

Flouting Maxim in “The Hundred-Foot Journey Movie”: An Opportunity to Improve Students’ Intercultural Literacy

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ABSTRACT

Facing the advancement of the technology era, there is increasing awareness about integrating intercultural communicative competence in the English language teaching process. Because many people from diverse cultural backgrounds talk in English, students should acquire that competence to compete globally. To produce appropriate conversation, Grice proposes four maxims that should be obeyed, called cooperative principles. However, because of a cross-cultural situation, someone can flout the maxim as part of communication. Therefore, the present study discusses the type and the reason for flouting maxims done by the characters in a movie which is a good learning medium to teach in a classroom. Furthermore, this study wanted to explore the cause of why the movie could be an opportunity for the teacher to increase students’ intercultural literacy through the English teaching and learning process. The data gathered from the movie script and the character’s behavior in a cross-cultural situation will be analyzed through content and thematic analysis. The result showed the figures of the movie flouted the maxim of quantity, quality, relevance, and manner. Humor intention, conviviality, enmity, elaborate explanation, prestige, mocking, and stating opinion were found in the movie as the characters’ motivation why they flout the maxim. The movie had an opportunity to improve students’ intercultural literacy by studying the characters’ communication and behavior. It contained understanding, competence, attitude, participation, and language that could equip students in improving their intercultural literacy.

INTRODUCTION

As one of the competencies that students need to learn in the English classroom, intercultural communicative competence still lacks to be acquired in the teaching and learning process. Many teachers focus on the student's competence in English skills such as listening, reading, writing, and speaking without integrating it with cultural learning which is very important for the students to be acquired in the globalization era (Siregar, 2016). Even some teachers only focus on grammar learning because of their poor competence in English skills (Marcellino, 2015). Meanwhile, facing the advancement of technology era that forces the students to be in a multicultural society, it is demanded to enrich the students with intercultural literacy. These days, it is really easy to reach other people that come from different languages and cultures, so improving intercultural literacy while learning English as a language for communication cannot be ignored in the English teaching and learning process (Wang, Jiang, Fang, & Elyas, 2021).

Intercultural communicative competence means that someone has the competence and behavior effectively and appropriately shown in a cross-cultural situation (Deardorff, 2015). Grice categorizes some manners that indicate communication appropriately happens. They are maxim of quality, quantity, relevance, and manner (Sari & Afriana, 2020). Theoretically, the message in communication can be ideally delivered to the interlocutor if obeying those maxims. However, especially in a cross-cultural situation, the interlocutors can flout or violate the maxim. Normally, what is happened next is failed communication, but sometimes the flouting and violating of maxims still can create good communication to show socio-cultural aspects, interest, power, humor, etc. (Detrianto, 2018; Marlisa & Hidayat, 2020; Nuzulia, 2020; Rahmastra & Sosiowati, 2018). The interlocutor still can get the message or points the speaker wants to deliver in the communication. It is interesting to be studied because the skill of intercultural communicative competence can be the motor of flouting maxim communication.

It is appropriate to the study by Tehseem, Zulfiqar, & Badar (2021) which studies the relation between power and politeness in political discourses looking from an intercultural point of view. After analyzing three videos interview, the result shows that there is a saving face indicated by the politician to be accepted in society. Looking from an intercultural perspective, it can be seen that the level of politeness and power control is conversely. The stronger someone has power especially here in the political realm, the lesser someone shows his/her politeness. While in the classroom setting, a study by Prabawa (2020) reveals through his study about flouting maxims done by tertiary level students in the teaching and learning process. The results show that the students flout the maxim of quality and manner in the classroom. They often lie when they should give information

other than that they answer yes/no questions with unnecessary explanations when they should just answer shortly.

The aspects of intercultural competence such as attitude, knowledge, and skills can elaborate together to success the cross-cultural communication (Deardorff, 2015). It can help the interlocutors in having good understanding, tolerance, and relation in the midst of possibility to misunderstand, prejudice or stereotype in the society. So, when flouting maxim happened, an intercultural person can catch the message or meaning in a verbal or non-verbal interaction appropriately and effectively either as a speaker or a hearer. The goal of communication can be achieved even though the interlocutors flout what they are talking about.

Looking at the previous studies that many of them only talk about flouting maxim without relating it to intercultural communicative competence, there should be more attention to fulfilling the gap about it because there is still a lack of study exploring how flouting maxim relates to the intercultural perspective. Therefore, the present study will discuss the type and the reason for floating maxims to happen in a movie which is a good learning medium in a classroom. Moreover, this study wants to explore how the flouting maxim in the movie can be an opportunity for the teacher to increase students' intercultural literacy through the English teaching and learning process in the classroom.

