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**An Analysis of Maxims Violation on Teacher- Students Interaction in the  
English Classroom at Citra Kasih Elementary School in Ambon**

Wisye Lora Soumahu<sup>1</sup>, Felicia Miranda Lekatompessy<sup>2</sup>, Hellena M. Rijoly<sup>3</sup>



<sup>1</sup> English Education Study Program, Faculty of  
Teacher Training and Educational Science,  
Pattimura University

<sup>1</sup> English Education Study Program, Faculty of Teacher Training and  
Educational Science, Pattimura University, Dr. Tamaela Street,  
Urimesing Village, Nusaniwe District, Ambon City, Maluku

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Corresponding author: Email: [wisyesoumahu@gmail.com](mailto:wisyesoumahu@gmail.com)

**Abstract**

This study aims to find the types of maxims violated by students and to investigate the factors that influence the violation of these maxims in classroom interaction. This study applied descriptive qualitative as the research method to collect the data through observation and interview from class V of Citra Kasih Elementary School in Ambon. The results from data collection showed that violations of maxims did exist during the classroom interaction, the types of maxims it could be concluded that the types of maxims violated by teachers and students were maxim of relevance with 5 times, maxim of manner with 5 times and maxim of quality with 4 times, while for the type of maxim of quantity was not found in the observation. It was obvious when students gave ambiguous or irrelevant answers or utterances and inaccurate or incorrect answers. The analysis of these findings indicated several factors that led to the maxim violation in classroom interactions, namely lack of vocabulary which is caused by the lack of self-exploration, social distance and cultural factors where students are not encouraged to discover and explore their knowledge, abilities and interests. Knowing these factors may help the teachers to anticipate possible factors that may hiding the effectiveness of classroom interaction. Therefore, it is suggested that embracing cooperative principles as framework of communication is considered beneficial to create meaningful and effective conversation which can avoid misunderstanding and misinterpretation between teacher -students.

Keywords: English Classroom, Maxims Violation, Teacher -students Interaction

**The significant finding:**

The results from data collection showed that violations of maxims did exist during the classroom interaction, the types of maxims it could be concluded that the types of maxims violated by teachers and students were maxim of relevance with 5 times, maxim of manner with 5 times and maxim of quality with 4 times, while for the type of maxim of quantity was not found in the observation in class V Elementary at Citra Kasih Ambon. It was obvious when students gave an ambiguous or irrelevant answers or utterances and inaccurate or incorrect answers. Several factors that led to the maxim violation in classroom interactions, namely lack of vocabulary which is caused by the lack of self-exploration, social distance and cultural factors where students are not encouraged to discover and explore their knowledge, abilities and interests. Knowing these factors may help the teachers to anticipate possible factors that may hinders the effectiveness of classroom interaction.

**ARTICLES****I. INTRODUCTION**

The researcher chose this title for several reasons. First, Grice's maxim theory plays a significant role in studying pragmatics and communication. Analyzing maxim violations in a classroom context offers valuable insights into how communication operates in educational settings. Second, maxim violations often occur in classrooms, both intentionally and unintentionally. By understanding Grice's maxims, teachers and students can improve the effectiveness of their communication. Third, this topic remains underexplored in educational research, allowing this study to make meaningful contributions to linguistics and education by developing more effective communication strategies for teaching and learning.

According to Kitcher (2003), a maxim is a subjective principle that guides actions and moral judgments. Two key maxim theories are Grice's conversational maxims (1975) and Leech's politeness maxims (1983). This research focuses on Grice's maxims, which form part of the Cooperative Principle. Grice (1975) introduced four conversational maxims: **Quality** (be truthful), **Quantity** (provide the right amount of information), **Relevance** (stay on topic), and **Manner** (be clear and organized). However, these maxims are not always adhered to in communication. As Peccei (1999, p.27) observed, speakers sometimes fail to observe these maxims. Grice (1975) distinguished between **violating maxims**, where speakers unintentionally disobey the Cooperative Principle, and **flouting maxims**,

where speakers intentionally break the principle to imply a deeper meaning.

The importance of interaction in the English classroom lies in its role in facilitating learning, motivation, and the development of speaking skills. Interaction allows teachers and students to communicate directly, enabling a better understanding of materials, discussions, and questions. Positive interaction also enhances **motivation**, as students feel more engaged in communicating with teachers and peers. Furthermore, interaction helps improve **speaking and listening skills**, allowing students to express ideas, argue effectively, and understand various speaking styles and accents. In classroom communication, key elements such as **openness**, **clarity**, and **relevance** are essential. Openness refers to teachers providing honest and transparent information, and violations occur when they withhold or distort details. Clarity ensures messages are clear and organized, while violations occur if ambiguous language is used. Relevance ensures that information aligns with the learning context, and violations happen when off-topic discussions occur.

Previous studies have explored Grice's maxim violations in classroom settings. Sari (2019) examined English teachers at an elementary school in Binjai and found frequent violations of the **maxim of quantity** and **maxim of relevance** due to excessive or insufficient information. Data were collected through observations and video recordings. Similarly, Hutahaeon (2020) investigated violations of the Cooperative Principle in a junior high school in Pematangsiantar, where both teachers and students violated all four maxims—**quality**, **quantity**, **manner**, and

**relevance**—with the **maxim of relevance** being the most common. The study involved voice recordings of one teacher and 30 students. Both studies conclude that maxim violations occur when communication lacks sufficient, clear, or relevant information, which negatively impacts the teaching-learning process (Sari, 2019; Hutahaeon, 2020).

