

ABSTRACT

Nurul Aulia, 2024. An Analysis of Flouting Maxims Between Teacher and Student Interaction at My Liberty Makassar, under the thesis of English Education Department Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Ummi Khaerati Syam and Farisha Andi Baso.

This research aimed to describe the flouting maxims committed by the teacher and students in classroom interaction at My Liberty Makassar. The method used in this research was ethnography qualitative research. The data collected through observation checklist and field note observation. The subjects were the teachers and students of My Liberty Makassar who were in freshman and general class. The objectives of this research were to find out the types of flouting maxims produced by the teacher-student interaction and the influence of flouting maxims on students' activeness.

The findings revealed that both the teacher and the students flouted every type of maxim. The most frequently flouted or dominant maxim was quantity. The reasons for violating the quantity maxim included providing extensive information, a lack of adequate understanding, and a lack of interest in conversations. The second and third most frequently flouted maxims were quality and relation. Creating humor and making jokes to lighten the mood in class were the most prevalent instances of violating maxim quality. Meanwhile, failure to understand instruction, avoidance, and error were the causes of violating the maxim of relation. The least flouted maxim was manner. The failure to follow the maxim was due to a lack of proper knowledge and preparedness. The influence of flouting maxims resulted from the teacher's flouting of quantity and quality. It has been demonstrated that teachers who disregard maxims increase student participation and activity by delivering extra information and using humor.

Keywords: Cooperative Principle, flouting maxims, students' activeness