

The Principle of Interactive Collaboration between Students and Teachers in the Novel *Laskar Pelangi* by Andrea Hirata as an Indonesian Language Learning Material at SMA Al Abidin Bilingual Boarding School Surakarta

Inna Rizki Apriyanti, Sumarlam, Widodo, S.T.

Master Program in Indonesian Language Education, Faculty of Teachery and Education Science, Sebelas Maret University, Indonesia

Abstract: Language is a means of communication. A conversation usually requires cooperation between the speaker and the hearer to achieve the desired goal. Through language, humans can interact with each other. Language turns out to have an important role in literary communication, one of which is novel. Novel is one of the literary works, and language is an important part of the creation of the work, so novel can be used as a medium for language learning in schools. The type of this research is qualitative. The data were a conversation about the principle of cooperation in the novel *Laskar Pelangi* by Andrea Hirata. Sources of data were obtained from relevant reference books to support and strengthen the data by looking for conversations that contain the Grice cooperation principle in the dialogue of the novel *Laskar Pelangi* by Andre Hirata. The data were analyzed by using a qualitative description technique. The result shows that there are 27 principles of cooperation between students and teachers. Of the 27 principles, which adhere to the principle of cooperation, there are only 7 principles of cooperation, namely the principle of the maxim of quantity cooperation, the rest are violations of the principle of cooperation.

Keywords: Pragmatics, cooperation principle, novel, language learning.

I. INTRODUCTION

Language is a means of communication. This requires an analysis of the listener as a speech partner. As Tarigan (1986: 21) states, language is a means of communication that can not only be understood or understood by the user but also must be understood by others. The use of language that is influenced by all the rules is called pragmatics. According to Levinson (in Rahardi, 2005:48), pragmatics is the study of language which studies the relation of language to its context. Furthermore, Parker (in Rahardi, 2005:49) suggests that pragmatics is a branch of science that studies the structure of language externally.

Conversations that take place in learning are categorized as the reality of using language in social interaction. A

conversation usually requires cooperation between the speaker and the speech partner to achieve the desired goal. The principle of cooperation is the rules that must be used and obeyed by the communication participants which lead to a mutual agreement containing the maxim of quantity, the maxim of quality, the maxim of relevance, and the maxim of implementation (Leech, 2011: 11).

Theoretically, the use of language that is in accordance with conversational maxims will make the speaker and the speech partner understand the meaning of each other's speech. However, in reality, there are often conversations that are not following the maxims. This discrepancy can be interpreted as a violation. Violation of conversational maxims can be used to identify and understand a conversation. In fact, speech that does not obey the maxims can produce a more communicative dialogue. This can be achieved if the speaker and the speech partner can understand the context of each other speech.

Through language, humans can interact with each other. Language is also called social activity, as well as social activities whose language activities are only realized when humans are involved in it, not only in communication and the process of social interaction, language turns out to have an important role in literary communication, one of which is novel.

A novel is a fictional literary work written in the form of a story. In essence, novel uses language to express human life. Sentences spoken by the characters and described by the author in a novel are expected to be well understood by the reader. The use of language in the novel, among others, can be seen in the dialogue between the characters. In a novel, the author tries his best to direct the reader to pictures of the reality of life through the stories contained in the novel. In the novel, the reader is involved in the problem described by the author. Intensely the reader feels what the characters are experiencing, comparing it with their lives. We can feel what the characters experience with the conversations in them, but

sometimes the conversations or dialogues spoken by the characters are not by the rules that are applied so deviations occur and result in the conversation being irrelevant/disconnected.

In essence, learning Indonesian in high school is to develop knowledge, skills, and positive attitudes towards the Indonesian language. In the selection of teaching materials, most teachers only rely on textbooks (textbooks) or supporting less varied books. This makes students bored with learning and loses motivation to receive lessons. The novel is one of the literary works, and language is an important part of the creation of the work, so the novel can be used as a medium for language learning in schools.

This research tries to examine one part of the use of language as a communication tool, that is the interactive communication of students and teachers, the forms of the principle of interactive collaboration between students and teachers, and the implications of the principle of interactive collaboration between students and teachers in the novel *Laskar Pelangi* by Andrea Hirata as Indonesian language learning materials at SMA Al Abidin Bilingual Boarding school Surakarta. Based on these backgrounds, this research is entitled, "Principles of Interactive Cooperation between Students and Teachers in Andrea Hirata's *Laskar Pelangi* Novel as Indonesian language learning material at Al Abidin Bilingual Boarding School Surakarta High School".