The researcher conducted a preliminary study and observed violations of Grice's maxims during the teaching and learning process, particularly in Unit 4 of the student material book on the **present perfect tense** with *ever* and *never*. These violations, occurring in Elementary Grade V, were common among students when they failed to pay attention, interrupted, or brought up unrelated topics, leading to misunderstandings. Such misunderstandings disrupted communication between students and teachers or among peers, causing difficulties in understanding the material. As a result, the teacher often had to repeat explanations, wasting time and energy. All four maxims—**quality**, **manner**, **relevance**, and **quantity**—were violated during classroom interactions.

This study is based on Grice's Cooperative Principle (1975) and the theory of maxim violations by Mirayanti et al. (2024) to analyze social phenomena and systematic patterns in teacher-student interactions. These theories help address the problem of communication breakdowns in the classroom. The research, titled *"An Analysis of Maxim Violations in Teacher-Student Interaction in the English Classroom at Citra Kasih Elementary School in Ambon"*, aims to raise awareness among educators and students about the importance of effective communication to prevent

misunderstandings and improve language skills in classroom settings.

## II. II. METHODOLOGY

The researcher used a descriptive qualitative method to explore and describe phenomena in depth, as indicated by the focus on "analysis" in the study's title. This approach aligns with Creswell's (2012) assertion that qualitative research aims to investigate problems and provide detailed insights. The study analyzed students' natural utterances during pre-activity, while-activity, and post-activity phases to identify the types and effects of maxim violations in teacher-student interactions. A case study method, as defined by Robson (1993), was chosen for its focus on intensive, detailed, and contextual investigation. Data collection involved video-recorded classroom observations, allowing for thorough analysis of missed details during direct observation. The research specifically examined maxim violations in English classroom interactions at an elementary school.

This study focused on an English teacher and students of Elementary V at Citra Kasih Primary School in Ambon. The class was observed with 50 students and an English teacher. The researcher observed maxim violation in English and Indonesian conversations in the English classroom of V Grade at Citra Kasih Elementary School.

To Gather the data, the researcher used observation, video recording and interview as research instruments. The collected data analyzed according to Grice's (1973) theory of Cooperative principles in Conversation.

According to Miles, Huberman, and Saldana (2014, p. 31-32), data analysis in qualitative research is divided into four steps that occurred concurrently: data collection, condensation, drawing and verifying conclusions, and data display.

## IV. RESULT

### III. FINDINGS AND DISCUSSION

The findings addressed two research questions: the types of violated maxims and the contributing factors. Based on Grice's (1975) Cooperative Principle, effective communication requires adherence to four maxims: Quantity (provide sufficient information), Quality (share truthful information), Relevance (stay on topic), and Manner (be clear and unambiguous). Maxim violations by teachers and students were linked to a lack of understanding of communication rules, limited experience with formal communication, language barriers, and vocabulary limitations. Social distance and cultural factors also significantly influenced these violations.

#### The Maxims Violated by Students in Classroom Interaction

The researcher observed maxim violations in English and Indonesian classroom conversations. These violations occur when speakers unintentionally disobey Grice's (1973) Cooperative Principle, which ensures effective communication through four maxims: Quality, Quantity, Relevance, and Manner. Violating these maxims can cause confusion,

misunderstanding, or even humor. In the Elementary V class at Citra Kasih Ambon, violations were found in the maxims of Relevance, Manner, and Quality, while no violations of the maxim of Quantity were observed.

Type	Excerpt	Notes
R E L E V A N C E	1. Excerpt 1  Setting (The teacher asked one of the student to read the meaning of modal verb)  Teacher : What is the necessity ?  Student (P) : something like necessity	(Meeting 3, subject Modal verb)  The teacher's question about necessity required a relevant response, but the student failed to answer appropriately, such as "need to do" or "have to do."  (Meeting 3, subject: Persuasive text)  This is a relevance maxim violation. Students responded "difficult" (susah) instead of answering the question about "possibility".
	2. Excerpt 2  Setting : The teacher asked on of the students  Teacher : possibility in bahasa artinya?,  Student (H) : susah, miss  Teacher : susah? possible in bahasa artinya?	(Meeting 2, subject : modal verb )  This is a relevance maxim violation. While not harmful, the student's inattention disrupts learning and hinders comprehension.
	3. Excerpt 3  Teacher : Please, open your book on page 72, and read the text  Setting (There was one student who was caught by the teacher not	Paying attention to the teacher is essential for effective learning.

