

Lombok, 3<sup>rd</sup> - 4<sup>th</sup> November 2018



# 4<sup>th</sup> HICE

## PROCEEDING

### THE 4<sup>th</sup> HAMZANWADI INTERNATIONAL CONFERENCE ON EDUCATION 2018

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

**ISBN 978-602-53294-0-1**

Partner



**UTM**  
UNIVERSITI TEKNOLOGI MALAYSIA

**Windesheim**



**4<sup>th</sup> HICE**

**THE 4<sup>th</sup> HAMZANWADI INTERNATIONAL CONFERENCE ON EDUCATION 2018**  
"Elevating Human Resources through Education, Language, and Culture"



**Publisher**  
**Hamzanwadi Press**

ISBN 978-602-53294-0-1



# PROCEEDING

## THE 4<sup>TH</sup> HAMZANWADI INTERNATIONAL CONFERENCE ON EDUCATION

### Theme :

“Elevating Human Resources through Education, Language, and Culture”

Lombok Raya Hotel, November 3<sup>rd</sup> – 4<sup>th</sup>, 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 4<sup>TH</sup> HAMZANWADI INTERNATIONAL  
CONFERENCE ON EDUCATION*“Elevating Human Resources through Education, Language, and Culture”*

Copyright © 2018 by Universitas Hamzanwadi  
All rights reserved. Reproduction of this paper in  
any form or by any means is prohibited without  
a prior written permission of the publisher.

**Patron**

Dr. Ir. Hj. Sitti Rohmi Djalilah, M.Pd. (Rector of Hamzanwadi University)

**Steering Committee:**

Dr. H. Khirjan Nahdi, M.Hum.	(Hamzanwadi University, Indonesia)
Dr. H. Edy Waluyo, M.Pd.	(Hamzanwadi University, Indonesia)
Musifuddin, M.Pd.	(Hamzanwadi University, Indonesia)
Abdullah Muzakkar, M.Si.	(Hamzanwadi University, Indonesia)
Prof. Muhammad Sukri bin Saud	(Universiti Teknologi Malaysia, Malaysia)

**Organizing Committee:**

Dr. Padlurrahman, M.Pd.	(Hamzanwadi University, Indonesia)
Selamet Riadi Jaelani, M.Pd.	(Hamzanwadi University, Indonesia)
Hj. Dukha Yunitasari, M.Pd.	(Hamzanwadi University, Indonesia)
Dr. Muhammad Halqi, M.Pd.	(Hamzanwadi University, Indonesia)

**Editor**

Heri Kuswanto, M.Pd.

**Secretariat Division**

Herman Wijaya, M.Pd.  
Zainul Muttaqin, M.Hum.  
Muh. Taufik, M.Pd.  
Hamzani Wathoni, M.Ed.  
M. Marzuki, M.Pd.  
Roni Amrulloh, M.Hum.

**Event Division**

Hary Murcahyanto, M.Hum.  
Zainul Yasni, M.Sc.  
Riyana Rizki Yuliatin, M.A.



Alwan Hafiz, M.Sn.  
Dr. Sri Wahyuni, M.Pd.

#### **Publication Division**

Yuspianal Imtihan, M.Sn.  
Dr. Muhammad Halqi, M.Pd.  
Yudi Handoko Himawan, M.A.  
Syamsul Lutfi, S.Ag.  
Dr. Muh. Fahrurrozi, M.Pd.

#### **Transportation Division**

Moh. Irfan, M.Pd.  
Dr. Aswasulasikin, M.Pd.  
Dana Prio Utomo, M.M.  
Eva Nurmayani, M.Pd.  
Zahratul Fikni, M.Pd.B.I.  
Bq. Suprpti Handini, M.Pd.  
Usuluddin, M.Pd.  
Muhammad Husnu, M.Pd.  
Husnul Mukti, S.Pd.  
Saeful Bahri, S.Pd.