II. REVIEW AND RELATED LITERATURE

A. *Pragmatics*

According to Levinson (1983: 9), pragmatics is the study of the relationship between language and context that underlies the explanation of the meaning of language. Here the notion of understanding language refers to the fact that to understand something or a language expression requires knowledge beyond the meaning of the word and its grammatical relationship, namely the relationship with the context of its use. Pragmatics is a branch of linguistics that studies language from the aspect of its actual use. Leech (1983: 5-6), states that pragmatics studies the meaning of speech (i.e. for what the conversation is done), asks what someone means by a speech act, and relates meaning to who speaks to whom, where, when, and how.

According to Tarigan (1985: 34), pragmatics is a general study of how context influences the way a person interprets a sentence. Another opinion was conveyed by Leech (1993: 1) that a person cannot truly understand the nature of language if he does not understand pragmatics, namely how language is used in communication. This statement shows that pragmatics cannot be separated from the use of language.

B. *The Nature of Speech Act*

According to Searle quoted by Abdul Rani et al., in communicating language there are speech acts. He argues that language communication is not just a symbol, word, or sentence, but it will be more appropriate if it is called a

product or result of a symbol, word, or sentence that behaves in a speech act. It is more emphasized that speech acts are the product or result of a sentence under certain conditions and are the smallest unit of language communication. (Rani, 2004: 4).

Speech acts are the function of language as a means of action. All sentences or conversations spoken by speakers contain a certain communication function. Speech from a person (speaker) is of course not merely nonsense speech but contains a certain purpose and function. This function is what motivates the speakers to 'act' on something. (Mulyana, 2005:12).

Austin mentions the meaning aspect in his first book *How to do things with Words* as nonambiguous meaning or sentence references called locucion. Locutionary communication is ideational. Locutionary speech is speech that is used to say something. The sentence is seen as a proposition that contains a subject (topic) and a predicate (comment). The second aspect of meaning is what is called ilocucion. Ilocucion means a speech act whose contents state something. The type of communication is interpersonal, while the content contains action. For example, follow Language questions, statements, offers, promises, ridicule, requests, commands, compliments, etc. The third aspect is perlocucion, meaning the result or effect caused by the conversation (to the listener). Perlocucion speech contains certain intentions that are desired by the speaker to be seen in an action (Austin, 1975: 98-100).

C. *Speech Form*

The form of ilocucion speech acts can be seen from the sentences uttered by the speaker. Sentences are divided into three parts, namely declarative (news sentences), interrogative (question sentences), and imperative (command sentences). According to Nadar (2018), it is reviewed as follows.

a. *Declarative Sentence*

Declarative sentences or news sentences are sentences whose contents provide information or tell something to listeners or readers. News sentences have a neutral intonation dan the contents are in the form of delivering information or statements from speakers to other people (readers or listeners). (Sabarti, 2011).

b. *Interrogative Sentence*

Interrogative sentences are sentences that ask something from the speaker to the interlocutor. Interrogative sentences have intonation that tends to fall and the end of the sentence is marked with a question mark (?)

c. *Imperative Sentence*

Imperative sentences or command sentences are sentences that have the meaning of giving orders to do something from the speaker to the interlocutor. Command sentences are

usually marked with an exclamation mark (!) at the end of the sentence.

D. Cooperation Principle

The principle of cooperation is one of the important aspects of communicating so that the communication process runs well and smoothly. The following are the maxims contained in the principle of cooperation according to Grice (1975).

1. The Maxim of Quantity

The maxim of quantity is the maxim that requires each participant of the speech to contribute as much or as much as needed by the interlocutor (Putrayasa, 2014: 102).

2. The Maxim of Quality

This maxim of quality obliges conversation participants to tell the truth (Putrayasa, 2014: 103). With the maxim of quality, a speech participant is expected to convey something real and according to the actual facts in speaking.

3. The Maxim of Relevance

In the maxim of relevance, it is stated that to establish good cooperation between the speaker and the speech partner, each should be able to make a relevant contribution to something that is being spoken. Speaking without making such a contribution is considered not to comply and violates the principle of cooperation. A simple rule that must be obeyed in the maxim of relevance as stated by Grice (in Rahardi, et al, 2016: 56) is "be relevant".

4. The Maxim of Manner

The maxim of Manner requires the participants to speak directly, clearly, and not vaguely. By speaking clearly, there is no possibility of misunderstanding. A person who speaks without considering these things can be said to violate the principle of cooperation because he does not comply with the maxim of implementation. So, if in communication there is a misunderstanding between the speaker and the speech partner, it is almost certain that in the conversation there is ambiguity (Rahardi, et al, 2016: 57).

