

GRICE MAXIMS BREAKING IN THE TEACHER AND STUDENTS' ONLINE INTERACTION: GENDER ROLE PERSPECTIVE

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Abstract: Grice promotes four maxims to obey as the requirements for successful communication, including quality, quantity, relevance, and manner. However, several conditions require breaking the maxims to make communication more effective, including an interaction between teachers and students. The gender of the students and the practice of online classes also contribute to the breaking of maxims. Hence, this study aims to examine the breaking of Grice maxims in the online classroom interaction between the teacher and students of different genders. The communication between an English teacher and her students in an online class was observed to gather the data. Then, the results were analyzed qualitatively. Finally, this study found that teachers' interaction with students of both genders produced flouting of quantity maxim. The teacher's interaction with the female students flouted quantity, relevance, and manner maxims which is caused by the cooperative communication leading females to talk a lot, while the teacher's interaction with male students flouted the quality, relevance, and manner maxims, which is caused by the dominance that males tend to show to female. Moreover, the flouting of maxims made positive and negative results in the communication. Lastly, a more extended period study is suggested to produce further findings.

Keywords: *classroom interaction, gender, Grice maxim, online class*

INTRODUCTION

Communication is essential for a human's life since it makes humans feel alive. A human communicates for various purposes, such as sharing a feeling, questioning,

requesting, criticizing, and so forth (Fahmi, 2016). The purposes are successful if the hearer understands and responds to the speaker with the required utterance or action. The delivery can be faster, and both the speaker and hearer can achieve communication goals more quickly. Grice (1975) promoted four maxims acting as principles of successful communication, including quality, quantity, relevance and manner. However, the communication practice in real life does not always obey the maxims. People often break the maxims, such as by giving untruth utterance or irrelevant response. Nevertheless, in some cases, breaking maxims can make communication more effective (Ariyanti et al., 2020).

The interaction in the classroom may happen between the teacher and students and among the students. The forms of interaction may be various, such as explaining, requesting, discussing, questioning, and answering. Furthermore, both obeying and breaking the conversational maxim happen in all interactions, including within the classroom. In obeying the maxims, the teachers and students may share truthful, accurate, relevant, and clear information while building classroom interaction. However, they also break the maxims while communicating. The broken maxims of teachers and students may also make the communication within the classroom better.

Gender also contributes to influencing how someone communicates by violating the maxim. How males and females face the use of maxims is different. It starts with the way male and female speakers communicate differently, too. Female speakers tend to use more hedges, such as "umm", "like", "yeah", and "you know", rather than male speakers (Coates, 2013; Namaziandost & Shafiee, 2018). This condition makes the females' speeches may not adequate. It also makes the female speakers often be interrupted, which links to the violation of maxims. Sadeghi et al. (2012) and Rashid (2020) found out that male domination in conversation brings them to flout the maxims more than females. In short, gender participates in determining someone to use or violate Grice maxims.

Some studies (Khayati et al., 2019; Sukriwati & Saliya, 2019; Wideasri et al., 2019) have been conducted at various education levels to investigate how the genders of teachers and students differ them to communicate and break the Grice maxims. All of the studies found out that, even at different levels of education, males and females broke Grice maxims differently. However, the studies limited in researching offline classroom

interaction. At the same time, the study within online classroom interaction is also significant due to the need for the current pandemic. When social interaction is limited during the pandemic, the teaching and learning program should be conducted through virtual meetings (Nurani & Widiati, 2021). Since communication depends much on online media, the interaction of online classes is different from that of offline classes. Hence, the breaking of the Grice maxims by teachers and students may be different. Therefore, this study focused on how the Grice maxims were broken in online class interaction. Two research questions were created to help the researcher achieve the aim of this study, including what maxims are broken in the online classroom interaction between a teacher and students of different genders and how the broken maxims work for interaction between the teacher and students from different genders in the online classroom.