Cooperative Principle and Flouting Maxim

To understand people's communication, Grice creates a theory that can explain how communication can succeed. According to him, communication should follow four maxims as a regulation to have successful communication (Sari & Afriana, 2020). The first maxim is about quantity which wants the communication between interlocutors to obey the effectiveness in replaying one's utterance. The speaker should not give too much information that is not required. It can affect the purpose of the communication if there is unnecessary information given. The second one is a maxim of quality. The information that is given in communication should be true. If the speaker is not sure about the information that wants to share or s/he thinks that it is false information, Grice believes the speaker should not reply to the interlocutor to avoid misunderstanding between them (Tanaka, 2018). The next maxim is about relation. In having communication with an interlocutor, the statement should be relevant to what the communication is about. Talking about other things and avoiding what is talking about can invite misconceptions in understanding the message in the communication. That is why being relevant in communication is important to have effective communication. The last one is maxim of manner. It is a maxim that wants the speaker to talk clearly when giving information. It can be seen from the speaker's effort to avoid using ambiguity and vagueness when replaying the interlocutor. Other than that, the conciseness and order in giving information is also important to make the communication between interlocutors clear (Putri & Apsari, 2020). However, sometimes those maxims cannot maximally be applied in

communication. Because of some factors someone can violate or flout the maxim in communication. Theoretically, the information will be misunderstood if the communication does not agree with the cooperative principle. But, what makes it interesting is the communication which is still understandable on some occasions.

The flouting maxim happens when the speaker does not fulfill the cooperative principle, instead of saying something unnecessary, irrelevant, unclear, and unreliable statement to the interlocutor (Guo & Liu, 2019). There will be hidden meaning under the statement that the hearer should translate to catch the message. For example, flouting the maxim of quantity occurs when the speaker tells very little or too much information in the conversation. A study by Giriyani & Efransyah (2020) shows the flouting of four maxims in an animated movie entitled UP! They find that in flouting the maxim of quantity, the movie images it through the inconsistency and repeated sentences to be said at one time by the characters.

Meanwhile, for the maxim of quality, there are some categories when someone flouts it. They are hyperbole, irony, meiosis, and the last is a metaphor. Nuzulia (2020) explains through her article that hyperbole means that someone says more than needed with more spices to make it sound extraordinary or even bad. Irony can be said to insinuate when someone says something that is not the truth. The utterances have opposite meanings to the real condition. Meiosis is used when someone wants to express something that has more fine words to be said, it can be said as an indirect expression, while metaphor means analogically comparing something in one sentence.

The next is about flouting the maxim of relation. When someone flouts this maxim, s/he tends to give irrelevant information in the conversation. However, it is not like changing the actual topic to another and making it irrelevant. The speaker still hopes that the hearer will catch the hidden meaning the speaker tries to say. The last one is flouting the maxim of manner. The speaker who flouts that maxim utters or states ambiguous, unclear, and not in sequence answers. So, the hearer needs more time to catch the hidden meaning the speaker has made (Marlisa & Hidayat, 2020).

Intercultural Literacy

Heyward (2004) proposes a multidimensional model of intercultural literacy. It is about to what extent one's intercultural literacy has been enhanced. It contains five aspects. They are understanding, competencies, attitudes, participation, and the last is language. Understanding means someone has good awareness of another culture in the aspect of social-cultural, knowledge, and cultural beliefs and information. While competencies talk about tolerance, flexibility, empathy, openness, adaptive, and ethnic-relative views someone needs to have. Deardorff (as cited in Spitzberg & Changnon, 2009) also explains this competence through her intercultural pyramid model. To be an intercultural person, there is desired internal and external outcome as the action when someone faces a cross-cultural situation. That outcome wants the person to be adaptive, flexible, empathize, and have an ethnic-relative view, so he/she can communicate through verbal or non-verbal communication effectively and appropriately (Deardorff, 2015).

Moreover, the attitude aspect completes intercultural literacy. This aspect wants the person to have deep respect when interacting with others. Other than that, the person can emerge the second identity in his/her mind and not be closed from having interaction with other people. That is the part of openness in the competence aspect. Next is about participation. That person should dive into the second culture whether it is in friendship or work relationships. The important thing is that person can live a relationship with another culture. The last thing that has been discussed is language. To have good intercultural literacy, the knowledge and ability to use the second language should be fluent and complete in the range of vocabulary and language structure (Heyward, 2002).