#### **Reviewer:**

Prof. Keith Robert John Wood	(Universiti Brunei Darussalam, Brunei Darussalam)
Assoc. Prof. Gerard Marchesseau	(Associate Professor of Naruto University of Education, Japan)
Moedjito, Ph.D	(Hamzanwadi University, Indonesia)
Dr. Syukrul Hamdi, M.Pd.	(Hamzanwadi University, Indonesia)
Dr. Nurun Soleh, M.Si.	(Hamzanwadi University, Indonesia)
Maman Asrobi, M.Pd.	(Hamzanwadi University, Indonesia)
Laila Wati, M.Pd.	(Hamzanwadi University, Indonesia)
M. Adib Nazri, M.Pd.	(Hamzanwadi University, Indonesia)
Siti Maysuroh, M.Pd.	(Hamzanwadi University, Indonesia)
Ahmad Yusri, M.Pd.	(Hamzanwadi University, Indonesia)
Ari Prasetyaningrum, M.Pd.	(Hamzanwadi University, Indonesia)

**ISBN 978-602-53294-0-1**

#### **Universitas Hamzanwadi Press**

Jln. TGKH. Muhammad Zainuddin Abdul Madjid 132  
Pancor, Selong, Lombok Timur, Nusa Tenggara Barat, Indonesia 83612 Telp. 0376- 22954  
Email: [universitas@hamzanwadi.ac.id](mailto:universitas@hamzanwadi.ac.id)  
Website: [www.hamzanwadi.ac.id](http://www.hamzanwadi.ac.id)

## 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 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

## TABLE OF CONTENT

<b>Cover Page</b>	
<b>Copyright</b> .....	<b>i</b>
<b>Foreword</b> .....	<b>iv</b>
<b>Content</b>	
<b>Synopsis: What and how do teachers learn through Lesson Study?</b> <i>Keith Wood</i>	<b>1</b>
<b>Does Japanese Education Live up to the Promise? -A Look at Three Specific Areas-</b> <i>Gerard Marchesseau</i>	<b>5</b>
<b>The Fijian Education System at a Glance</b> <i>Ravinesh Rohit Prasad</i>	<b>13</b>
<b>Didactic Values And Pattern Of Inheritance Of Islamic Malay Poetry In East Lombok 1998 – 2014.</b> <i>Muhammad Shulhan Hadi<sup>a</sup>, Abdul Hafiz<sup>a</sup>, Bambang Eka Saputra<sup>a</sup></i>	<b>17</b>
<b>Musical Elements of Gendang Beleg Art Teruna Jaya Sakra Village</b> <i>Alwan Hafiz<sup>a</sup>, Ridwan Markarma<sup>a</sup></i>	<b>24</b>
<b>The Form and Aesthetic Performance of Qasidah Music of Wasiat renungan masa by TGKH. Muhammad Zainuddin Abdul Madjid at Pancor East Lombok.</b> <i>Ashwan Kailani</i>	<b>39</b>
<b>Preservation of Pangkur Sasak Song in the Sakra Timur Village, Lombok Timur Regency, Sakra District, Nusa Tenggara Barat Province, Indonesia</b> <i>Hary Murcahyanto</i>	<b>43</b>
<b>Domination of Noble Groups Village Apparatuses Against the Semparu Community in Kopang District Central Lombok.</b> <i>Lalu M. Istiqbal<sup>a</sup>, H. Zulkarnain Hadi<sup>a</sup></i>	<b>50</b>
<b>Values of National Construction in the History of Nahdlatul Wathan.</b> <i>Khirjan Nahdi</i>	<b>56</b>
<b>The Analysis onthe Cultural and Religion Values in the Ontology of Sasak Lombok Folk Tales.</b> <i>Mimi Alpian<sup>a</sup>, Jannatul Aini<sup>a</sup></i>	<b>69</b>
<b>Impact of Hizib Nahdlatul Wathan on Social Integration (A Case Study in Pringgasela Village, East Lombok).</b> <i>Muzakki<sup>a</sup>, Dewita Hartanti<sup>a</sup></i>	<b>73</b>
<b>Romance in Indonesia Modern Literature: A Comparison between 1920s and 2000s Novel Periods</b> <i>Riyana Rizki Yuliatin</i>	<b>78</b>