REVIEW OF LITERATURE

Grice Maxims

Grice (1975) promoted four maxims that became the principle of successful communication, including maxims of qualitative, quantitative, relevance, and manner. Maxim of quality requires the speaker to speak truthfully. Maxim of quantity states that the speaker only needs to contribute the required response. Maxim of relevance explains that the speaker needs to respond relevantly. Lastly, the maxim of manner makes the speaker needs to speak briefly and clearly. Therefore, the communication can go smoothly and effectively as someone starts to accept the principles in the interaction (Wu, 2019)

Types of Maxim Breakings

Black (2006) promoted various forms of broken maxims. The first form is opting out. It appears when a response is not explicitly and correctly delivered based on the maxims. The second form is a violation of the maxim. This kind of violation appears since someone intends to mislead the maxim. Black identified it as lying. The third form is the clash. It happens when one is unable to cooperate in the communication. It comes from the speaker who is not informed about a particular issue. Finally, the last maxim breaking is flouting. Flouting appears when the speaker makes the hearer aware of the cooperative principle and understands why the maxims are broken. Thus, the

communication goal is not broken, but the speaker tries to say it indirectly. The speaker assumes that the hearer can understand the context and implicit meaning (Susanto, 2017).

Online Classroom Interaction

An online classroom is a common phenomenon these days, especially during the Covid-19 outbreak. The online classroom becomes the solution to keep running instructional design without worsening the virus spreading. Moreover, an online classroom allows the teachers and students to be safe in their own homes since they are connected through the internet and online platform (Saputri et al., 2020). In practice, both teachers and students have faced the challenges of joining an online classroom, including low digital literacy skills, poor internet connection, and limited supporting facilities (Hardiyanty et al., 2021). Due to the challenges, the interaction of teachers and students is also different from their face-to-face interactions. In the online classroom interaction, the teachers dominate more in the classroom since the students are less passive (Rasmitadila et al., 2020). The instruction mostly goes by the teachers who only deliver the materials and directs to the task. The interaction among students in a workgroup is barely practiced due to the challenges.

Gender and Maxims Breaking in the Classroom Interaction

In the classroom interaction, the breaking of the Grice maxims also appears. Wideasri et al. (2019) found out that, from four maxims, the classroom interaction at the senior high school level broke the maxim of quality, quantity, and manner. Concerning gender, Khayati et al. (2019) found that maxim of manner was flouted in teachers' interaction with male and female students. Between the teacher and male students, all four maxims were flouted. While with female students, the teacher flouted maxims of quantity, relevance, and manner. Hence, the gender differed someone to use and break the Grice maxims. Besides, Sukriwati & Saliya (2019) reported that male and female students' perception of using Grice maxims in the classroom was the same: the maxims are not only obeyed but also flouted to make the communication goal achieved.

METHOD

This study used qualitative as the research design since it would help the researcher discover the breaking of Grice maxims in the interaction of classrooms from

different genders. A qualitative design was appropriate since the data of this study were the utterances of both teacher and students during teaching and learning interaction. Moreover, the utterances observed in this study were from an English teacher of a private Junior High School in Sidoarjo and her first-grade students. The teacher was a thirty-one-year-old female with five years of teaching experience, while the students were around thirteen up to fourteen years old-teenagers of different genders, fourteen females and ten males.

To collect the data, the researcher observed the online classroom interaction. The classroom interaction was held online due to the pandemic of Covid-19. Thus, the teacher and students interacted with each other using the virtual meeting platform. The researcher joined the virtual meeting by the link shared by the teacher. She did a non-participatory observation as she fully observed the classroom interaction without giving any treatment. Field notes and a video recorder were utilized to record the findings. The video recorder was to assist the researcher in recording the details that might be missed by the researcher while taking notes. Finally, as the data were gathered, data analysis began.

The researcher used the qualitative data analysis techniques promoted by Ary et al. (2014) to process the data, including familiarizing and organizing, coding and reducing, and interpreting and representing. The researcher re-read the field note results and watched the recording of classroom interactions to get familiar with the data. Then, she sorted the results into the essential data only. She also classified the data into some categories based on maxims promoted by Grice (1975). Finally, the researcher interpreted the data and connected them with the previous theories. The results of the data analysis were elaborated in the Findings and Discussion part of this study.

FINDINGS AND DISCUSSION

Findings

The researcher holds an observation towards the interaction of online classroom interaction. The setting is when the teacher requires the students to do the quiz on an online platform. The students are provided with ID and password to login. The interaction happens during the class running. The teacher's interaction with the male and

female students is further elaborated on below. The 'T' represents the teacher's utterance, while the 'S' represents the student's.

Broken maxims in the online classroom interaction between teachers and students of different genders.

The interaction of the teacher with the students of both genders

The observation shows that the interaction between the teachers and the students of different gender produces the flouting of the quantity maxim. There are two conversations found which reveal the maxim flouting.

T: " "Silent, please, or I will take your point."