	<p>paying attention</p> <p>to teacher's instructions for reading but instead was confused and didn't do anything)</p> <p>Teacher : why you did not read the book</p> <p>Student : (silence),, saya pikir ada di infokus miss</p>	<p>(meeting 5, subject :gerund)</p> <p>This maxim requires relevant answers. The student's response, "Forget miss," didn't address whether they brought a headset.</p>
	<p>4. Excerpt 4</p> <p>Teacher : please watch the video on CK learning and do the quiz and use a headset</p> <p>to listen to the audio</p> <p>Student : Yes miss</p> <p>Teacher : Do you bring your headset via ?</p> <p>Student : Forget miss</p>	<p>(Meeting 5, subject : gerund)</p> <p>This violated the relevance maxim. Student A said "ending," and another said "you tubing," which were irrelevant. Inattention disrupts learning, so students should follow instructions for effective learning.</p>
	<p>5. Excerpt 5</p> <p>Teacher: A gerund is a verb that ends with -ing. Not "ink" like ink pen, but -ING. So, a gerund is a verb that has the suffix -ing. Example:</p> <p>speaking, writing, what else?</p> <p>Students: dancing, swimming, snorkeling.</p> <p>Student (A): Ending.</p> <p>Teacher: Ending?. That's a verb. Don't make it</p> <p>funny; we are serious.</p> <p>Student: Not ending.</p> <p>Student (B): YouTubing (this answer makes other students laugh).</p> <p>Teacher: YouTubing? What do you mean, my dear?</p>	
Q	1). Excerpt 1	(Meeting 2, subject

U	Setting (Students did assignments)	: modal verb)			The student
A	Teacher : Ferdinand, ask permission artinya dalam bahasa apa ?	This violated the Quality maxim, as F's answer was untrue and uninformative. F should have responded with a more appropriate answer, like "meminta izin" in Bahasa.			violated the Relevance and Quality maxims. Initially, they gave an unrelated answer
L	Student (F) : Memberi izin miss				("mengetik") to "snorkeling," but later corrected it to the relevant "menyelam" (diving).
I	Teacher : hah F (Student) bagaimana bisa,				
T	kita sudah belajar sebelumnya, right ?	(Meeting 1, subject : be going to)		4). Excerpt. 4	
Y		The student's change of answer violated the Quality maxim, as it lacked clarity and accuracy, which are essential for effective communication.		Teacher : What does snorkeling mean in bahasa ?	
	2). Excerpt 2			Student : Mengetik	
	Setting (The teacher asked one of the student to answer the question, according "be going to" material)			Teacher : mengetik ? coba kamu lihat ini dia sedang apa ? (sambil menunjukkan gambar orang sedang menyelam )	
	Teacher: A tornado hit for 1 hour. 1 hour how many minutes? Who has the wrong answer, raise your hand, yaampun 22 menit itu satu jam?			Student : oh menyelam miss	
	Student S: 60 minutes			Teacher : nah, perhatikan ya	
	Student D: 22 minutes	(Meeting 4, subject: Indefinite pronoun)			
	(one of the D students answered incorrectly and replaced it with the correct answer)	This violated the Quality maxim. The student gave an inaccurate answer and failed to explain why a negative statement is in the Past Tense. The response was irrelevant and could have been clarified by explaining it expresses disagreement, not tense.		1). Excerpt 1	Meeting 2, Modal verb)
	3) Excerpt. 3			Setting (The teacher asked one of the student to read the meaning of modal verb)	The violations included the Quantity maxim and Maxim of Manner. Students mispronounced words, such as confusing
	Teacher : negatif statement artinya		M	Student (A) (read but the pronunciation of the word "auxiliary" sounds like the word	"auxiliary" with "acceleration,"
	Student : Past Tense , Miss		A	"actually".	which have different meanings and pronunciations, violating the Maxim of Manner.
	Teacher : How come ? kamu bilang negative statement itu past tense?		N	(The teacher corrected the student's pronunciation of the word Auxiliary correctly, n then asked the other student to read the	
			N	text)	
			E	Student (H): (reading the text but the student mentions "a" even though there is no "a" but "an".)	
			R	Student (P): (read but the pronunciation of the word "auxiliary" sounds like the word "acceleration".)	
		(meeting 5, subject: gerund)		(The teacher corrected the	

	<p>pronunciation of auxiliary, then asked the other students to read the text.)</p> <p>2. Excerpt 2</p> <p>Setting : (This conversation occurred in the post-activity session where the teacher asked students about the assignments that students had completed last week it was about Be going to material)</p> <p>Teacher: I can see a lot of gray cloud in the sky I think its... soon what is the answer?..</p> <p>Students : A</p> <p>Teacher : why a ?, raise your hands if you know the answer</p> <p>Students : ....Silence.....</p> <p>Teacher : Student ( K), why?</p> <p>Student ( K) : ehmm, because,.... silence .....</p> <p>3.. Excerpt 3</p> <p>Teacher : Okay, who wants to help ? raise your hands please, Qiandru, Why is the answer a?</p> <p>Student (Q): ehmm</p> <p>Teacher : Darwin ?</p> <p>Student (D) : Because it is used to be.</p> <p>4). Excerpt 4</p> <p>Setting (The teacher asked one of the students to answer the question which is in the book)</p>	<p>(Meeting 1, subject : Be going to material)</p> <p>In excerpts 1 to 5, students violated the Maxim of Manner by being silent or giving unclear responses, disrupting communication clarity and order.</p> <p>Subject: be going to, meeting 1</p> <p>Silence or unresponsiveness without an appropriate response violates the Maxim of Manner, as it disrupts clarity and order in communication.</p> <p>Material : be going to, meeting 1</p> <p>Silence or unresponsiveness without an appropriate response violates the Maxim of Manner, disrupting communication clarity.</p>	<p>Teacher : Siapa yang punya jawaban benar angkat tangan, jawaban tidak benar angkat tangan, kenapa pilih jawaban lain, ngasal? It must be tornado right, what is your answer</p> <p>student ( E) ?</p> <p>Student (E) : ..... silent.....</p> <p>Teacher : Where is your voice, what , what is your answer for no 6 , look at your book</p> <p>Student (E) : hmm..... miss ( Silent)</p> <p>5 Excerpt 5</p> <p>Setting (The teacher asked one of the students to answer the question about indefinite material )</p> <p>Teacher : what is indefinite...</p> <p>Student : .....silent .....</p> <p>Teacher : what is indefinite ?, again What is indefinite?, Aston ?</p> <p>Student (A) : yes miss,</p> <p>Teacher : what is indefinite, Student(A)?</p> <p>Student (A) : .....silent.....</p> <p>Teacher : using modals verb in present tense, apa artinya present dalam bahasa ?</p> <p>Student (B) : .....silent.....</p>	<p>(Meeting 4, subject :indefinite)</p> <p>Silence or unresponsiveness violates the Maxim of Manner, disrupting effective communication.</p>
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### Factors that Influence the Practice of maxim Violation in the Classroom Interaction