<b>The Analysis of Tongkek (a Traditional Musical Instrument) in Pancor, East Lombok</b> <i>Yuspianal Imtihan<sup>a</sup>, Muhammad Alfian Nur Khair<sup>a</sup></i>	<b>90</b>
<b>Development of Interview and Joke Learning Model in Speaking Courses at IKIP Mataram</b> <i>Agus Salim<sup>a</sup>, Muhamad Suhaili<sup>a</sup>, Arif Rahman<sup>a</sup></i>	<b>96</b>
<b>Developing an Interculture-Based English Speaking Material for English Department Students.</b> <i>Aprianoto<sup>a</sup>, Sofia Maurisa<sup>a</sup>, Haerazi<sup>b</sup></i>	<b>103</b>
<b>Awareness of Multilingualism in Foreign Language Teaching Style</b> <i>Baiq Suprapti Handini<sup>a</sup></i>	<b>110</b>
<b>A Study on Ilocutionary and Perlocutionary Act in Indonesian Stand-Up Comedy (SUCI)</b> <i>Intan Rawit Sapanti</i>	<b>115</b>
<b>Comparison Study between Sasaknese Language of Toya Dialect and Sasaknese Language of Northern Aikmal Dialect.</b> <i>Moh. Irfan<sup>a</sup>, Yudi Handoko Himawan<sup>a</sup></i>	<b>121</b>
<b>Deviation of Cooperation Principles in the Interactive Dialogue between Rhoma Irama in Najwa Program on Metro TV (A Pragmatic Study).</b> <i>Mudarman<sup>a</sup></i>	<b>132</b>
<b>Prototype Semantic of the Concept of Word “Kuliah” among College Students</b> <i>Ulaya Ahdiani<sup>a</sup>, Muhammad Hafiz Kurniawan<sup>a</sup></i>	<b>140</b>
<b>Communication Procedure to Improve Fluency Element of English Speaking at EFL Class.</b> <i>Muhammad Husnu<sup>a</sup></i>	<b>151</b>
<b>Formula Analysis in Detective Novel The Lost Symbol by Dan Brown</b> <i>Resneri Daulay</i>	<b>156</b>
<b>Students’Critical Thinking Ability and Learning Achievement of Sociology Education in the Industrial Sociology Courses.</b> <i>Abdullah Muzakar</i>	<b>165</b>
<b>The Effectivess Of Gallery Walking Strategy In Teaching Writing For English Foreign Language Classroom.</b> <i>Ari Prasetyaningrum</i>	<b>173</b>
<b>The Impacts of Social Media Facebook to the Education Pattern of Elementary School Students.</b> <i>Aswasulasikin<sup>a</sup>, Heri Kuswanto<sup>b</sup></i>	<b>178</b>



<b>The Development of Android-based Digital Dictionary for Sasak Language using String Matching Method.</b>	<b>184</b>
<i>Baiq Desi Dwi Arianti<sup>a</sup>, Ahmad Fathoni<sup>a</sup>, Ahmad Hamdi<sup>a</sup></i>	
<b>The Student Responses on Implementation of Lesson Study for Learning Community in Biology Subject.</b>	<b>189</b>
<i>Baiq Fatmawati</i>	
<b>The Development of Outbond Learning Model in Recreation Subject to Improve Students' Care Attitude on Social Environment at Hamzanwadi University at Selong East Lombok.</b>	<b>198</b>
<i>Baiq Mahyatun</i>	
<b>The Development of Macromedia Flash-Based Learning Media in Social Studies of Fifth Graders at SDN 2 Suradadi in Academic Year 2018-2019.</b>	<b>203</b>
<i>Burhanuddin</i>	
<b>Socialization and Workshop of Social and Family Education in Students Guidance and Counseling of Hamzanwadi University.</b>	<b>209</b>
<i>M. Deni Siregar<sup>a</sup>, Dukha Yunitasari<sup>a</sup></i>	
<b>The Effectiveness of Inquiry-Based Drill Method in Arithmetic Lesson toward the Third Grade Students' Achievement.</b>	<b>214</b>
<i>Dina Aprian<sup>a</sup>, B. Eliza Aprianti Susana<sup>a</sup></i>	
<b>The Understanding Level of Various Field Synonyms Using Rotating Rainbow Technique in Class VI at SDN 3 Sandubaya in Academic Year 2017/2018.</b>	<b>219</b>
<i>Donna Boedi Maritasari<sup>a</sup>, Rosdiana<sup>a</sup></i>	
<b>The Implementation of Group Investigation, Problem Based learning and Critical Thinking in Geometry Learning.</b>	<b>223</b>
<i>Edy Waluyo</i>	
<b>The Effect of STAD and TGT-Type Cooperative Learning toward Learning Achievement Referring to Physics Learning Interest on Heat Material</b>	<b>230</b>
<i>Fartina</i>	
<b>Developing EFL Critical Reading Syllabus and Materials for Students of the English Department- IKIP Mataram</b>	<b>236</b>
<i>Fathurrahman Imran<sup>a</sup>; Heri Hidayatullah<sup>a</sup></i>	
<b>Sociopedia of Sociology Lesson at Senior High School in Selong</b>	<b>244</b>
<i>Abdurrohman<sup>a</sup>, Huldiya Syamsiar<sup>a</sup></i>	