*S: *keep talking**

The observation above shows that the students, both male and female, ignore the teacher's instruction to be silent. Even though the teacher has threatened them to take their points, they tend to keep talking. Therefore, both female and male students flouted the quantity maxim since they did not give the required responses to the teacher's utterances. Another dialogue reflecting the flouting of the quantity maxim also appear when the teacher asks a question, but all students do not respond.

T: "Who wants to submit the task of story-telling? There are only two students who have submitted."

*S: *No answering**

Based on the conversation, male and female students have flouted the maxim of quantity by not responding to the teacher. The students cannot perform the appropriate responses to the teacher's questions. Therefore, both male and female students have flouted the maxim of quantity.

The interaction of the teacher with the female students

The teacher's interaction with the female students has broken three Grice maxims, they are maxim of quality, relevance, and manner. The details of each maxim breakings are elaborated as follows.

Maxim of quantity

The researcher finds two conversations between the teacher and her female students which reveal the breaking of maxim quantity. The unnecessary responses are performed by the female teacher which make them break the quantity maxims.

The first dialogue provides the context when the teacher asks the students to log in to the online platform to start the quiz, and a female student faces difficulty. After some directions given by the teacher, the student finally can log in. Furthermore, the following dialogue is the teacher's interaction and the female students' which flout of quantity maxim.

S: "Ah, finally, I can log in."

T: "Good. What a smart girl."

S: "Yes, I am a smart girl."

In the conversation, the student's maxim of quantity is flouted since she produces an unnecessary response to the teacher's statement. The teacher compliments the student, and she does not need a response. However, the student claim the teacher's compliment as response, instead.

Second data also shows the maxim quantity breaking. The context is the female students who asks permission to drink. After approving the cue, the teacher gives the unnecessary additional response which makes her flouts the maxim of quantity.

S: "Ma'am, may I drink?"

T: "Yes, you may. And the other students who want to drink, you may drink now."

The conversation above shows that the teacher responds more than the student needed. The female students who asks the question only requires the response to give permission, but the teacher invites the other students to drink. By here, the teacher has flouted the quantity maxim. However, the teacher's aim by flouting this maxim is for making the communication more effective. She wants to permit the student who asks and the other students who may want to drink. Consequently, the other students do not need to ask the same permission at that moment.

Maxim of relevance

The maxim of relevance is also flouted within the interaction between the teacher and the female students. There are two conversations found which support the statement. The first conversation shows that the teacher informs the students they will have a holiday next week, but a female student responds irrelevantly.

T: "On next week, you will have the day off."

S: "My little sister will start the day off next Monday."

The teacher intends to inform the students regarding their holiday schedule, but the student responds by informing her little sister's day-offs. The response given by the students is not relevant to the information delivered by the teacher. The schedule of her sister's holiday does not have any relevance to either the teacher or the other students. Thus, the student has flouted the maxim of relevance.

The second conversation shows some female students flouting of relevance maxim.

T: "Congratulation, Sania. You got the highest score."

S1: "Wow."

S2: "Not me."

S3: "Allahu akbar"

The teacher congratulates a student named Sania for getting the highest score in doing the quiz. Based on the cooperative theory, the proper response to the statement is supposed to come from Sania. However, the other students respond, instead. The responses given are also not relevant to the teacher's statement. Student 1 expresses amazement with the result, student 2 shows disappointment for not being the best, and student 3 responds by praising God. Thus, the female students have flouted the maxim of relevance by giving irrelevant responses.

Maxim of manner

The flouting of the maxim of manner also appeared in the interaction between the teacher and her female students. The flouting of this was found since the responses uttered were not clear and ambiguous. Furthermore, the researcher finds three dialogues which reveal the breaking of manner maxim. The details can be seen below.

The first conversation shows the teacher flouting the manner maxim by responding briefly to the student who asks permission to go to the toilet.

S: "May I go to the toilet, ma'am?"

T: "Fast"

S: "Yes, ma'am."

The teacher gives a brief response to the conversation, which matches Grice's principles. However, the unclear and ambiguous responses makes the teacher's utterance flout the manner maxim. Instead of saying 'yes' or 'no' to permit the student, the teacher instructs the student not to take much time in the toilet and go back to the class very soon. The word 'fast' does not reveal whether the teacher gives her permission or not. However, the student who hears this response can understand the context, that the teacher gives her permission.

The second conversation also reveals the flouting of manner maxim resulting from the teacher interacting with her female students. Unsure whether she is registered for the online quiz, a student questions her teacher to check her condition.