Through observations and interviews with English teachers at SD Citra Kasih Ambon, the researcher found that most students interacted bilingually, and several factors contributed to



maxim violations. The factors included lack of vocabulary, social and culture.

### **Lack of Vocabulary**

Based on observations and interviews conducted by researchers, several factors contribute to the occurrence of maxim violations in the classroom. These include students' limited vocabulary and lack of self-exploration. Students with a restricted vocabulary often struggle to stay on topic as they are unable to articulate their thoughts effectively. This is further supported by an English teacher's statement during an interview: "A reluctance to seek out information or read, combined with a limited vocabulary, makes it challenging for students to clearly communicate their intended message. They sometimes discuss topics beyond their comprehension or limited knowledge.

### **Social Factor**

Excessive respect for or fear of the social gap between teachers and students can make students hesitant to answer or ask questions, or even remain silent. This behavior may result in violations of the maxim of manner. An English teacher explained, "*Students often speak unclearly because they feel compelled to adapt their communication style to the perceived social distance between themselves and the teacher*".

### **Cultural Factor**

Based on the researcher's observations, cultural factors also play a role in classroom

interactions. For example, the classroom may include students from diverse cultural backgrounds, such as the Ambonese, Batak, and Chinese communities. In some of these cultures, speaking minimally is considered a norm, which may lead students to provide incomplete information during class discussions. An English teacher highlighted this in an interview, stating, "*The primary factor is that background and personal experience significantly influence how students communicate and interact in class. Each student comes from a unique cultural background and has their own communication style. This can sometimes cause them to speak inaccurately, unclearly, irrelevantly, or in an unstructured manner.*"

## **IV. DISCUSSION**

### **The types of maxims that are violated by students in classroom interaction**

Based on the observation in the classroom that the types of maxims violated by teachers and students were Maxim of relevance with 5 times, maxim of Manner with 5 times and maxim of quality with 4 times, while for the type of maxim of quantity was not found in the observation in class V Elementary at Citra Kasih Ambon.

#### **a) Maxim Violation of Manner**

A violation of the maxim of manner can occur when a student communicates in a way that is unclear, excessively lengthy, or poorly organized, as outlined by Grice (1975, p. 47).



The findings revealed five instances where students violated this maxim.

During the first meeting, which covered the Be going to material, violations of the maxim of manner were noted. This maxim emphasizes effective communication and encourages speakers to convey their thoughts clearly, concisely, and in an organized manner. When students remain silent without providing appropriate responses to questions or the context at hand, this can also be considered a violation of the maxim. In such communication situations, silence or disorganized speech reflects a breach of this principle.

#### b) Maxim Violation of Quality

The Maxim of Quality is violated when someone intentionally lies or provides information, they know to be false or lack sufficient evidence for (Grice, 1975, p. 47). The findings revealed that students violated this maxim four times.

For example, In Meeting 4, which focused on Indefinite Pronouns, a student provided an incorrect explanation of a negative statement's meaning. The teacher pointed out the mistake and asked why the student believed a negative statement was in the Past Tense. However, the student failed to give a satisfactory explanation, thus violating the Maxim of Quality by providing irrelevant and inaccurate information. Instead, the student could have explained that a negative statement expresses disagreement, refusal, or opposition, without necessarily being tied to tense.

#### c) Maxim Violation of Relevance

In classroom interactions, a violation of the Maxim of Relevance occurs when a student provides information unrelated to the topic being discussed (Grice, 1975, p. 47). The findings revealed five instances of such violations by students.

For example, during Meeting 5, which covered *Gerunds*, a student responded with “Forget, miss” when asked whether they brought a headset. This response was irrelevant to the question and failed to provide the necessary information. The Maxim of Relevance requires answers to be appropriate and directly related to the question. Instead, the student should have provided a clear and relevant response regarding whether they had brought the headset.