<b>Development Modifications of Traditional Games to Basic Long Jump Movement for MI Students Class V</b>	<b>246</b>
<i>Hariadi<sup>a</sup>, Didik Daniyantara<sup>a</sup>, Ahmad Fatoni<sup>a</sup>, Hazimul Ihsani<sup>a</sup></i>	
<b>Implementation of open-ended approach to improves learning outcomes in Social Studies-Geography of Junior High School</b>	<b>255</b>
<i>Hasrul Hadi<sup>a</sup>, Aspa Darnita<sup>a</sup></i>	
<b>User Experience Evaluation of The Hamzanwadi University Academic System Uses Heuristic Methods.</b>	<b>265</b>
<i>Heri Kuswanto<sup>a</sup>, Samsul Lutfi<sup>a</sup></i>	
<b>Development of Economic Teaching Materials Based on Cooperative Learning Model Type of Course Review Horay to Improve Students Learning Outcomes.</b>	<b>272</b>
<i>Huzain Jailani<sup>a</sup>, Dangan Prio Utomo<sup>a</sup>, Siti Nurbainah<sup>a</sup></i>	
<b>The Implementation of School Based Health Education Media to Increased Clean Healthy Behaviors in Students SD Negeri 2 Mujur of School Lesson Year 2018</b>	<b>278</b>
<i>Karno Dinata<sup>a</sup>, Herman Afrian<sup>a</sup></i>	
<b>The Effectiveness of Problem Based Learning (PBL) Teaching Model to Improve Students Rational Thinking Skills.</b>	<b>284</b>
<i>Khaerus Syahidi<sup>a</sup>, Fartina<sup>b</sup></i>	
<b>EFL Learners' Errors in Using Simple Present Tense in Writing Descriptive Texts.</b>	<b>289</b>
<i>Laila Wati<sup>a</sup>, Himmatul Izzah<sup>a</sup></i>	
<b>The Effect of Inquiry Model Based on Local Wisdom toward the Ability to Solve Problem</b>	<b>296</b>
<i>Laxmi Zahara<sup>a</sup>, Uswatun Hasanah<sup>a</sup></i>	
<b>The Development Teaching Materials for Children's Literature Appreciation Based on Ideas for Optimizing Students' Writing Culture for the Study Program of Primary School Teacher Education (PGSD).</b>	<b>302</b>
<i>Muhammad Sururuddin</i>	
<b>Development of Learning Device and Learning Materials by Environmental Approach to Improve Critical Thinking on Overcoming Environment Accounting Issues</b>	<b>311</b>
<i>Muhammad Zainul Majdi<sup>a</sup>, Baiq Yuliana Rizkiwati<sup>a</sup>, Agus Riswanto<sup>a</sup></i>	
<b>The Use of Circle Game on Teaching Speaking Skill in EFL Classroom</b>	<b>324</b>
<i>Maman Asrobi</i>	

