

Violating the maxim of quantity by doing circumlocution

Conversation 12:

Students: Procedure text is a text that show a process or steps or ways to do, or to use something through consequences of actions.

Teacher: Great. You have read the material first. Yeah. Great. Thank you for explaining us.

The teacher violates the quantity maxim because the teacher is not to the point by straightening out that what she is asking for is the student's opinion, not reading the definition in the module. So, simply the teacher contributes to the conversation in a circumlocution way and does not get to the point. This is because the teacher prefers to appreciate the activeness of students who want to be involved in class activities so that the learning environment will be more conducive and support the process to achieve the desired learning goals.

Violating the maxim of quantity by being uninformative

Conversation 13:

Student: Procedure text. It is a text that show you, how to make something or how to do something

Teacher: Good

The teacher violates the maxim of quantity because instead of telling students that students should answer their questions using their own words and it is not good if they are not honest in answering the teacher's questions, the teacher chooses to appreciate students' courage in

answering questions and being actively involved in learning activities and hiding the fact that students are not honest in answering the teacher's questions.

Violating the maxim of quality performed by students

Violating of maxim quality by distorting information

In this current research, the researcher found the students violated the maxim of quality three times. Then, they violated the maxim of quality by distorting information as the strategies. distorting information means the students change the element of ownership of someone's opinion as if it were their opinion.

Conversation 14:

Teacher: What is your opinion about procedure text?

Students: Procedure text is a text that show a process or steps or ways to do, or to use something through consequences of actions.

According to the conversation above we can see that students are asked by the teacher to give their opinion about Procedure. However, some students answer teacher question only by restating the definition of procedure text as what written in the teacher's module. It means the students violate maxim quality since, the students know that they must state their opinion about procedure text not the definition in the procedure text in the teacher's module. Hence, the students violate the maxim quality by distorting information to answer the teacher's question. Then, the function of the violating of the maxim is fabrication.

As a result, in this study, the researcher found the teacher and students violated the maxim in the spoken mode of communication in their interaction during online learning. They also used some strategies when violated the maxim. The teacher violated the maxim two times with different strategies for every violation of the maxim. Further, in the first strategy, the teacher decides not to point in responding to students because the teacher only wants to show their appreciation for the activeness of students and make themselves as if they do not know that students are answering the teacher's questions dishonestly. Then, in the second strategy, the teacher provides information that is not informative because the teacher tries to appreciate students who have tried to be active in class activities by making themselves as if they do not know that students only answer their questions by only restating what has been written in the book. Simply, teachers often lie about their satisfaction with students' answers in class. Then, students violated the maxim three times by distorting information as strategies. Distorting information becomes their strategy because when the students answered the teacher's question they change some aspects of their utterances, such as when they are asked to give their opinion about the material given most likely they are not given their opinion but they directly stated something relevant with the material such as the definition of the material that was written in the book or in the module that was given by the teacher. So, distorting information means the students change the element of ownership of someone's opinion as if it were their opinion.

Flouting and violating of maxim in the written mode

Some previous research stated that the interaction of teacher and students in the spoken and written mode is different. Further, it affects the application of Cooperative principle maxim in the teacher and students interaction either through spoken or written mode of communication. In this current research the researcher found in the written mode of communication the the most

that flouted by the speaker is maxim of manners. Moreover, the researcher found the second maxim that often time flouted by the speaker is the maxim of quantity. Then, the third maxim that most over time flouted by the speaker is the maxim of quality. In this current research, the flouting of the maxim of relevance is not found by the researcher. Further, the violation of the maxim in the written mode of communication also is not found by the researcher in this current research.

Types and strategies of maxim flouting performed by Teacher in the written mode

Some previous research such as Ariyanti (2020) stated in the written mode of communication or specifically in the Whatsapp group discussion teacher flouted the maxim of quantity, relation, and the manner to make sure their the quality information or the information will be understandable for the students as the receiver of the information. Further, in this current research, the researcher found the teacher as the speaker flout the maxim of quantity and manner three times. The flouting of maxim quality and relevance performed by teachers was not found by the researcher.

