

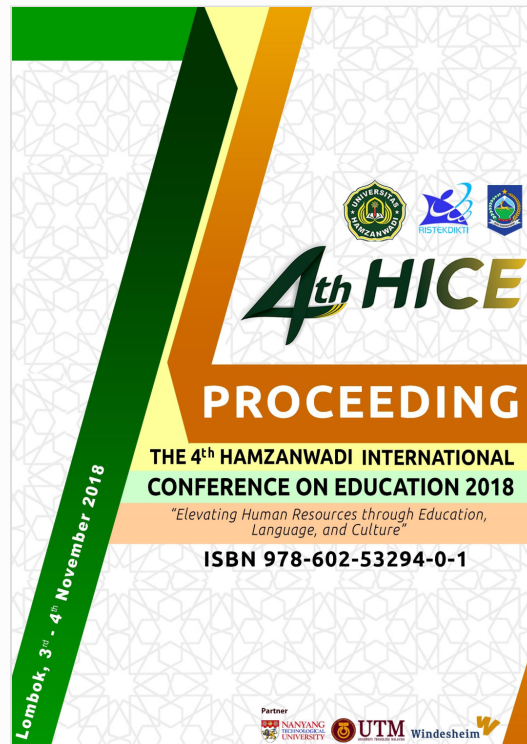


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The Application of Cooperative and Politeness Principles in Learning Indonesian Language through Scientific Approach

by Mohzana Mohzana

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4th HICE

PROCEEDING

THE 4th HAMZANWADI INTERNATIONAL CONFERENCE ON EDUCATION 2018

*"Elevating Human Resources through Education,
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Lombok Raya Hotel, November 3rd – 4th, 2018

Speakers:

Prof. Keith Robert John Wood (Universiti Brunei Darussalam)

Prof. Muhammad Sukri Bin Saud (Dean of Education, Universiti Teknologi Malaysia)

Prof. Dr. Joko Nurkamto, M.Pd. (President of TEFLIN, Indonesia)

Gerard Marchesseau (Associate Professor of Naruto University of Education)

Ravinesh Rohit Prasad (Ministry of Education, Fiji)

HAMZANWADI UNIVERSITY

PROCEEDING

THE 4TH HAMZANWADI INTERNATIONAL CONFERENCE ON EDUCATION

"Elevating Human Resources through Education, Language, and Culture"

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FOREWORD

November 01, 2018

Praise and gratitude to *Allah Subahanahu Wa Taala*, the Almighty God who pours us with His grace and gifts. In His willpower, **The 4th Hamzanwadi International Conference on Education with the theme "Elevating Human Resources through Education, Language, and Culture"**, can be accomplished well and this Proceedings can be published.

The theme is chosen to give more attention to the academic field dealing with the importance of developing and strengthening the role of educators and practitioners in education, language, culture, and human resources. This is to prepare each element to face the dynamic of global development of the competence of educators, teachers, lecturers, practitioners, language users and culture observers.

The most serious problem in education today is the professionalism of educators. This shall not be ignored. Efforts are endeavored to deal with this problem and to improve educators' capability in order to produce better quality graduates. Therefore, this conference is conducted to instill and upgrade educators' competence by presenting the results of their research, observation, and innovation in the fields of education, language and culture.

This conference is annually held by Hamzanwadi University as a form of real contribution to improve educators' competence and to offer new concepts and innovations to education in Indonesia, especially Lombok.

Some experts are invited for this conference. Those include ⁵ Prof. Dr. Joko Nurkamto, M.Pd. (Indonesian TEFLIN Chairperson), Prof. Gerard Marchesseau, Ph. D. from Japan, Prof. Keith Robert John Wood, PhD. from Berunai Darussalam, Prof. Ravinesh Rohit Prasad, Ph.D. from Fiji, and Prof. Moh.Sukri Bin Saud, Ph.D. from Malaysia.

Finally, our gratitude goes to the Rector of Hamzanwadi University, Keynote Speakers, Presenters, Participants, and Committees who have done the best to bring this conference into success. May *Allah Subahanahu Wa Taala*, the Almighty God bless all our good efforts. Thank you.