<b>The Effectiveness of Transactional Analysis With Group Counseling Services To Overcome the Difficulties of Career Selection in Students of Social Science Department at MA Al Khairiyah NW Putri Rajak</b> <i>Marfuatun<sup>a</sup>, Dwi Kartika Febrianti<sup>a</sup></i>	<b>330</b>
<b>Their Stories, Our Stories And My Story: A Portfolio for Teaching Reading and Writing of Personal Narrative.</b> <i>Marham Jupri Hadi<sup>a</sup>, Siti Wahyu Puji Anggraini<sup>a</sup>, Lume<sup>a</sup></i>	<b>335</b>
<b>The Comparison of Guided Inquiry Model and Discovery Learning in Increasing the Skill of Science Process</b> <i>Marhamah<sup>a</sup>, Yusri Hayati<sup>a</sup></i>	<b>340</b>
<b>Active Learning Strategy in Improving the Learning Achievement on Safe Energy Material of the Fourth Graders of MI Hamzanwadi Pancor in the School Year 2018-2019</b> <i>Mijahamuddin Alwi<sup>a</sup>, Ma'unah<sup>a</sup></i>	<b>344</b>
<b>Character Education in Early Childhood</b> <i>Moh. Alwi Ashari<sup>a</sup>, Rabihatun Adawiyah<sup>a</sup>, Rohyana Fitriani<sup>a</sup></i>	<b>349</b>
<b>The Application of Cooperative and Politeness Principles in Learning Indonesian Language through Scientific Approach</b> <i>Mohzana</i>	<b>352</b>
<b>Comparative Learning Achievement of The Students of MI NW Pancor Kopong And SDN 2 Tebaban</b> <i>Muh Yazid</i>	<b>358</b>
<b>The Application of Mathematics Learning with Think-Talk-Write Strategy to Increase the Activity and Result of Eighth Graders of MTs NW</b> <i>Muhammad Gazali<sup>a</sup>, Hadiatun Hairiani<sup>a</sup></i>	<b>361</b>
<b>Assessment in Early Childhood Education</b> <i>Mulianah Khaironi</i>	<b>367</b>
<b>Developing Mathematic Snake and Ladder Instructional Media for the Fifth Graders of SDN 1 Kotaraja in the School Year 2017-2018</b> <i>Musabihatul Kudsiah<sup>a</sup>, Mijahamuddin Alwi<sup>a</sup></i>	<b>372</b>
<b>Fine Motorcycle Skill Improvement through Playing Paper Powders</b> <i>Najamuddin<sup>a</sup>, Suhirman<sup>a</sup></i>	<b>377</b>
<b>The Effectiveness of the Application of Realistic Mathematics Education Using Problem Based Learning in Terms of Mathematical Problem-Solving Ability</b> <i>Nila Hayati<sup>a</sup>, Shahibul Ahyani<sup>a</sup>, Naili Abdiyah<sup>a</sup></i>	<b>383</b>

<b>Correlation between Physical Fitness and the Skills of Taegeuk III in Male Taekwondo in Pancor</b> <i>Nopi Hariadi<sup>a</sup>, Rina Nopiana<sup>a</sup></i>	<b>389</b>
<b>Students' Work Sheet Based on Scientific Approach on Science Process Skills</b> <i>Baiq Aryani Novianti<sup>a</sup>, Sartika Hayati Umajana<sup>a</sup></i>	<b>393</b>
<b>Development of Biochemical Teaching Materials to Improve Creative Thinking</b> <i>Nunung Ariandani</i>	<b>402</b>
<b>Optimizing Traditional Game "Phone Cans" to Improve The Ability of English Vocabulary Mastery</b> <i>Nur Adiyah Yuliastri</i>	<b>409</b>
<b>The Implementation of Discovery Learning with Mind Mapping to Improve Student Science Process Skills</b> <i>Nuraini</i>	<b>413</b>
<b>The Comparison of Students Ability in Critical Thinking Use of Discovery Learning and Guided Inquiry in Biology Subject</b> <i>Nurul Fajri</i>	<b>419</b>
<b>Policy on Internal Quality Assurance System</b> <i>Padlurrahman</i>	<b>423</b>
<b>Developing Economic Learning Materials Based on Student Facilitator and Explaining Model to Improve Students' Learning Outcomes</b> <i>Pahrudin<sup>a</sup>, Muhammad Alib<sup>a</sup>, Nurul Hikmah<sup>a</sup></i>	<b>429</b>
<b>Development of Children's Naturalis Intelligence through Science-Based Project Method</b> <i>Rabihatun Adawiyah<sup>a</sup>, Rohyana Fitriani<sup>a</sup>, Moh Alwi Ashari<sup>a</sup></i>	<b>436</b>
<b>Student Response too Development of Android Learning Mobile Media in Basic Network Lessons in Vocational School</b> <i>Rasyid Hardi Wirasasmita</i>	<b>442</b>
<b>The Development of Ethnomatematics Learning Tools</b> <i>Rifaatul Mahmudah</i>	<b>448</b>
<b>Calculus Learning Based on Open Ended Problem</b> <i>Ristu Haiban Hirzi</i>	<b>453</b>
<b>ADDIE: Media for Learning Based on Android Application Using Adobe Flash Professional Cs6 in Rectangle and Triangle</b> <i>Rody Satriawan<sup>a</sup>, Neny Endriana<sup>a</sup>, Zulhijjatul Harmi<sup>a</sup></i>	<b>457</b>