### The Factors that Influence the Practice of Maxims Violation in Classroom Interaction

#### Lack of Vocabulary

The researcher explored the impact of limited vocabulary on communication based on Grice's (1975) maxims:

- **Maxim of Quantity:** Limited vocabulary prevents students from providing adequate information, resulting in incomplete communication.
- **Maxim of Quality:** Insufficient vocabulary may lead to inaccurate or untrustworthy information, potentially misleading the listener.

- **Maxim of Relevance:** Students with a restricted vocabulary may find it challenging to stay on-topic, as they struggle to express their ideas or questions clearly.
- **Maxim of Manner:** A lack of vocabulary can force students to use complex or inefficient phrasing, making their communication unclear and violating the demand for clarity and precision.

Halik (2021, p. 91) stated that "limited vocabulary is a major factor affecting participants' ability to communicate effectively." Vocabulary is fundamental for language learning and supports all other language skills. This deficiency contributes to violations of the maxims, as students often struggle to find appropriate words, misunderstand teacher instructions, or face difficulties in expressing their thoughts accurately.

The primary factor causing maxim violations in class is students' reluctance to engage in self-exploration. Teachers noted that this significantly impacts their communication. Without exploring their knowledge and skills, students struggle to convey objectives effectively. According to Grice (1975, p. 45), effective communication requires adherence to the maxims of quantity (informativeness), quality (honesty), relevance, and manner (clarity).

### **Social distance factor**

Social distance is another factor causing maxim violations in class, as students adjust their communication based on perceived differences in status, expertise, or relationships. This often leads to violations of the maxims of quality and quantity. Excessive respect or anxiety about social hierarchy can make students hesitant to respond or ask questions, hindering clear and effective communication. Social anxiety and low self-esteem further exacerbate this issue.

Wati (2015, p. 11) explains that conversations can be formal or informal. Formal conversations, such as those between teachers and students or superiors and subordinates, prioritize politeness and adherence to standard language. Informal conversations, often among friends or family, are more casual and less bound by conversational norms. In the past, societal norms often discouraged direct communication between individuals of different social classes, creating barriers and contributing to maxim violations. Grice's Cooperative Principle (1975) emphasizes the importance of clear, relevant, and appropriate contributions for effective communication.

Students may sometimes fail to follow the maxim of manner due to cultural differences or varying levels of social proximity. In some cultures, students may avoid conflict or show respect for authority by feeling hesitant or embarrassed to answer questions directly, often

opting for silence. The maxim of manner focuses on how messages are conveyed, emphasizing clarity and avoiding ambiguity or irregularities in speech. Cultural norms that discourage direct responses can lead to violations of this maxim.

### Cultural Factor

Cultural differences play a significant role in classroom interactions, as individuals from diverse backgrounds bring varying communication styles and expectations. Misinterpretations often lead to unintentional maxim violations. For instance, students from cultures like Ambonese, Batak, or Chinese may view speaking less as a cultural norm, resulting in incomplete information and violations of the maxim of quantity. Keenan (2000, p. 217-218), cited in Herawati (2013), explains that the principle of "Be informative" may vary across cultures. Additionally, some students may avoid direct responses due to embarrassment or respect for authority, leading to silence and violations of the maxim of manner.

Each student has a personal experience background plays an important role in influencing the students' communication and interaction in the classroom the students unintentionally violate the maxim of quality so it is called a violation of the maxim.

## III. FINDINGS AND DISCUSSION

The findings addressed two research questions: the types of violated maxims and the contributing factors. Based on Grice's (1975)

Cooperative Principle, effective communication requires adherence to four maxims: Quantity (provide sufficient information), Quality (share truthful information), Relevance (stay on topic), and Manner (be clear and unambiguous). Maxim violations by teachers and students were linked to a lack of understanding of communication rules, limited experience with formal communication, language barriers, and vocabulary limitations. Social distance and cultural factors also significantly influenced these violations.

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The researcher observed maxim violations in English and Indonesian classroom conversations. These violations occur when speakers unintentionally disobey Grice's (1973) Cooperative Principle, which ensures effective communication through four maxims: Quality, Quantity, Relevance, and Manner. Violating these maxims can cause confusion, misunderstanding, or even humor. In the Elementary V class at Citra Kasih Ambon, violations were found in the maxims of Relevance, Manner, and Quality, while no violations of the maxim of Quantity were observed.