S: "I log in, ma'am. Have I registered?"

T: "There have been 14 students here."

The teacher gives an ambiguous response by saying the number of participants attending the quiz. The responses does not bluntly answer the student's questions. The student need to comprehend the context meant by the teacher to achieve the communication goal. Fortunately, the student knew the number of students participating in the class and recognized that she had already registered for the quiz. In short, the unclear response uttered by the teacher indicates that she flouted the maxim manner in interacting with her female student.

The teacher also produced another flouting of the manner maxim in the conversation below. After the quiz finished, the teacher checked the results and informed a student about her final score.

T: "I have checked the results. Diva, you are 5."

S: "Yes, ma'am."

The teacher mentions a student named Diva about her results in the class rank. However, the teacher only says that Diva is number 5. It is unclear what the number means. The number might make the hearer create the multi interpretation, whether Diva is in the number 5 or Diva is the number 5. Thus, the utterance has flouted the maxim of manner. Even though the teacher's utterance is ambiguous, the student named Diva can understand it. It can be seen by the student who approve the teacher's statement. Knowing the context is the key for Diva to understand the meaning of the statement.

Teacher's interaction with the male students

Based on the observation results, the communication of the teacher and her male students have produced the flouting towards three Grice maxims, they are maxim of quality, relevance, and manner. The details can be seen in the elaboration below.

Maxim of quality

There is a dialogue showing flouting of the quality maxim realized by the researcher. This maxim is related to the truthful statement uttered by the speaker. The breaking of this maxim happens when the speaker intended to lie or not to tell the truth. The observation of the teacher's communication with her male students is found to break this maxim.

S: "No question is appearing on my phone, ma'am.

The game is not started yet."

*T: "The questions appear on Cali's phone. The quiz
has started."*

The conversation above shows a male student who complains about the quiz questions that does not appear on his phone. Thus, he claims that the teacher has not started the quiz. However, the teacher can check the truth of the student's statement by checking the phone of a student who does the teaching and learning program at the school. There is a student whom the teacher requires to join the class physically at school due to particular conditions. Therefore, the teacher can check whether the claim of the student complaining is correct or not. The teacher finds out that the claim is wrong. She checks Cali's phone and finds that the questions have appeared on his phone. Thus, since the student's claim is wrong, the student has flouted the quality maxim. He tells something untruthful and claims something without adequate evidence.

Maxim of relevance

The teacher and male students also utter a not-relevant response to the implication. This condition creates the flouted relevance maxim. The observation shows that flouting of this maxim appears in the interaction between two male students

S1: "Joe, how can you know the answer?"

S2: "Of course, I know."

The dialogue shows that S2 does not give a relevant response to S1's question. He is supposed to answer how he can know the answer, but he answers by bragging about himself. Hence, the maxim of relevance is flouted in the interaction.

Maxim of manner

Maxim of manner explains that the speaker's utterance needs to be brief, clear, and unambiguous. When the principles are disobeyed, the breaking of the maxim appeared. Furthermore, the teacher's communication with her male students resulted in the flouting of this maxim. The two dialogue examples can be seen below.

S: "I copy the ID, but I still can't log in, ma'am."

T: "Don't copy it. Type it."

S: "Done, ma'am. It is because of the space I used."

The conversation above tells about the student who cannot log in due to the incorrect ID and password. Therefore, he asks for help from the teacher. However, the teacher responds to the utterance by instructing the student, instead. The teacher directs the student to type something she does not explain frankly. The teacher has flouted the manner maxim since she fails to present the statement whose meaning is clear and vivid to realize. The response can only be understood if the student understands the context of the conversation.

The second conversation also shows the flouting produced by the teacher while interacting with her male students.

S: "Can we finish now, ma'am?"

T: "8.15, yes."

The conversation shows that a student asks whether he and his friends could finish the session or not since he has finished completing the quiz. However, the teacher only responds by saying the time. The teacher's response is ambiguous since it does not give a frank answer about whether the students might leave the room or not. The teacher intends to say that the students are allowed to leave the room at the time mentioned, but she prefers to say it briefly yet unclear. Thus, the flouting of the maxim of manner appeared here—the student asks the question to know the context of the communication to reach the interaction goal.