<b>Sasak Granary is as a Clinic of Controlling of Language Used the Tourism Areas in Lombok</b>	<b>463</b>
<i>Muh. Jaelani Al-Pansori<sup>a</sup>, Herman Wijaya<sup>a</sup>, Roni Amrulloh<sup>a</sup></i>	
<b>Developmental Character Values with Storytelling Method with Sasak Folklore in Umami Adniah NW Sekarteja Kindergarten</b>	<b>467</b>
<i>Sandy Ramdhani<sup>a</sup>, Siti Diana Sari<sup>a</sup>, Siti Hasriah<sup>a</sup></i>	
<b>The Effect of Problem-Based Learning through Experiment and Demonstration on the Students' Learning Achievement Viewed from Their Critical Thinking</b>	<b>473</b>
<i>Sapiruddin<sup>a</sup>, Rosmini<sup>a</sup></i>	
<b>The Developing Interactive Sains Instructional Media for the IV Graders</b>	<b>477</b>
<i>Saprudin Jauhari<sup>a</sup>, Arif Rahman Hakim<sup>a</sup></i>	
<b>The Effectiveness of Remap STAD Learning Model with Lesson Study Pattern in Students' Cognitive Learning Outcome</b>	<b>483</b>
<i>Sarwati</i>	
<b>The Students' Ability in Reading Comprehension of TOEFL Test for the EFL Learners</b>	<b>488</b>
<i>Selamet Riadi Jaelani</i>	
<b>An Analysis on the High School Students' Perception of the Application of Journalists' Questions in Teaching Writing</b>	<b>493</b>
<i>Siti Maysuroh<sup>a</sup>, Muhammad Saopi<sup>a</sup></i>	
<b>Inovative Learning Trough Local Culture For Early Childhood Development</b>	<b>497</b>
<i>Baiq Shofa ilhami<sup>a</sup>, Rabiatal Adawiyah Agustina<sup>a</sup></i>	
<b>The Influence of STAD Learning Model With The Aid of Traditional Bakiak Game to The Character Values of Elementary School Students in Social Science Subject</b>	<b>501</b>
<i>Muhammad Husni<sup>a</sup>, Ipa Nurmala<sup>a</sup></i>	
<b>Teaching Material Development; Evaluation Processes and Learning Outcome of Geography (Theory and Application)</b>	<b>507</b>
<i>Sri Agustina<sup>a</sup>, Suroso<sup>a</sup></i>	
<b>Promoting Non English Department Students' Reading Comprehension Through Adapting Topics of Local Culture and Potential</b>	<b>512</b>
<i>Sri Sukarni</i>	
<b>Development History Teaching Materials Based Maritime Culture for the Growth of Marriage Interests High School Students</b>	<b>518</b>
<i>Syahrul Amar<sup>a</sup>, Muh Takiudin<sup>a</sup>, Andi Sulastr<sup>a</sup>, Lalu Murdi<sup>a</sup></i>	