E. Pragmatic Learning Process

1. Basic Concepts of The Learning Process

Concepts are closely related to theory, and theory will be related to something that is viewed scientifically. Learning is an activity carried out by teachers and students to teach something to students. According to Muhibbin Syah (2014: 178), teaching contains the connotation of guiding and helping to make it easier for students to go through their process, namely the learning process to achieve comprehensive and intact creative, taste, and intentional skills.

2. Learning Management

Careful preparation of learning allows the implementation of learning in accordance with the goals that have been

determined. Daryanto (2013: 315) says that implementation of learning is a process of interaction between trainees and teachers who use all resources by the plans that have been prepared in advance to achieve goals.

F. Pragmatics as Language Teaching Material

"Pragmatics" which are presented as language teaching materials are commonly called "communicative functions". In so-called "asking a question", "offering a proposal", "rejecting an invitation", and "expressing pleasure". There are various ways to express language acts.

To ask a question, for example, there are at least five sentences that can be composed, each of which has a different nuance. The difference relates to the context faced by the person uttering the sentence in question. As for what is meant by "context" are things like the following: who is spoken to, in what situation the sentence in question is pronounced Purwo (1990: 23).

III. METHOD

This research is a qualitative form of research. Data is research material (Sudaryanto, 1993: 3). The data of this research are the entire contents of the novel *Laskar Pelangi* by Andrea Hirata. Data collection techniques are the methods used to obtain the required data. Sudaryanto (1998: 2-7) mentions five data collection techniques, namely tapping techniques, listening-engagement techniques, conversational engagement-free listening techniques, recording techniques, and note-taking techniques. This research uses the listening method and note-taking technique. The validity of the data that will be used in this study is the theoretical triangulation technique. Data analysis is the process of organizing and sorting data into patterns, categories, and basic units of description so that themes can be found and working hypotheses can be formulated as suggested by the data (Moleong, Lexy J, 2001: 103).

The data analysis technique used in this research is to use a qualitative description technique with this analysis method including:

1. Read, understand, and listen to the novel *Laskar Pelangi* by Andrea Hirata which is the object of careful research.
2. Determine the form of speech in the dialogue contained in the novel *Laskar Pelangi* by Andrea Hirata.
3. Analyzing data that has a deviation from Grice's cooperation principle based on the maxim of quantity, the maxim of quality, the maxim of relevance, and the maxim of manner contained in the novel *Laskar Pelangi* by Andrea Hirata.
4. Conclude.

IV. FINDING AND DISCUSSION

A. Research Result

This stage is carried out to find answers related to the formulation of the problem. The discussion in this study includes: (1) forms of interactive communication between students and teachers in the novel *Laskar Pelangi* by Andrea Hirata (2) the principles of interactive cooperation between students and teachers in the novel *Laskar Pelangi* by Andrea Hirata and (3) the implications of the principle of interactive cooperation between students and teachers. teacher in the novel *Laskar Pelangi* by Andrea Hirata.

Based on the research that has been done, 27 principles of cooperation between students and teachers are found. Of the 27 principles, which adhere to the principle of cooperation, there are only 7 principles of cooperation, namely the principle of the maxim of quantity cooperation, the rest are violations of the principle of cooperation.

B. Discussion

1. Form of Speech Acts in the Novel *Laskar Pelangi* by Andrea Hirata

The form of speech acts is a form of the real use of speech acts in a conversation. In a conversation, the form of speech acts can be realized by speakers in the form of declarative, interrogative, and imperative modes of speech.

a. The form of declarative speech acts. The declarative mode of speech is speech that is conventionally used to convey information. In the novel *Laskar Pelangi*, there are several forms of declarative action, as described below.

Lintang: "I'll sing a folk song, Ibunda Guru," said Lintang with sparkling eyes.

Guru Mus: "That's what I've been waiting for, Lintang!" (Hirata, 2020: 131)

The quote above is a form of speech to state something and is only informative. The meaning contained in the sentence is that the speaker (Lintang) directly informs Guru Mus that he wants to sing a folk song. In that context, the next interlocutor answers or responds by saying, "That's what I've been waiting for, Lintang!"

Aki: "I want to be the captain of the ship, Pamanda Guru," Aki said to guru Herfan, there were no waves and no wind.

Guru Harfan: "Impressive!", praised Guru Harfan (Hirata, 2020: 249)

The quote above is a form of speech to state something and is only informative. The meaning contained in the sentence is that the speaker (Aki) directly informs Guru Harfan that he wants to become a ship captain.

b. Interrogative speech is a speech that is conventionally used to ask questions. In this case, the speaker

wants to know something he is asking. In the novel *Laskar Pelangi* by Andrea Hirata, there are several examples of interrogative speech forms, as follows.