Dr. Khirjan Nahdi, M.Hum.
The Academic-Vice Rector
Universitas Hamzanwadi

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The Application of Cooperative and Politeness Principles in Learning Indonesian Language through Scientific Approach

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Abstract: This study aims at describing and explaining (1) the application of cooperative principle in Indonesian language learning through scientific approach, (2) the application of politeness principles in Indonesian language learning through scientific approach. This study examined grade ten of MA NW Mertaknao as the subject while the object of the study was the application of cooperative and politeness principles in learning Indonesian through scientific approach. This study used qualitative descriptive research and non-participatory observation, recording, see and note were the techniques used to collect data. The data were then analyzed through data reduction, data presentation and conclusion. The results of the study showed that the application of cooperative and politeness principles in learning Indonesian through scientific approach rise types of Maxims. On the cooperative principle as a whole adheres to four types of Maxim; namely Maxim of quantity, Maxim of quality, Maxim of relevance and Maxim of implementation. In addition, three types of Maxim, namely Maxim of quantity, Maxim of quality, and maximization of implementation were the forms of violations. In the principle of politeness, there are three types of adherence to the Maxim, namely the maxim of wisdom, the Maxim of generosity and the Maxim of appreciation. Furthermore, the form of violation consists of four types of Maxims; namely Maxim of wisdom, Maxim of simplicity, Maxim of appreciation and Maxim of agreement. So, it can be concluded that the application of the principles of cooperation and principles of politeness have been well implemented. However, students still need to pay attention to the norms of politeness in speaking.

Keywords: principles of cooperation, principles of decency, scientific approach, maksim

As social beings, human life will not be separated from interaction. In order the interaction work properly, every human needs a communication process. In this communication process, every human needs a tool to convey his/her feelings and thoughts. One tool that can be used to convey feelings and thoughts is language. Language is an arbitrary or arbitrary speech sign system. Subroto (in Muhammad 2014: 40).

An interaction will work well if there are certain conditions fulfilled, one of which is awareness of the form of courtesy (Kushartanti, 2009: 105). These rules in pragmatics studies are known as the cooperative principle. Grice (in Kushartanti, 2009: 106) reveals that in the cooperative principle, a speaker must obey four maxims. Maxim is a principle that must be obeyed by participants in the interaction, both textually and interpersonally in an effort to expedite the course of the communication process. Rahardi (2005: 52-59) explained that overall the cooperative principle includes four maxims, namely the maxim of quantity, the maxim of quality, the maxim of relevance and the maxim of implementation.

Whereas Leech said that in an interaction the actors need other principles besides the cooperative principle; namely the principle of politeness which has several maxims, namely maxim of wisdom, maxim of generosity, maxim of appreciation, maxim of simplicity, maxim of consensus, and maxim of conclusions. Lakoff (in Rahardi, 2005: 41) argues that politeness is actually able to facilitate interaction by minimizing the potential for conflict and conflict which is always present in all human relationships. The importance of politeness in speaking is that it can create effective communication between speakers and speech partners. Likewise, the extraction of teaching and learning that occurs in the classroom should be based on politeness norms.

In the 2013 curriculum, especially the scientific approach, students are required to be able to socialize well with the surrounding environment. In addition students are also faced with group learning that will teach them to be able to socialize better. The learning model used in the application of this scientific approach is problem based learning. In this learning, students are faced with a problem in which they must then solve in a group. Problem-based learning is used because students will discuss more about the problems they get. From the discussion in the group, the researcher will observe the students' speech.

Based on preliminary observations, the speech conditions when teaching and learning process of Indonesian language for grade X students at MA NW Mertaknao, Kopang District, the application of the cooperative principle and the principle of politeness were still relatively low. Students often make polite speeches to their friends who cannot answer questions from their teacher. Viewed from the pragmatics point of view, in the speech of students and teachers there are many speeches that are not in accordance with the maxims of cooperation and politeness maxim, such as speech partner answers (students) that are not in accordance with the topic discussed. The statement in the cooperative principle is called the violation of the maxim of relevance because it provides information that is not related to the information desired by the speaker (teacher).

Students' and teacher's speech in the classroom will certainly show the existence of a form of cooperation. With polite speech, this form of cooperation is carried out so that the learning process in class is in line with what is expected. Likewise, a teacher's speech is certainly not a rough speech but polite and thoughtful speech, especially when dealing with students. Impolite speeches will certainly have an impact on the learning process in the classroom, namely the concentration of students will turn to their friends not to the learning material.

Method

Participants

The participants of the this study were students of grade X MA NW Mertaknao, Kopang District, while the object of this study was the application of cooperative principles and politeness principles in Indonesian language learning through a scientific approach.