The model of intercultural literacy shows the process of acquiring intercultural literacy from being ethnocentric to being ethnic-relative in viewing the world through a cross-cultural situation context (Shliakhovchuk, 2019). It can become the map for the students to learn and experience being an intercultural person. So, they will be more aware of how far they have acquired intercultural literacy. Additionally, it can help the teacher to track the students' intercultural literacy amid the teaching and learning process as well.

RESEARCH METHOD

By using descriptive qualitative method, this study would analyze a movie entitled *The Hundred-Foot Journey* by Steven Knight. It was considered to take part in this study because it contained a cross-cultural situation between Indian families and French society with a story about the culinary realm as the background. It was suitable for the present study which wanted to investigate a movie rich with intercultural encounters.

The data was collected from the characters' utterances and observations of verbal and non-verbal communication that happened in the movie to answer the purpose of the study. The researcher transcribed the characters' utterances especially when they were in a cross-cultural situation. Other than that, the researcher took notes about the characters' behaviors as well. After collecting the data, it was analyzed using content and thematic analysis to know the type, the reason, and the explaining the chance why the movie had an opportunity to enhance students' intercultural literacy. For the first, the researcher gathered the entire data source by writing the characters' utterances before doing the next step – coding the data. The researcher would code it with the type of flouting maxim and through thematic analysis. The data would be made into some themes to answer the research questions. After interpreting the data by blending it with some previous studies to strengthen the discussion, the researcher concluded it.

RESULTS & DISCUSSION

Table 1. Flouting Maxims Founded from the Movie

Quantity	Quality	Relevance	Manner
- A: You mean kitchen porter? B: No, cook. My family has run restaurants in India for many years. My great-grandfather fed soldiers during the time of the British Raj. But now we have come to try our luck in Europe. Me and my family.	- A: And why exactly are you leaving London? B: I found in England that the vegetables, they had no... Had no soul. No life. (Hyperbole)	- A: How much? B: Papa, no. You will not barter. We will just pay the rate like normal people.	- A: I'm a cook. B: You mean kitchen porter?
- A: He's cooking with hay. B: What? Why hay? A: He's cooking with hay. B: Is he cooking for a horse?	- A: So, uh, what is all this? B: That's just some cold things we had in the larder. (Meiosis)	- A: Mayor. You're not at the town hall. B: Madame Mallory, good morning.	- A: How much are they asking? B: You must understand that a property of this size in this village would be very expensive. Well, I heard you asked for a discount in Claude's hotel.
- A: I can clean my own wall. B: The outer wall is not your wall. Technically, it belongs to the village. Ask the mayor. I know, because I had the clever plan to have it raised many feet so nobody could see your restaurant.	- A: The old man who bought the place is insane. He will last about as long as it takes to dry-cure a good winter ham. (Metaphor)	- A: Have you even asked the boy what he wants? B: You deliberately seduced him! You seduced his mind, with your awful, tasteless, empty sauces!	- A: What? Where? B: He's gone crazy.
- A: I'm glad that our brakes failed here. Maybe brakes break for a reason. B: What do you mean?	- A: You know, I saw that Indian guy buying things in the convenience store. His cart was full of cat food. They don't even have a cat. I guess it was for the curry. (Metaphor)	- A: How is he doing? B: Well, why don't you cross the road sometime and try one of his dishes?	- A: Why is she not happy? B: She has one, she wants two.
	- A: Mmm. What is this? B: It is an oven. A: Oven? It's not a drum? To play? B: No. Tandoor oven for chicken tikka. Sometimes small children. (Hyperbole)	- A: What do you mean? B: What am I going to do?	- A: The specials, they will change from day to day. B: Well, curry is curry, is it not?
	- A: What are you accusing me of? B: I'm not accusing you of anything. I'm saying you're smart. It's good. (Irony)		

Table 1 contains four kinds of flouting maxims found in the character in the movie. There are many characters there, but it is just some of them flout the maxim in the conversation specifically in the cross-cultural situation when the French meet an Indian family. The maxim of quality is found

as the most flout by the characters. Many of them talk using metaphor, so sometimes the meaning of their utterances is not clear enough to capture the aim of the conversation as the theory of cooperative principle. However, in this movie, the characters still can understand each other. There are four kinds of flouting quantity maxims. They are hyperbole, metaphor, irony, and meiosis.