<b>Improving the Quality of Mathematics and Bahasa Indonesia Teachers at Vocational High School in East Lombok Through Authentic Assesmmet Training</b> <i>Syukrul Hamdi <sup>a</sup>, Mimi Alpian<sup>a</sup></i>	<b>524</b>
<b>The Effect of Inquiry and PBL Models on Students' Learning Achievement for Science Learners</b> <i>Tarpin Juandi<sup>a</sup>, Rizal Ardian Asri<sup>a</sup></i>	<b>530</b>
<b>Increasing Students' Vocabulary Mastery by Using Visualisation, Context and Repetition (VCR) Method</b> <i>Usuluddin</i>	<b>533</b>
<b>The Effect Of Teaching Factory (Tefa) Learning Models In Improving Students' Activeness On The Subject Of Interactive Multimedia Practice</b> <i>Yosi Nur Kholisho , Heri Kuswanto</i>	<b>541</b>
<b>The Development of Poster Media Learning on Social Knowledge Science Lessons</b> <i>Yul Alfian Hadi<sup>a</sup>, Sri Widiawati<sup>a</sup></i>	<b>547</b>
<b>The Influence of Snowball Throwing Technique towards Students' Present Tense Mastery</b> <i>Yulia Agustina<sup>a</sup>, M Adib Nazri<sup>a</sup></i>	<b>552</b>
<b>Optimizing Traditional Game "Phone Cans" to Improve The Ability of English Vocabulary Mastery</b> <i>Nur Adiyah Yuliastri</i>	<b>557</b>
<b>Preliminary Studies: The Influences of Internet Usage by Student in Developing E-Content of E-Learning System</b> <i>Yuyun Febriani <sup>a</sup>, Doni Septu Marsa Ibrahim<sup>a</sup></i>	<b>561</b>
<b>Students' Perspective on Assessment</b> <i>Zahratul Fikni</i>	<b>568</b>
<b>The Analysis of Various Factors of Low Students' Learning Motivation</b> <i>Zalia Muspita<sup>a</sup>, Nirmala Prihatini<sup>a</sup></i>	<b>572</b>
<b>Usability Evaluation of Hamzanwadi University Website using Performance Measurement and Questionnaires Technique</b> <i>Muhammad Zamroni Uska</i>	<b>575</b>
<b>Representation of Elit Powers: Microstructure Discourse Analysis "Full Day School"</b> <i>Silvia Marni<sup>a</sup>, Abdul Wahid<sup>a</sup>, Muhammad Aliman<sup>a</sup></i>	<b>581</b>

<b>Development of Coral Reef Comic as Preservation Model of Local Advantages in Nusa Tenggara Barat</b>	<b>591</b>
<i>Akhmad Sukri<sup>a</sup>, Muhammad Arief Rizka<sup>b</sup>, Hadi Gunawan Sakti<sup>c</sup> Khairul Umam Maududy<sup>d</sup></i>	
<b>The Study of Islamic Center as Sharia Tourism NTB for Tourism Development in Mataram City</b>	<b>603</b>
<i>Tati Atmayanti<sup>a</sup>, Eva Nurmayain<sup>b</sup>, Firman Hakim<sup>a</sup></i>	
<b>The Effect of the Discovery Learning Model on Student Science Process Skills of Class X IPA SMA Negeri 1 Sukamulia Academic Year 2017/2018</b>	<b>614</b>
<i>Indra Himayatul Asri</i>	
<b>Management Kesantrian Boarding School Efforts Improve the Effectiveness of the Management of Kesantrian at Boarding Schools</b>	<b>619</b>
<i>Muhammad Rapi<sup>a</sup>, Isfi Sholihah<sup>a</sup>, Zalia Muspita<sup>a</sup></i>	
<b>Developing Edmodo-Based Blended Learning Model in Forming Students' Learning Independence In Economic Subject: Research and Development</b>	<b>625</b>
<i>Qurratul Aini<sup>a</sup>, Mawardi<sup>b</sup>, Muhip Abdul Majid<sup>a</sup></i>	
<b>Development of Economic Based Teaching Material Model of Mind Mapping Learning Model to Improve Student Learning Outcomes of Class X Senior High School 2 Aikmel</b>	<b>630</b>
<i>Muh. Fahrurrozi<sup>a</sup>, Widia Febriana<sup>a</sup></i>	
<b>Indonesian Language in Public Space (Case Study in Gili Terawangan District Lombok Utara-Nusa Tenggara Barat)</b>	<b>637</b>
<i>Rabiyatul Adawiyah<sup>a</sup>, Ria saputri<sup>a</sup></i>	
<b>Development of Poster Media Learning on Social Science Study for Class IV Students of SDN 07 Pringgasela Study Year 2017/2018</b>	<b>646</b>
<i>Susilawati<sup>a</sup>, Rohini<sup>a</sup>, Sri Widiawati<sup>a</sup></i>	
<b>The Effect of Problem Based Learning (PBL) Models on Critical Thinking Ability of Class X MA Students Muallimat NW Pancor Lesson Year 2017/2018</b>	<b>652</b>
<i>Wawan Muliawan</i>	
<b>The Effectiveness of Badminton's Smash Skills Through Development SM Individual Exercise Model in Mataram City Athletes</b>	<b>657</b>
<i>Soemardiawan</i>	
<b>An Analysis of The Teaching Methodology Used For The Teaching of English in an Indonesian Senior High School in The 2002</b>	<b>665</b>
<i>M. Juniadi Marzuki</i>	
<b>Improving Student Learning by Using Various and Innovative Strategies in the Third Grade Students of SDN 2 Tembeng Putik</b>	<b>671</b>
<i>Yuniar Lestari</i>	