Data Collection

In this study, the data were in the form of teacher's and students' speech dialogues during teaching and learning process of Indonesian language at grade X in MA NW Mertaknao, Kopang District, while the data source of this study was a form of teacher and student speech in the process of teaching and learning Indonesian. This study used data collection techniques in a non-participatory observation, this technique was chosen to determine the emergence of maxims and violations of the Maxim of the cooperative principle and the principle of politeness in a real and natural manner and useful in the data analysis process. The technique is used to obtain data by listening to the used of language in class X Indonesian Learning in NW Mertaknao MA, Kopang District. In addition, note-taking techniques are also used as advanced techniques by recording on a kind of data card after listening is done.

Data Analysis

The obtained data are then analyzed through data reduction, data presentation and conclusion. The activity carried out in data reduction is by grouping data and selecting data that are considered important. The presentation of the data in this study was done by recording while recording the data containing compliance and violating the cooperative principle and the principle of politeness or grouping the data and giving the data code repeatedly until the desired data was obtained. In addition, conclusions are drawn about the results of the data obtained from the beginning of the study based on the result of analysis.

Results and Discussion

Based on the results of the study, there is a diversity of occurrences of maxims from the application of the cooperative principle and the principle of politeness in learning Indonesian through scientific approach by students of grade X MA NW Mertaknao District of Kopang. In its application, there are adherence and violations of types of maxims.

Compliance with the Principles of Cooperation

The cooperative principle as a whole adheres to the four types of maxim, namely the maxim of quantity, the maxim of quality, the maxim of relevance and the maxim of implementation. The dominant Maxim is the Maxim of relevance because the discussion is relevant to the topic of conversation.

The form of data can be described as follows:

a. Maksim of Quantity

Data (1)

Student S: "I will discuss about orientation".

Teacher: "What is your name."

Student S: "My name is Sukriadi."

The above statement is considered to have complied with the maxim of quantity, because each speech provides sufficient information in each speech. This context occurs when students are presenting in front of the class. The teacher asks one of the presenter to mention his name so that the teacher can give him/her a score, one of the students answers the question from his opponent by giving an adequate answer by saying "my name is Sukriadi".

b. Maksim of Quality

Data (7)

Teacher : "Indrawati, how much is text structure in general"

Student I : "Three."

The context of the above discussion takes place in the classroom with a calm atmosphere during teaching and learning process; that is when the question and answer session. The speech (7) is considered to comply with the quality maxim, because the speaker student I answer the teacher's questions correctly. Many structures of negotiating text generally have three, whereas in particular there are seven.

c. Maxim of Relevance

Data (11)

Student : "Awaludin, what is the purpose of the negotiation?"

Student A : "To reduce differences in the position of each part."

Data gathering (11) occurs during learning, namely at the time of question and answer.

The above statement has adhered to the maxim of relevance because the speaker provides answers that are relevant to the opponent's question.

d. Maxim of Implementation

Data (15)

Student NA : " Teacher, is this negotiating text structure."

Teacher : "The structure of the negotiating text, whether in terms of buying and selling or in the form of text is the same. Here we talk about the structure. "

The above statement has obeyed the implementation maxim, because the teacher has provided clear and non-tax information, which is to explain that the structure of the negotiating text remains the same even though in a different form.

Violation of the cooperative principle

The form of violation of the cooperative principle is found in three types of Maxims, namely the Maxim of quantity, quality, and implementation. The most violated Maxima is Maxim quantity because the speech participants give a lot of information that exceeds what is needed by the speakers.

a. Maxim of Quantity

Data (16)

Teacher: "do you want to write."

RS student: "yes I do, but don't we too tired if too much writing?."

The context of the above discussion occurs when the teacher explains the learning material. The above statement is considered to violate the quantity Maxim, because RS students provide information excessively. The teacher asks the students whether they want to write or not, but the answer from one of the RS students is excessive by saying "yes I do, but we don't too tired if too much writing."

b. Maxim of Quality

Data (21)

Teacher : "The word "orientation" belongs to what language."

DS student : "French."

The context of the above discussion occurs during the learning process, namely when question and answer. The above statement is considered to violate the quality of Maxim, because the speech participants provide information that is not in accordance with the facts and is available. The orientation word is an absorption word from Dutch, not French.

c. Maxim of Implementation

Data (24)

Teacher : "Where are you from?"

Student M : "From behind."

The context of the above discussion occurs when one new student enters the classroom while learning is taking place. The above statement is considered to violate the Maxim of implementation because the speakers convey information that has a low level of clarity.

Compliance with Politeness Principles

The adherence to the principle of politeness is found in three maxims of language politeness, namely the Maxim of wisdom, the Maxim of generosity, and the Maxim of appreciation. The most dominant Maxim is the Maxim of appreciation.