Hassan: *What are you accusing me of?*

Marguerite: *I'm not accusing you of anything. I'm saying you're smart. It's good.*

That conversation is categorized as a flouting maxim of quality called irony. In this conversation, Hassan who has been invited to work in Madam Mallory's restaurant has made Marguerite envy because she knows about the incredible cooking skill Hassan has. Hassan can exceed her soon. Meanwhile, she endeavors to be the chef of cuisine in that restaurant. She feels angry, but she chooses to say that Hassan is a smart person as her expression to offend Hassan in good words. Asahi (2019) categorizes this irony as contextual irony. The reason is that some requirements are fulfilled. They are about the ironic utterance and the contradiction or correspondence between the interlocutors. In this context, Marguerite says something that contradicts her feeling so there is an ironic situation created to respond to it. An ironic situation here is a situation where the speaker has the belief to criticize someone for his/her action. Marguerite wants to criticize Hassan for that. She assumes that Hassan has betrayed her to have a channel to work in Madame Mallory's restaurant.

The other one is flouting the maxim of quantity. It is observable that there are six points categorized as flouting the maxim of quantity. Those flouting is founded on the cross-cultural situation between French and Indian cultures. It is categorized as a flouting maxim of quantity because there is not enough information given in the conversation so it can cause misunderstanding or confusion for the hearer (Ibrahim, Arifin, & Setyowati, 2018). The speaker is expected to not give too much or too little information in the conversation. In this movie context, there is too little information given by Madame Mallory when having a cup of tea with Mr. Kadam. Hassan who has become famous in France cuisine is pictured on the front cover of a magazine with the big headline "Hassan Kadam, the boy from the gutter, is going towards his third star." Mr. Kadam is confused by the word Gutter and asks Madam Mallory. However, she does not give enough information to Mr. Kadam. She says it as the literal meaning, so she makes him misunderstand the reality that happened. Meanwhile, Yule (as cited in Ibrahim et al., 2018) thinks that communication should agree on three things such as "as you probably know", "I will not bore you with all the details" and "to cut a long story." It can avoid the speaker to flout the maxim of quantity and reach the goal of communication more effectively.

The flouting maxim of relevance is also found in some conversations in the movie. It is a condition when there is something irrelevant to answering the previous conversation. It makes the interlocutor confused and cannot catch the message of the communication (Giriyani & Efransyah, 2020). From the movie, it can be seen that there is a flouting maxim of relevance found. One of

them can be found at the beginning of the movie when Kadams' family has to stay overnight in the village. When Mr. Kadam asks about the price, Mansur directly says that Mr. Kadam is prohibited to do barter as payment. Meanwhile, when Mr. Kadam asks about the price, his son should answer it with numbers to make Mr. Kadam understand. Mansur's answer can insult his father and lead to misunderstanding with the other who is a French listened to it.

The last floating is the maxim of manner. A conversation should contain order, clear, and unambiguous ways to achieve effective and appropriate communication (Marlisa & Hidayat, 2020). It can be seen through a conversation between Madame Mallory and Mr. Kadam in a sale house setting. Madame Mallory gives an ambiguous answer when she is asked about the price of the house. She does not answer it by saying the price, but she asks something ambiguous that can insult Mr. Kadam. Therefore, it is categorized as flouting the cooperative principle. The interlocutor can misunderstand the message and lead to hate. It can be seen from a study by Qasim, Akram, & Masroor (2015) who find that a character can flout or violate the maxim because of hate feeling toward other characters as Madame Mallory does to Mr. Kadam.

The Characters' Motives in Flouting the Maxims

When characters flout the maxim, some reasons can be found in the conversation and interaction between the characters in the movie. Flouting a maxim is the way the characters deliver some messages either with bad or good intentions to the interlocutor. So it is observable that the character does that on purpose. Some reasons found are humor intention, conviviality, enmity, elaborating explanation, prestige, mocking, and stating an opinion.

Mansur tries to have a lively conversation with Madame Mallory when she asks about the function of the tandoori oven which seems weird to her because she has never seen it before. Mansur says that sometimes it is not for chicken only but also for small children. It sounds hyperbole for Madame Mallory, so she shows a weird expression to respond to it even though Mansur means it as humor to melt the situation. Pradita (2013) explains in her article that humor in pragmatics study is not created from linguistics aspects only but also from cultural components. Flouting the maxim is one of the ways to produce humor. Based on the movie is made by flouting the maxim of quality by saying hyperbole words. Even though the difference in culture between French and Indian makes the goal of Mansur to make humor and melt the situation is not accepted by Madame Mallory.