Comparison between male and female students

The observation reveals that both male and female students have broken three types of Grice maxims, but in different ways. The female students have broken maxim of quantity, relevance, and manner, while the male teacher have broken maxim of quality, relevance, and manner. However, the quantity of breaking is found to be done by female students. There are two conversations shows that female students have broken maxim of quantity, two conversations to break maxim of relevance, and three conversations to break maxim of manner. In comparison, the male students have made only two conversations to break maxim of quality, one conversation to break maxim of relevance, and two conversations to break maxim of manner. Therefore, even though each gender has flouted three types of Grice's maxim, female students have broken the maxims more by their utterances while interacting with the teacher than the male students.

How the broken maxims work for the interaction between the teacher and students from different genders in the online classroom.

This study finds out that the teacher's interaction with the students of different gender produced flouting of the maxims. The flouting made also positively and negatively impact how the communication take place.

First, the observation finds out that the flouting of the Grice maxims can make the interaction between the teacher and students more effective. The flouting of manner maxim created by the teacher's interaction with the female students, for example, have made the teacher unnecessarily answer the long responses to fulfil the communication goal.

S: "May I go to the toilet, ma'am?"

T: "Fast"

S: "Yes, ma'am."

The teacher only gives a brief and ambiguous answer responding to the student's utterance in the conversation above. However, the student can get the teacher's utterance's implied meaning and achieve the communication aim.

Another conversation between the teacher and male students shows the flouting of the manner maxim, which produces more effective communication.

S: "Can we finish now, ma'am?"

T: "8.15, yes."

The teacher's response in the interaction above is also brief and ambiguous. Like in the female interaction, the male student can also get the teacher's intention. Hence, it could be known that the students understand the flouted implication since they comprehend the context.

Second, the flouting of Grice's maxims also impact negatively to the communication, which is the ignorance towards the teacher. The researcher's quantity maxim in the two interactions below between the teacher and students from both gender show that the teacher is ignored.

Conversation 1:

T: "Silent, please, or I will take your point."

*S: *keep talking**

Conversation 2:

T: "Who wants to submit the task of story-telling? There are only two students who have submitted."

*S: *No answering**

Both conversations above show how the students flout the quantity maxim by not giving the required response and ignoring the teacher. The first conversation shows that the teacher asks the students to be silent, but they do not do the command. In contrast, the second interaction reveals that the teacher asks a question, but no student answers.

Discussion

Based on the observation, it can be known that the interactions between the teacher and students from different genders break the Grice maxims by flouting them. The speakers intends to give indirect responses and expects the hearers to understand the implied meaning (Ariyanti et al., 2020). Moreover, the result of the current study is also in line with the study of Safitri et al. (2014), finding out that flouting was the maxim-breaking type that mostly appeared in the interaction between the teachers and students. However, the interactions between the teacher and students from each gender flout different maxims.

The interactions between the teacher and students of both genders flout the maxim of quantity. The condition happened since the students fail to give the required responses to the teacher's utterances. When the teacher asks to speak, the students do not want to respond appropriately, and vice versa. Thus according to Black (2006), such a condition has flouted the quantity maxim of Grice.

Moreover, the interactions between the teacher and her female students flout three kinds of Grice maxims: quantity, relevance, and manner. The maxim of manner is the most-flouted within the interaction. The teacher tends to make ambiguous responses to the students' utterances. Moreover, the flouting of the quality maxim is not detected within the interaction. Two possibilities come up to the condition. First, the teacher and students might always speak honestly, making such a condition. Second, the condition of online classes limits the researcher to check the truth of the teacher and students' statements. However, the results of this study are also in line with the study of Khayati et al. (2019), showing that maxims flouted in the interactions among teacher and female students were quantity, relevance, and manner.

Meanwhile, the interactions between the teacher and the male students show three maxims flouted, which are the maxim of quality, relevance, and manner. Unlike the interaction with the female students, the maxim of relevance is the most-flouted by the teacher and her male students. However, the maxim of quantity is not flouted by the teacher and the male students since both the teacher and male students can produce the required responses only. Moreover, this study shows different results from Khayati et al. (2019), which found that all four maxims were flouted in the interaction between the teacher and the male students. Instead, this study finds that only three maxims are flouted by the teacher and her male students, which are the maxim of quality, relevance, and manner. Meanwhile, quantity maxim is not found to flout in this study. The difference may also be caused by the different class practices, where this study has online interaction as the setting. Hence, the students' speeches might not be fully observed, especially when they mute their microphones.