<b>Implementation of Full Day School Program as A Character Education in Craft and Entrepreneurship Subjects at MAPK Jabal Hikmah Mekarsari Sakra Learning Year 2018/2019</b> <i>Farhana Muhammad, Erma Suryani</i>	<b>675</b>
<b>Model Implementation Problem Based Learning (PBL) in Increase Ability Thinks Critical College Student Pass Through Lesson Study Economic Mathematics College Eye The Academic Year 2017 / 2018</b> <i>Zaotulwardi<sup>a</sup>, Nusuki<sup>a</sup></i>	<b>681</b>
<b>The Influence of Emotional Intelligence and Learning Habits on the Results of Learning in Economic Lesson of Class XI IPS-II Students of the First Private Vocational School of Learning Year 2017/2018"</b> <i>Rohaeniah Zain<sup>a</sup>, Isnawati, AS<sup>a</sup></i>	<b>690</b>
<b>Individual Counselling with Behavioural Approach to Solve Dyscalculia Disorder</b> <i>Fitri Aulia, Muhammad Ripli</i>	<b>698</b>
<b>The Application of Recitation Methods in The Second Semester of Computational Mathematics Informatics Education of Hamzanwadi University</b> <i>Kholida Ismatullah</i>	<b>707</b>
<b>The Implementation of Problem-Based Learning Model to Improve Students' Critical Thinking Skillp</b> <i>Fahrurrozi</i>	<b>711</b>
<b>The Beauty Advertising Slogans</b> <i>Zainul Muttaqin, M. Taufiq</i>	<b>719</b>
<b>Planning Management of Faith and Obedience Program (Case Study in SMP Negeri 1 Selong, East Lombok Regency)</b> <i>Hartini Haritani</i>	<b>726</b>
<b>Analysis of Different Language Sports, Sports News in Sport Print Media</b> <i>Suryansah<sup>a</sup>, L. Erpan Suryadi<sup>a</sup>, Muhammad Husni Tamim<sup>a</sup></i>	<b>736</b>
<b>Improving Students' Writing Skill through Web Blog</b> <i>Sri Wahyuni</i>	<b>743</b>
<b>The Factors Affecting The Science Achievement of Indonesian Students Using Multilevel Modeling</b> <i>Wiwit Pura Nurmayanti<sup>a</sup>, Siti Arni Wulandya<sup>a</sup>, Surya Prangga<sup>a</sup>, Zuhut Ramdani<sup>b</sup></i>	<b>749</b>

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

Mohzana <sup>a</sup>

<sup>a</sup> Study Program of Indonesian Language and Literature Education, Hamzanwadi University

Corresponding Author: mohzana61@yahoo.com

**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.

### 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.

### References

- Kurniadin, Didin, dan Imam Machali. *Manajemen Pendidikan, Konsep, dan Prinsip Pengelolaan Pendidikan*. Bandung: AR-RUZZ MEDIA, 2012.
- Kushartanti. *Pesona Bahasa Langkah Awal Meahami Linguistik*. Jakarta: Gramedia Pustaka Utama, 2009.
- Leech Geoffrey. *Prinsip-Prinsip Pragmatik*. Jakarta: Universitas Indonesia, 2011.
- Mahsun. *Metode Penelitian Bahasa*. Jakarta: PT Rajagrafindo Persada, 2012.
- Mukhtar, Mukhneri. *Manajemen Sistem*. Jakarta: BPJM FIP UNJ, 2012.
- Permendikbud Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah.
- Rahardi Kujana. *Kesantunan Imperatif Bahasa Indonesia*. Yogyakarta: Erlangga, 2005.
- Sallis, Edward. *Total Quality Management in Education* terjemahan Ahmad Ali Riyadi. Yogyakarta: IRC Sod, 2010.
- Tarigan Guntur. *Pengajaran Pragmati*. Bandung: Angkasa, 2009.