Convivial intention can be found in the conversation between Marguerite with Kadams' family when she helps them after a car accident. Hosting her guest with some food, she tries to be kind to strangers she just met by becoming a friendly person. She does not want to be known as a bad person. So she answers Mr. Kadam's question by saying that it is just cold things from the ladder. This attitude concurs with communicative purpose parallel with social objective (Sabila, Wahyuni, Vianca, & Amalia, 2021). Related to the social and cultural aspect of communication, Marguerite's utterance is aimed to respect people from another culture. In the first meeting, being

an arrogant person is not appropriate in a social community because it is not respectful behavior so it can create a negative perception. This is a kind of politeness that is done to respect others.

Meeting new people in the building in front of her restaurant, Madame Mallory is curious and asks Mr. Kadam about his goal. However, when Mr. Kadam asks about the building's price, because of her hate for the new competitor who even comes from another culture she shows it through an irrelevant statement saying that Mr. Kadam cannot afford to buy it because he is poor. This kind of reason is caused by an enmity attitude built from the difference in cultural background. The unwillingness of Madame Mallory to be open with the new immigrants who become her neighbor makes her skeptical of the new condition. It proves that someone should determine attitude as the first stage of knowing others such as respect, openness, and tolerating ambiguity (Spitzberg & Changnon, 2009). If there is no stated attitude on the first, there will be no willingness to use skill and enrich the knowledge.

More explanation is needed to elaborate on the hearer's understanding of a certain topic. However, sometimes it is categorized as flouting the maxim because the speaker says too many or too few words unnecessary for the interlocutor to hear (Giriyani & Efransyah, 2020). It can be said that without an extended explanation, the answer can be accepted and it can maximize inappropriate answers. It can be seen through the interaction between Mr. Kadam and Madame Mallory when she cleans Mr. Kadam's wall from vandalism created by her worker. Even though Mr. Kadam just says one sentence which asks for Madame Mallory to stop her activity, she answers it with too many words trying to save her prestige which always has conflict with Mr. Kadam. It is the same as found in Novika (2018) that says a lie categorized as a flouting maxim can be used to save prestige as like Madame Mallory lies by saying unnecessary information respond to Mr. Kadam.

Mocking is one of the expressions common to do in society. It is aimed to make the hearer get down because of the inappropriate utterances (Nuringtyas & Ariatmi, 2018). In the movie, it can be seen in Madame Mallory's conversation with Hassan. When she asks for the menu for the restaurant which will be open on Saturday night, Hassan tries to explain friendly about what will be on the menu. There are many Indian foods to be chosen there, but because of her lack of knowledge of Indian food, added to her enmity attitude, her comment stated about Indians only having ordinary curry sounds inappropriate say. It is aimed to make Hassan give up and heat the situation.

The last reason the character flouts the maxim is about stating an opinion. Madame Mallory advises Mr. Kadam to come to her restaurant if he misses his son. Rather than just asking whether he is doing well or not, it is better if he comes and tastes his son's incredible cuisine. Even though categorized as flouting the maxim of relevance by saying irrelevant answers, Mallory's advice is understood by Mr. Kadam and finally, he can taste the incredible cuisine from his son. It makes him realize his son's competence in the culinary realm, especially in French cuisine. Mallory who has opened her opinion about the new neighbor in front of her has led to the internal desired outcome such as ethno-relative view, empathy, adaptability, and flexibility so it achieves effective and

appropriate communication (Deardorff, 2011). It is marked by the piece brought after Hassan joins her restaurant and makes her dive more into the Indian culture.

Flouting Maxim in the Chance to Improve Intercultural Literacy

Four flouting maxims found in the movie are done from a cross-cultural situation that happened between French and Indians that sometimes misunderstand and heat the situation with an enmity attitude. However, flouting maxim does not only cause by negative perception but it can be by positive acceptance of the interlocutor (Vergis, 2017). Those two things can create flouting maxims for different purposes that have been explained in the previous topic. There are some indicators detected in intercultural literacy students should have to be literate person in the topic of intercultural competence. They are understandings, competencies, attitudes, participation, and the last is language (Heyward, 2002).