Type	Excerpt	Notes
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R E L E V A N C E	modal verb)  Teacher : What is the necessity ?  Student (P) : something like necessity	necessity required a relevant response, but the student failed to answer appropriately, such as "need to do" or "have to do."  (Meeting 3, subject: Persuasive text)  This is a relevance maxim violation. Students responded "difficult" (susah) instead of answering the question about "possibility."  (Meeting 2, subject : modal verb )  This is a relevance maxim violation. While not harmful, the student's inattention disrupts learning and hinders comprehension. Paying attention to the teacher is essential for effective learning.	to listen to the audio  Student : Yes miss  Teacher : Do you bring your headset via ?  Student : Forget miss  5. Excerpt 5  Teacher: A gerund is a verb that ends with -ing. Not "ink" like ink pen, but -ING. So, a gerund is a verb that has the suffix -ing. Example:  speaking, writing, what else?  Students: dancing, swimming, snorkeling.  Student (A): Ending.  Teacher: Ending?. That's a verb. Don't make it  funny; we are serious.  Student: Not ending.  Student (B): YouTubing (this answer makes other students laugh).  Teacher: YouTubing? What do you mean, my dear?	This violated the relevance maxim. Student A said "ending," and another said "you tubing," which were irrelevant. Inattention disrupts learning, so students should follow instructions for effective learning.
	2. Excerpt 2  Setting : The teacher asked on of the students  Teacher : possibility in bahasa artinya?,  Student (H) : susah, miss  Teacher : susah? possible in bahasa artinya?  3.. Excerpt 3  Teacher : Please, open your book on page 72, and read the text  Setting (There was one student who was caught by the teacher not paying attention  to teacher's instructions for reading but instead was confused and didn't do anything)  Teacher : why you did not read the book  Student : (silence),, saya pikir ada di infokus miss  4. Excerpt 4  Teacher : please watch the video on CK learning and do the quiz and use a headset	(meeting 5, subject :gerund)  This maxim requires relevant answers. The student's response, "Forget miss," didn't address whether they brought a headset.  (Meeting 5, subject : gerund)	1). Excerpt 1  Setting (Students did assignments)  Teacher : Ferdinand, ask permission artinya dalam bahasa apa ?  Student (F) : Memberi izin miss  Teacher : hah F (Student) bagaimana bisa,  kita sudah belajar sebelumnya, right ?  Q U A L I T Y	(Meeting 2, subject : modal verb)  This violated the Quality maxim, as F's answer was untrue and uninformative. F should have responded with a more appropriate answer, like "meminta izin" in Bahasa.  (Meeting 1, subject : be going to)  The student's change of answer

	<p>2). Excerpt 2</p> <p>Setting (The teacher asked one of the student to answer the question, according "be going to" material)</p> <p>Teacher: A tornado hit for 1 hour. 1 hour how many minutes? Who has the wrong answer, raise your hand, yaampun 22 menit itu satu jam?</p> <p>Student S: 60 minutes</p> <p>Student D: 22 minutes</p> <p>(one of the D students answered incorrectly and replaced it with the correct answer)</p> <p>3) Excerpt. 3</p> <p>Teacher : negatif statement artinya</p> <p>Student : Past Tense , Miss</p> <p>Teacher : How come ? kamu bilang negative statement itu past tense?</p> <p>4). Excerpt. 4</p> <p>Teacher : What does snorkeling mean in bahasa ?</p> <p>Student : Mengetik</p> <p>Teacher : mengetik ? coba kamu lihat ini dia sedang apa ? (sambil</p>	<p>violated the Quality maxim, as it lacked clarity and accuracy, which are essential for effective communication.</p> <p>(Meeting 4, subject: Indefinite pronoun)</p> <p>This violated the Quality maxim. The student gave an inaccurate answer and failed to explain why a negative statement is in the Past Tense. The response was irrelevant and could have been clarified by explaining it expresses disagreement, not tense.</p> <p>(meeting 5, subject: gerund)</p> <p>The student violated the Relevance and Quality maxims. Initially, they gave an unrelated answer ("mengetik") to "snorkeling," but later corrected it to the relevant "menyelam" (diving).</p>		<p>menunjukkan gambar orang sedang menyelam )</p> <p>Student : oh menyelam miss</p> <p>Teacher : nah, perhatikan ya</p> <p>1). Excerpt 1</p> <p>Setting (The teacher asked one of the student to read the meaning of modal verb)</p> <p>Student (A) (read but the pronunciation of the word "auxiliary" sounds like the word "actually".</p> <p>(The teacher corrected the student's pronunciation of the word Auxiliary correctly, n then asked the other student to read the text)</p> <p>Student (H): (reading the text but the student mentions "a" even though there is no "a" but "an".)</p> <p>Student (P): (read but the pronunciation of the word "auxiliary" sounds like the word "acceleration".)</p> <p>(The teacher corrected the pronunciation of auxiliary, then asked the other students to read the text.)</p> <p>2. Excerpt 2</p> <p>Setting : (This conversation occurred in the post-activity session where the teacher asked students about the assignments that students had completed last week it was about Be going to material)</p> <p>Teacher: I can see a lot of gray cloud in the sky I think its... soon what is the answer?..</p> <p>Students : A</p> <p>Teacher : why a ?, raise your hands</p>	<p>Meeting 2, Modal verb)</p> <p>The violations included the Quantity maxim and Maxim of Manner. Students mispronounced words, such as confusing "auxiliary" with "acceleration," which have different meanings and pronunciations, violating the Maxim of Manner.</p> <p>(Meeting 1, subject : Be going to material)</p> <p>In excerpts 1 to 5, students violated the Maxim of Manner by being silent or giving unclear responses, disrupting communication clarity and order.</p>
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<p>if you know the answer</p> <p>Students : ....Silence.....</p> <p>Teacher : Student ( K), why?</p> <p>Student ( K) : ehmm, because,.... silence .....</p> <p>3.. Excerpt 3</p> <p>Teacher : Okay, who wants to help ? raise</p> <p>your hands please, Qiandru, Why is the answer</p> <p>a?</p> <p>Student (Q): ehmm</p> <p>Teacher : Darwin ?</p> <p>Student (D) : Because it is used to be.</p> <p>4). Excerpt 4</p> <p>Setting (The teacher asked one of the students to answer the question which is in the book)</p> <p>Teacher : Siapa yang punya jawaban benar angkat tangan, jawaban tidak benar angkat tangan, kenapa pilih jawaban lain, ngasal? It must be tornado right, what is your answer</p> <p>student ( E) ?</p> <p>Student (E) : ..... silent.....</p> <p>Teacher : Where is your voice, what , what is your answer for no 6 , look at your book</p> <p>Student (E) : hmm..... miss ( Silent)</p> <p>5 Excerpt 5</p> <p>Setting (The teacher asked one of</p>	<p>Subject: be going to, meeting 1</p> <p>Silence or unresponsiveness without an appropriate response violates the Maxim of Manner, as it disrupts clarity and order in communication.</p> <p>Material : be going to, meeting 1</p> <p>Silence or unresponsiveness without an appropriate response violates the Maxim of Manner, disrupting communication clarity.</p> <p>(Meeting 4, subject :indefinite)</p> <p>Silence or unresponsiveness violates the Maxim of Manner, disrupting effective communication.</p>
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<p>the students to answer the question about indefinite</p> <p>material )</p> <p>Teacher : what is indefinite...</p> <p>Student : .....silent .....</p> <p>Teacher : what is indefinite ?, again What is</p> <p>indefinite?, Aston ?</p> <p>Student (A) : yes miss,</p> <p>Teacher : what is indefinite, Student(A)?</p> <p>Student (A) : .....silent.....</p> <p>Teacher : using modals verb in present tense,</p> <p>apa artinya present dalam bahasa ?</p> <p>Student (B) : .....silent.....</p>	
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### Factors that Influence the Practice of maxim Violation in the Classroom Interaction