Table5. The flouting of maxim done by the teacher in the written mode

No.	Flouting maxim	Frequency
1.	Flouting the maxim of Quantity	3 utterances
2.	Flouting the maxim of quality	0 Utterance
3.	Flouting the maxim of manner	3 utterances
4.	Flouting the maxim of relevance	0 utterance

Below the flouting of maxim quantity and manner done by the teacher in the written mode of communication will be explained, then its strategies will be revealed too:

The flouting of maxim quantity by giving too much information

The flouting of the maxim of quantity occur because the teacher adds some information in the teacher's speech. The teacher wants to straighten out the inaccurate information.

Conversation 15:

Student: is it similar to chatting miss?

Teacher: **Hmm it could be. But not only by typing, it can be hand writing**

Student asks the teacher about what a short message actually looks like. Then, the teacher answers the student's question by giving too much information. The teacher did it because the teacher want to convince the student about how a short message actually looks like. Simply, the teacher flouts the maxim quantity.

The flouting of maxim manner

Some strategies are used by the teacher when the teacher flouts the maxim of manners. It is because the teacher wants to make sure the feedback that they give to the students is positive enough.

The flouting of maxim manner by giving unclear information

Conversation 16:

Student: sure i have miss,i usually make informal message and send it to my friends

Teacher: What's app do you use to write the message?

Students are asked by the teacher where they usually write a short message, (the teacher expect student's answer will be the application or paper as the media they write a short message). But, then one student response the teacher's question by stating the kind of language that the student used and to whom the message sends with. Then, the teacher realize the student misunderstood with the question. However, rather than stating straightly the student's misunderstanding, the teacher decides to give the student a new question as feedback to the student. But the feedback seems unclear because the teacher did not add any information student's answers earlier is correct or incorrect. So, in this case, the teacher flouts the maxim of manner since the teacher's feedback is unclear and allows students to be increasingly confused about the information intended by the teacher.

Therefore, in this current research, the researcher found in the written mode interaction there are three times occurrences of the flouting of maxim quantity and manner in the teacher utterances. Then, the teacher did not flout any maxim of quality and relevance. The flouting of the maxim of quantity is done by the teacher because the teacher adds some information in the teacher's speech. This is done because the teacher wants to straighten out the inaccurate information. Meanwhile, the maxim of manners was flouted by the teacher because the teacher chose not to be too to the point in delivering the feedback, so the teacher flout the maxim of manners by being ambiguous and unclear in their utterances. This is because the teacher is always trying to provide positive feedback so that students will be confident to be actively involved in discussion sessions.

2. Types and strategies of maxim flouting performed by students in the written mode

Based on Khusna (2021), EFL students in their interaction with their teacher during online learning through Whatsapp, the students most likely flouted the maxim of quantity and followed by maxim of manner. The researcher explained the flouting of the maxim manner occur because students most over time stated something illogical and irrational with their peers, however the flouting of maxim manner happen because the information was hidden, not plain, and were obscured when the students communicated with their peers.

Table 6. The flouting of maxim done by students in the written mode

No.	Flouting maxim	Frequency
1.	Flouting the maxim of Quantity	1 utterance
2.	Flouting the maxim of quality	3 Utterances
3.	Flouting the maxim of manner	3 utterances
4.	Flouting the maxim of relevance	0 utterance

The flouting of maxim quantity by giving much information

The flouting of maxim quantity occurs because the students feel unsure for the information that they stated to their teacher, or they believe the answer will be false but they just stating the answer to show their contribution in the class discussion.

Conversation 1:

Teacher: Great. Have you ever write a short message? Where do you usually make it?

Student: sure i have miss,i usually make informal message and send it to my friends

Simply, in this case the teacher expects the students to answer her question by stating the application or tools that people used when writing a short message but the student answer the teacher question by stating the kind of language style when the students write a short message and to whom the student send the short message. So, the student flout the maxim of quantity. It is because the student answers the teacher's question by adding too much information then missing the information about the application that they use to make a short message.

The flouting of maxim quality by giving untrue statement

Conversation 1:

Teacher : What's the answer for the exercise number 1?

Student: In my opinion it's D

In this case the student flouted maxim of quality since the student stated the answer by showing the feeling of unsure for her answer. But, actually, the answer is right. Student state their answer with the strategy as if their information is the wrong one, or simply not directly stated that their answer is true it is because of the politeness factors. In Indonesian culture politeness is an important thing as what stated by Suseno (1984). Culture affect how people perform their language, and language affect the education system in Indonesia.