Enriching students with specific and deep cultural knowledge is one important step to enhancing students' intercultural literacy (Deardorff, 2015). Their literacy should be built from good knowledge about their own culture or others. So they can use that information as a bullet to building effective and appropriate communication. By flouting the maxim, the teacher can teach the students for some cultural information – Indian and French – through the movie such as the tradition, food, language, and many other cultural things embedded in the movie. Either positive or negative behavior can be a lesson for the class to raise their awareness and what they should and should not do when facing a cross-cultural situation. For example, a statement from Jean Pierre said that he sees Kadams' family buying things in the market, but he says it is cat food and it must be for the curry. This hate statement can trigger the students to seek more about another culture before criticizing it because from the movie it is proved that a hater will be a hater forever. There is no advantage in being a hater. The lack of cultural knowledge Jean Pierre has leads him to be not aware of intercultural communication in society. Because in the movie, Madame Mallory who is a hater in the beginning becomes a very respectful person after being open to knowing more about another culture, India. It is not a country that just has ordinary curry but it is a country with thousands of flavors to explore more.

Enhancing students' awareness of understanding another culture is needed to build students' intercultural literacy. That awareness can be built from students' competence in facing a cross-cultural situation – attitude – before acknowledging them with cultural information either from their own culture or the other culture (Barret, Byram, Lázár, Mompoin-Gaillard, & Philippou, 2014). The instance can be found in the conversation between Hassan and the immigrant officer. When Hassan is asked the reason why he leaves London and comes to France he answers that the vegetable in London has no soul. This thing is considered an increasing students' awareness of intercultural literacy because it has an example for the students on how to be an open and tolerant people. Facing the ambiguity that happened because of the unexpected answer, the immigrant worker does not show a bad attitude toward Hassan. It is built from a good attitude in respecting others with differences.

Students can learn how to respect others from the flouting maxim condition that happened in the movie. Teachers can stimulate and assess it through group discussion, students' performance, or a test to see how far students acquire themselves with intercultural literacy (Deardorff, 2016).

Through the movie, it can be concluded that cross-cultural situation is found through interaction in society such as the immigrant case. With the advanced technology era, cross-cultural information is getting easy to be found in social media interaction which facilitates global encounters for people around the world. The use of a second language that is agreed with interlocutors is needed to facilitate this interaction (Rao, 2019). A movie can give examples to the students of how a cross-cultural situation happened in real life. The use of English which is not seen in native-speakerism can give insight to the students in appreciating the world of Englishes because the movie draws on an Indian and a French using English for their communication (Seargeant, 2016). So, students will not learn about the cultural things and aspects of intercultural competence only but also how to participate and increase their awareness global communication by using English to bridge the communication. However, the use of the movie cannot be separated from the teacher's role in facilitating the students to learn English. Teachers cannot just let the students to watch the movie without triggering them with some discussion of performances that is related to the movie in building their intercultural literacy. The teacher can support the students by giving them space to talk in a global environment using English to maximize their intercultural literacy (Kartikasari, Retnaningdyah, & Mustofa, 2019).

Therefore, the flouting maxim in the movie has a chance to develop students' intercultural literacy because it contains aspects students need to enhance their intercultural literacy. However, the movie is not enough to support the learning activity in the classroom, the role of the teacher is very important to facilitate students in learning English skills while integrating them with intercultural literacy. The movie can give examples and lessons for the students but it needs more practice to assess the students' intercultural literacy (Chaya, 2022).

CONCLUSION

As a movie contained cross-cultural interaction, there are flouting maxims that can be found in the movie as a part of the interaction. The characters of the movie flout the maxim of quantity, quality, relevance, and manner. They flout the interaction because of some reasons. Humor intention, conviviality, enmity, elaborate explanation, prestige, mocking, and stating opinion are found in the movie as the characters' motivation why they flout the maxim. Even though some flouting is caused by negative perceptions such as enmity attitude because of the difference in culture, there are some scenes found that flouting maxim can be caused by positive perceptions of some characters. Flouting maxims in the movie have an opportunity to enhance students' intercultural literacy. However, it can be said that the flouting maxim on the other movie or resources can give a similar result. It is considered from the setting of the movie which has a cross-

cultural setting. The movie has the aspects students have to acquire in intercultural literacy such as understanding, competence, attitude, participation, and language. Students can watch the movie to see the example of the application of intercultural literacy in a cross-cultural situation. Other than that, they can discuss it through classroom activities with friends. However, this study still lacks to observe the students' performance in intercultural literacy related to the use of a movie as learning media in English language teaching. It will be better for further study to discuss the impact of using movies on students to enhance their intercultural literacy.

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