The study's results also present that the interaction of female teacher with her male and female students all break three maxims, but in different types. Thus, it shows that each gender has flouted the maxims equally – all three maxims – but in different ways. Both gender cannot perform to give the relevant and unambiguous utterances

responding to the teacher's cue since it can be seen that both genders have broken relevance and manner maxims. However, the female students tend to talk much since they have broken maxim of quantity, which shows that they cannot give the necessary responses only. Meanwhile, the male students tend to lie in their speeches since they have broken maxim of quality. Moreover, the female students are also found to break the maxims more than male students. There are seven conversations showing that they have broken all Grice's maxims, while there are only produce five conversations to break the Grice's maxims. It is the activeness of the female students to interact more than male students which makes the female students break the maxims more often than males. Since utterances invites the breaking of maxims (Black, 2006), the more female students produce utterances to respond the teacher, the bigger probability they have to flout the maxims.

Besides, the different result for male and female students to break the Grice's maxims while interacting with the teacher shows that the teacher responds the students with different gender differently. The responses may come intuitively from the teacher by following the general pattern of each gender to communicate. The teacher tend to have more talk with female students which invite them to break maxim of quantity because they are comfortable with the communication. Coates (2016) argues that female-female interaction tends to create a cooperative and supportive condition which make the people involved feel comfortable. Therefore, the flouting of quantity is only found in the interaction between female teacher and female students, but not with male students. The characteristic of males' speech, which is straightforward, does not bring them to give the unnecessary responses and break quantity maxim while interacting with the female teacher. Instead, they tend to give the statement which does not have adequate evidence to be a truth. The male students tend to break quality maxim while communicating with the teacher. The phenomenon may be caused by the pride that the male students have to be always-right persona in front of the female teacher. Coates (2016) also argues that males tend to show their powers while communicating, especially with females. Therefore, the students who tries to argue the statement, even though it does not have strong evidence, aims to show the power to the teacher. As the result, such condition leads them to break quality maxim. Moreover, the flouting of relevance and manner maxims found in the communication between female teacher and

students from both genders shows that in communicating, irrelevant and ambiguous responses may be created by both genders.

Furthermore, the flouting found in the interactions between the teacher and the students work positively and negatively on the communication. It works positively since the flouting can make the interaction more effective (Nunn, 2006). Based on the observation results, even though the teacher does not respond to the students' utterances by obeying the Grice maxims, the students can understand the statements by knowing the context. Here, the context is the vital element enabling the hearer to get the implied meaning of the speaker (Sobhani & Saghebi, 2014). Therefore, it can be seen that the breaking of maxims can also create more effective interaction (Ariyanti et al., 2020). However, the flouting also affects negatively the interaction since it makes the students not pay attention to the teacher's instructions and utterances (Wahyudi et al., 2020). The students fail to provide the required responses. Thus, the communication does not run properly. Besides, the students who ignore the teacher become the issue of the online class practice. The teacher and students who are located in different places limit the teacher to monitor and control the students. Moreover, the minimal motivation makes the students cannot be optimal to participate well in the classroom (Windiarti et al., 2019).

CONCLUSIONS AND SUGGESTIONS

Conclusions

The conversations, including within the classroom, do not always obey Grice's maxims but break them. This study shows that the students' genders contribute to determine what maxims are broken. The different characteristics of each gender to communicate lead them to break the maxims differently, too. In this study, the comfort created in female-female communication leads the female teacher and female students to talk a lot and break quantity maxim. In the other hand, the power that males tend to show to females leads the female teacher and male students to break quality maxim. Moreover, relevance and manner flouting indicate that both genders may present the irrelevant and ambiguous responses in communicating.

Furthermore, the practice of online classes also takes a role in producing different results from the previous studies. The online class setting, where the teacher and students

are in different places, makes some interactions probably missed to observe. The students' controls who can mute or unmute their microphones on the online platform also contribute to the absence of some responses. In addition, this study shows that breaking maxims in the interaction can give positive and negative results in communication. Therefore, the consideration to obey or break the maxims should be done wisely to create practical and informative communication.

Lastly, since this study only observed one meeting, the following study with a more extended period is suggested. The subsequent researchers who want to study a similar issue should conduct the observations in several meetings. Thus, they can produce more profound findings.

Suggestions

Due to the limited permission to observe the classroom interaction, the researcher only used one-meeting observation as the data for this study. However, the bias may be produced due to the delimitation. Therefore, the extended observation time is highly suggested for the next researcher who wants to study a similar field. The longer research time will be beneficial to produce more complex and comprehensive findings.

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