Through observations and interviews with English teachers at SD Citra Kasih Ambon, the researcher found that most students interacted bilingually, and several factors contributed to maxim violations. The factors included lack of vocabulary, social and culture.

### Lack of Vocabulary

Based on observations and interviews conducted by researchers, several factors contribute to the occurrence of maxim violations in the classroom. These include students' limited vocabulary and lack of self-exploration. Students with a restricted vocabulary often struggle to stay on topic as they are unable to articulate their thoughts effectively. This is further supported by an

English teacher's statement during an interview: "A reluctance to seek out information or read, combined with a limited vocabulary, makes it challenging for students to clearly communicate their intended message. They sometimes discuss topics beyond their comprehension or limited knowledge.

### **Social Factor**

Excessive respect for or fear of the social gap between teachers and students can make students hesitant to answer or ask questions, or even remain silent. This behavior may result in violations of the maxim of manner. An English teacher explained, "*Students often speak unclearly because they feel compelled to adapt their communication style to the perceived social distance between themselves and the teacher*".

### **Cultural Factor**

Based on the researcher's observations, cultural factors also play a role in classroom interactions. For example, the classroom may include students from diverse cultural backgrounds, such as the Ambonese, Batak, and Chinese communities. In some of these cultures, speaking minimally is considered a norm, which may lead students to provide incomplete information during class discussions. An English teacher highlighted this in an interview, stating, "*The primary factor is that background and personal experience significantly influence how students communicate and interact in class. Each*

*student comes from a unique cultural background and has their own communication style. This can sometimes cause them to speak inaccurately, unclearly, irrelevantly, or in an unstructured manner.*"

## **IV. DISCUSSION**

### **The types of maxims that are violated by students in classroom interaction**

Based on the observation in the classroom that the types of maxims violated by teachers and students were Maxim of relevance with 5 times, maxim of Manner with 5 times and maxim of quality with 4 times, while for the type of maxim of quantity was not found in the observation in class V Elementary at Citra Kasih Ambon.

#### **a) Maxim Violation of Manner**

A violation of the maxim of manner can occur when a student communicates in a way that is unclear, excessively lengthy, or poorly organized, as outlined by Grice (1975, p. 47). The findings revealed five instances where students violated this maxim.

During the first meeting, which covered the Be going to material, violations of the maxim of manner were noted. This maxim emphasizes effective communication and encourages speakers to convey their thoughts clearly, concisely, and in an organized manner. When students remain silent without providing appropriate responses to questions or the context at hand, this can also be considered a violation of the maxim. In such communication



situations, silence or disorganized speech reflects a breach of this principle.

#### b) Maxim Violation of Quality

The Maxim of Quality is violated when someone intentionally lies or provides information, they know to be false or lack sufficient evidence for (Grice, 1975, p. 47). The findings revealed that students violated this maxim four times.

For example, In Meeting 4, which focused on Indefinite Pronouns, a student provided an incorrect explanation of a negative statement's meaning. The teacher pointed out the mistake and asked why the student believed a negative statement was in the Past Tense. However, the student failed to give a satisfactory explanation, thus violating the Maxim of Quality by providing irrelevant and inaccurate information. Instead, the student could have explained that a negative statement expresses disagreement, refusal, or opposition, without necessarily being tied to tense.

#### c) Maxim Violation of Relevance

In classroom interactions, a violation of the Maxim of Relevance occurs when a student provides information unrelated to the topic being discussed (Grice, 1975, p. 47). The findings revealed five instances of such violations by students.