The flouting of maxim manner by giving unclear information

Conversation 3:

Teacher: Does anyone know what's the generic structure of short message?

Student: receiver, content, sender

The students are asked by the teacher about did they know about the generic structure of short message. But, one student response the teacher question not orderly or be brief, the student directly stated the generic structure of the short message rather than response the question by yes or no answer. So, in this case student flouted the maxim of manner because they lack of language comprehension to recognize the question is the thin or the thick question.

Conclusively, in this current research, the researcher found the students flouted some maxims in their interaction through the written mode of communication. The flouting of maxim consists of flouting of maxim quality and manner three times and flouting of maxim quantity for once. The flouting of maxim quantity was performed by the students in the written mode of communication because students tried to contribute to the discussion activity. But, in their process to contribute to the class discussion they stated something that they believe their answer is incorrect but they just stated it. Then, the maxim of manner was flouted by the students because the students give a question when they answer the teacher's question.

The occurrences of violating of maxim in the teacher and students' interaction

Someone can be concluded as violating of maxim if they remove some information or wrong references to mislead the hearer. The violation of the maxim can occur when the speaker has the purpose to deceive the hearer. But, in this current research, the researcher did not find any occurrences of violating the maxim in the written mode of communication, in the teacher and students' interaction during online learning. The finding of violating the maxim in the written mode of communication in this current research relates to some previous research such as Bagheri (2021), Rouhshad (2016) and Alawamleh (2020) stated in the written mode of communication mostly the speaker has fewer opportunities to do interaction or negotiation, it is because the opportunities to do a recheck the meaning of the information bigger in the written mode of communication. Hence, the moment of misunderstanding of the information and the process to do re-ask to straighten the misunderstanding that occurred in the written mode of communication will rarely happen.

CONCLUSION

The conclusion of this study is the answer to the research question stated in the first chapter. In this current research, the researcher found the differences between teacher and students' interaction through the two modes of communication. The researcher found teachers and students flouted different maxims in the spoken and written mode of communication. The teacher and students dominantly flouted the maxim of quantity and manner in their interaction in the spoken mode of communication. The teacher flouted the maxim quality because the teacher has the purpose to explain in detail the material and make sure students understood the concept of the material. Then, the teacher flouts maxim manner. It is because the teacher wants to guide the students to get the correct answer or get the information that the teacher refers too. Moreover, students in the spoken mode of communication more often flouted the maxim of

quantity by giving too little information. The students often respond to the teacher's questions in silence. It is because they lack of comprehension to the teacher's question. Further, students flouted the manner by giving a new answer as their response to the teacher. The researcher also found that in the spoken mode of communication the occurrences of violating of maxim. The teacher violated the maxim of quantity two times and the students violated the maxim of quality three times.

Moreover, the flouting of the maxim in the teacher and students interact through a written mode of communication is found different by the researcher. Then, the occurrences of violating the maxim are not found in the written mode of communication. The most maxim flouted by the teacher in the written mode of communication is the maxim of quantity and manner. Quantity and manner flouted by the teacher in the same frequency. The flouting of the maxim of quantity is done by the teacher because the teacher adds some information in the teacher's speech. This is done because the teacher wants to straighten out the inaccurate information. Meanwhile, the maxim of manners was flouted by the teacher because the teacher question. Further, in the written mode of communication, the most maxim flouted by the students is quality and manner. The maxim of quality flouted by giving untrue statement in order to convince the teacher about their answer. Then, the maxim of manner flouted by students mostly because the students give the unclear information.

Then, the suggestion for the teacher and further researcher. According to finding that the researcher found teacher can use the flouting of maxim manner in the classroom activity. It is because the impact of apply it will be very positive for the students. However, the teacher has to pay attention when they want to flout the maxim of quantity especially in the spoken mode of communication since the students will be confuse for the over description given by the teacher. It is also in the spoken of communication students do not have any opportunities to re-listen the information like in written mode of communication where the students can do re-reading. Then, for the next researcher, the researcher can conduct this research again with a larger number of participants, hence the results will be more extensive and in-depth.

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