The form of data can be described as follows:

a. Maxim of Wisdom

Data (26)

Student MG: "Mention the structure of the negotiation." (Reading)

TA students: "let me make it."

Student MG: "ok, just make it."

The context of the above discussion of students is discussing with the group. The above statement contains adherence to the wisdom maxims. This can be seen from the speech of MG students who are able to maximize the benefits of their opponents. In the sentence "ok, just make it" shows that the speaker maximizes the profit of the other party and reduces the profit for himself so that it can be said that this utterance adheres to the Maxim of wisdom.

b. Maksim of Generosity

Data (28)

Student MH: "here is our group 1." Student LB: "but our books are there." Student MH: "I will take it for you."

The context of the speech above was the students was discussing with the group. The above explanation is the adherence to the Maxim of the enemy. This can be seen from the speech of MH students who are trying to maximize the benefits of others by adding a burden to themselves. This was done by offering help to get the opponent's book

c. Maksim of Award

Data (33)

Teacher : "The sentence used to persuade. Another word of persuasion. "

Student MH : "invite."

Teacher : "wooww, so great ..., Hendra is already great."

The context of the speech above during the learning process is when question and answer. The above explanation is adherence to the Maxim. We can see this in the teacher's speech "Laa ... how come it isn't, the great kdung loq Hendra is not" trying to give praise to the opponent he said. Speech is said to be polite if it can reward others so that others will feel happy.

Violation of politeness principle

a. Maksim of Wisdom

Data (34)

RS student: "I get number five."

TA student: "No, I take that number, it is easier."

The context of the above discussion is group one conversation about the division of tasks given by the teacher. In this speech there is a violation of the maxim of wisdom. This is in the words of one of the TA students who stated "No, I take that number, it is easier.", said this is a loss-making speech for the opponent he said.

b. Maksim of Simplicity

Data (39)

Student M : "I though you are clever enough."

Elementary student: "I am smarter than you. I don't want a group with you."

Student M : "you don't want."

Elementary student: "Yes, I don't."

The context of the above is when the teacher distributes the group, but one student does not want to group with his friend. The above speech violates the maxim of simplicity because the speech does not reduce praise to yourself. Speech from elementary school students who stated "Pinteran you, you don't know you" seems to favor himself.

c. Maksim of Award

Data (38)

Student MH: "Assalamualaikum wr wb, I will discuss the contents of the negotiating text."

Student DS: "Studying, you don't have enough knowledge about it."

The context of the above is the presentation. One student read the results of the discussion. The above speech is considered to violate the maxims of appreciation because the speech above minimizes respect for others and maximizes self-esteem.

d. Maksim Permufakatan

Data (41)

Teacher : "Mardiana is in group 3."

Student NA : "I don't want a group with him/her."

Teacher : "why?."

Student NA : "he is stupid."

The context of the speech above is when the teacher divides the group, but one of the students refuses. The aforementioned speech violates the maxim of agreement because the speech participants cannot foster compatibility or agreement in the speaking activity. We can see this in the speech of NA students who stated "Inna ndek q hit me", said the speech being not polite because it directly denied what was said by the teacher.

5 Conclusion

Based on the results of the research and discussion above, it can be concluded that the application of the cooperative principle on Indonesian language learning with the scientific approach raises compliance and violations of the types of Maxim contained in the cooperative principle. The cooperative principle as a whole adheres to the four types of maxim, namely the maxim of quantity, the maxim of quality, the maxim of relevance and the maxim of implementation. The dominant maxim is the maxim of relevance because the talk is relevant to the topic of conversation. Whereas the form of violation of the cooperative principle is found in three types of maxims, namely the maxim of quantity, quality, and implementation. The most violated Maxim is maxim quantity because the speech participants give a lot of information that exceeds what is needed by the speakers. In addition, the form of adherence to the principle of politeness is found in three maxims, namely the maxim of wisdom, the maxim of generosity and the maxim of appreciation. The most dominant Maxim is the maxim of generosity and the maxim of respect. While the violation of politeness principles there are four maxims, namely the maxim of wisdom, simplicity, respect and agreement. The most violated maxim is the maxim of appreciation.

In addition, based on the findings, it is suggested to the teachers as class managers to provide direction and apply rules that are obeyed by the class so students learn to respect the opinions of other students. Speaking and listening are two things that are interrelated, the ethics of speaking or opinion and listening must be taught to students. Students will not be good listeners if they are not taught or accustomed.

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