Kuca: "Look, Ibunda Guru, what if I don't sing but I have to change this singing assignment?"

Guru Mus: "What's the replacement, son?"

Kuca: "Playing Magic" (Hirata, 2020: 129)

The above conversation has the illocution power of questions and requests. Speech is conveyed by indirect speech acts. The speaker is asking what if I don't sing but I have to change this singing assignment. In addition, there is an expectation from the speaker to get something, namely that the singing task may be replaced with another task. This expectation from the speaker is called a request.

c. Imperative speech is a conversation that is generally used to command or are used to ask.

Lintang: "I'm sorry, Teacher, just for today I have to refuse this singing assignment. I really don't feel like singing. My soul rebelled not wanting to sing, my heart was suffering! My heart is tormented!"

Guru Mus: "All right, Lintang," said the teacher (Hirata, 2020: 130-131)

The illocution power of the speech above is a request. The speech uttered by the speaker indicates that the speech includes the meaning of a request, namely a request that the speaker (Lintang) be allowed not to sing. Responding to the speaker's request, the speech partner responded directly by answering "Okay, Lintang."

Kuca: "Ibunda Guru, why don't we just go home?!"
Kuca protested, because we were tired, thirsty and hungry. Every time someone sings in front of the class, we suffer more. The screams of line-wing prejak birds scrambling for rose guavas, clashing loudly with the thumping of yellow-rumped beetles, made a loud noise that made us even more restless. (Hirata, 2020: 134)

The illocution power of the speech above is a request. The speech uttered by the speaker indicates that the speech includes the meaning of a request, namely the speaker's request (Kuca) to just go home because he is already feeling tired, thirsty, and hungry. Responding to the speaker's request, the speech partner responds directly by answering.

2. Interactive Collaboration of Students and Teachers in the Novel *Laskar Pelangi* by Andrea Hirata

Based on the research data, it is known that there are 27 principles of cooperation. Of the 27 principles, which adhere to the principle of cooperation, there are only 7 principles of cooperation, namely the principle of the maxim of quantity cooperation, the rest is a violation of the principle of cooperation:

a. The Maxim Quantity Principle

(1) Harun: "Ibunda Guru, when are we going to have Eid holiday?"

Bu Mus: "Soon, my son, in a little while..." Guru Mus answered patiently, over and over, dozens of times, throughout the year, then Harun clapped his hands. (Hirata, 2020: 50)

The data above are a conversation between Harun and Bu Mus. The above conversation includes the principle of the maxim of quantity cooperation because the information provided by Guru Mus has the principle of sufficiency, namely the information provided by Guru Mus does not exceed the questions given by Harun. This is by the maxim of the quantity theory, namely that each participant in the speech contributes as much or as much as needed by the interlocutor.

Guru Mus did not deviate from the maxim of quantity because, in the speech event, Guru Mus had provided information that was in accordance with the information asked by Harun. Harun asked the teacher when the students would be off, then Guru Mus replied in a moment my son. This states that the teacher gave the right and appropriate information to Harun, there was no additional information so that it did not violate the principle of the maxim of quantity cooperation.

(2) Kucui: "Guru! Sorry, Guru!" Kucui cut the conversation while raising his hand, we were surprised. "May I speak, Guru?"

Guru Harfan: "Please, Cai." (Hirata, 2020: 56)

The data above are a conversation between Kucui and Guru. The above conversation includes the maxim of quantity. From the two figures above, there is no deviation from the maxim of quantity because Guru Harfan provided information that was appropriate (needed) by Kucui. This is in accordance with the maxim of the quantity theory, namely that each participant in the speech contributes as much or as much as needed by the interlocutor. Kucui asked Guru Harfan if Kucui could ask then the teacher asked. This does not deviate from the principle of cooperation because the teacher contributes not excessively.

(3) Harun: "Pamanda Guru, when are we going to have Eid Holiday?"

Guru Harfan: "In a moment, my son, in a moment." Guru Harfan still answered happily and enthusiastically even though Harun had asked the question 1,754 times. (Hirata, 2020: 83)

The data above are a conversation between Harun and Guru Harfan. The above conversation includes the principle of the maxim of quantity cooperation because the information provided by Guru Harfan has the principle of sufficiency, namely the information provided by Guru Harfan does not exceed the questions given by Harun. This is in accordance

with the maxim of quantity theory, namely that each participant in the speech contributes as much or as much as needed by the interlocutor.