For example, during Meeting 5, which covered *Gerunds*, a student responded with "Forget, miss" when asked whether they brought a headset. This response was irrelevant

to the question and failed to provide the necessary information. The Maxim of Relevance requires answers to be appropriate and directly related to the question. Instead, the student should have provided a clear and relevant response regarding whether they had brought the headset.

### **The Factors that Influence the Practice of Maxims Violation in Classroom Interaction**

#### **Lack of Vocabulary**

The researcher explored the impact of limited vocabulary on communication based on Grice's (1975) maxims:

- **Maxim of Quantity:** Limited vocabulary prevents students from providing adequate information, resulting in incomplete communication.
- **Maxim of Quality:** Insufficient vocabulary may lead to inaccurate or untrustworthy information, potentially misleading the listener.
- **Maxim of Relevance:** Students with a restricted vocabulary may find it challenging to stay on-topic, as they struggle to express their ideas or questions clearly.
- **Maxim of Manner:** A lack of vocabulary can force students to use complex or inefficient phrasing, making their communication unclear and violating the demand for clarity and precision.

Halik (2021, p. 91) stated that "limited vocabulary is a major factor affecting participants' ability to communicate effectively." Vocabulary is fundamental for language learning and supports all other language skills. This deficiency contributes to violations of the maxims, as students often struggle to find appropriate words, misunderstand teacher instructions, or face difficulties in expressing their thoughts accurately.

The primary factor causing maxim violations in class is students' reluctance to engage in self-exploration. Teachers noted that this significantly impacts their communication. Without exploring their knowledge and skills, students struggle to convey objectives effectively. According to Grice (1975, p. 45), effective communication requires adherence to the maxims of quantity (informativeness), quality (honesty), relevance, and manner (clarity).

### **Social distance factor**

Social distance is another factor causing maxim violations in class, as students adjust their communication based on perceived differences in status, expertise, or relationships. This often leads to violations of the maxims of quality and quantity. Excessive respect or anxiety about social hierarchy can make students hesitant to respond or ask questions, hindering clear and effective communication.

Social anxiety and low self-esteem further exacerbate this issue.

Wati (2015, p. 11) explains that conversations can be formal or informal. Formal conversations, such as those between teachers and students or superiors and subordinates, prioritize politeness and adherence to standard language. Informal conversations, often among friends or family, are more casual and less bound by conversational norms. In the past, societal norms often discouraged direct communication between individuals of different social classes, creating barriers and contributing to maxim violations. Grice's Cooperative Principle (1975) emphasizes the importance of clear, relevant, and appropriate contributions for effective communication.

Students may sometimes fail to follow the maxim of manner due to cultural differences or varying levels of social proximity. In some cultures, students may avoid conflict or show respect for authority by feeling hesitant or embarrassed to answer questions directly, often opting for silence. The maxim of manner focuses on how messages are conveyed, emphasizing clarity and avoiding ambiguity or irregularities in speech. Cultural norms that discourage direct responses can lead to violations of this maxim.

### **Cultural Factor**

Cultural differences play a significant role in classroom interactions, as individuals from

diverse backgrounds bring varying communication styles and expectations. Misinterpretations often lead to unintentional maxim violations. For instance, students from cultures like Ambonese, Batak, or Chinese may view speaking less as a cultural norm, resulting in incomplete information and violations of the maxim of quantity. Keenan (2000, p. 217-218), cited in Herawati (2013), explains that the principle of "Be informative" may vary across cultures. Additionally, some students may avoid direct responses due to embarrassment or respect for authority, leading to silence and violations of the maxim of manner.

Each student has a personal experience background plays an important role in influencing the students' communication and interaction in the classroom the students unintentionally violate the maxim of quality so it is called a violation of the maxim.

## V. CONCLUSION AND SUGGESTION

The study concludes that teachers and students in class V of Citra Kasih Ambon violated maxims of Relevance and Manner (5 times each) and Quality (4 times), with no violations of Quantity observed. These violations are influenced by limited vocabulary due to a lack of self-exploration, social distance, and cultural norms that discourage excessive talking, particularly among students from diverse backgrounds (Ambon, Batak, and Chinese). Artistic and personal experiences also shaped communication styles, sometimes resulting in unclear, irrelevant, or untruthful

responses. Teachers are encouraged to adopt cooperative principles to foster effective communication and minimize misunderstandings. The findings are specific to the observed context and not generalizable to all classes or subjects.

Future researchers can explore Grice's (1975) cooperative principles in various classrooms or contexts. Additionally, they can examine how well the maxim theory aligns with Indonesian culture. As language serves as a bridge connecting people, applying cooperative principles is essential for effective classroom interactions. By understanding these principles, teachers can minimize maxim violations, foster a more conducive learning environment, and help students grasp cooperative communication. Providing examples and vocabulary-building exercises can further enhance students' English proficiency. Students, in turn, can reduce maxim violations by applying these principles, improving their communication skills, and expanding their English vocabulary

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**An Analysis of Maxims Violation on Teacher- Students Interaction in the English Classroom at Citra Kasih Elementary School in Ambon**

Wisye Lora Soumahu<sup>1</sup>, Felicia Miranda Lekatompessy<sup>2</sup>, Hellena M. Rijoly<sup>3</sup>



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