Guru Harfan did not deviate from the maxim of quantity because, in the speech event, Guru Harfan provided information that was in accordance with the information asked by Harun. Harun asked the teacher when the students would go on vacation, then Guru Harfan answered in a moment my son. This states that the teacher gave the right and appropriate information to Harun, there was no additional information so that it did not violate the principle of the maxim of quantity cooperation.

(4) Samson: "Pamanda Guru, why do we have to learn to sing? Sorry, a thousand apologies. I don't have the slightest talent for singing. Just drop the Sound Arts subject, Guru."

Guru: "A mandate from the state, Son, Trap," Guru answered directly. (Hirata, 2020:124-125)

The data above are a conversation between the characters Samson and Guru. From the speech of the two figures above, it is included in the principle of quantity cooperation because the information provided by the teacher is in accordance with the information asked by Samson. The teacher tries to be as informative as possible when communicating.

Samson as a student asked his teacher why students should learn to sing. The teacher answered with clear information and reasons, namely the mandate from the state, Son. This is in accordance with the maxim of quantity theory, that each participant in the speech contributes as much or as much as needed by the interlocutor.

(5) Lintang: "I'm sorry, Teacher, just for today I have to refuse this singing assignment. I really don't feel like singing. My soul rebelled not wanting to sing, my heart was suffering! My heart is tormented!"

Guru Mus: All right, Lintang," said the teacher (Hirata, 2020: 130-131)

The data above are a conversation between Lintang and Guru Mus. The conversation above includes the principle of the maxim of quantity cooperation because the information provided by Guru Mus has the principle of sufficiency, namely the information provided by Guru Mus does not exceed the questions given by Lintang. Lintang said that she asked for permission to just refuse the task for one day to sing, and Guru Mus responded by answering "Okay Lintang". This is in accordance with the principle of the maxim of quantity cooperation because the speech partner has provided the appropriate information (needed) by the speech partner.

(6) Mahar: "My own song, Bu"

Guru Mus: "O, when did you compose it?" (Hirata, 2020: 136)

The data above are a conversation between Mahar and Guru Mus. The above conversation includes the principle of the maxim of quantity cooperation because the information provided by Guru Mus has the principle of sufficiency, namely the information provided by Guru Mus does not exceed the questions given by Mahar. This is in accordance with the maxim of quantity theory, namely that each participant in the speech contributes as much or as much as needed by the interlocutor. Mahar said that the song was his own composition, then teacher Mus responded by saying "O, when did you compose it?" From this conversation, it can be concluded that Guru Mus provided relevant information to the statement conveyed by the speech partner (Mahar).

(7) Mahar: "I want to be an artist, Pamanda Guru."

Guru Harfan: "Even now you are a great artist, Mahar!" (Hirata, 2020: 250)

The data above are a conversation between Mahar and Guru Harfan. The conversation above includes the principle of the maxim of quantity cooperation because the information provided by Guru Harfan has the principle of sufficiency, namely the information provided by Guru Harfan does not exceed the questions given by Mahar. This is in accordance with the maxim of quantity theory, namely that each participant in the speech contributes as much or as much as needed by the interlocutor. Guru Harfan did not deviate from the maxim of quantity because, in the speech event, Guru Harfan had provided information that was in accordance with the information asked by Mahar. From the conversation, Mahar said that he wanted to become an artist, then Guru Harfan said that even now Mahar had become a great artist. The speech delivered by Guru Harfan was relevant to the information needed from his interlocutor (Mahar).

(8) Trapani: "I want to become a teacher who serves in a remote area!"

Guru Harfan: "Very noble!" (Hirata, 2020: 250)

The data above are a conversation between Trapani and Guru Harfan. The conversation above includes the principle of the maxim of quantity cooperation because the information provided by Guru Harfan has the principle of sufficiency, namely the information provided by Guru Harfan does not exceed the questions given by Trapani. This is in accordance with the maxim of quantity theory, namely that each participant of the speech contributes as much or as much as needed by the interlocutor (the interlocutor). Guru Harfan did not deviate from the maxim of quantity because during the speech event, Guru Harfan had provided information that was in accordance with the information asked by Trapani.

From the speech, Trapani wanted to convey that he wanted to become a teacher and serve in remote areas, then Guru Harfan responded by answering "very noble". This noble can be categorized as a noble profession carried out by a teacher to his students so that the speech in this conversation does not deviate from the maxim of quantity because the speaker has

provided relevant information and is needed by the speech partner.

(9) Kucai: "Look, Ibunda Guru, what if I don't sing but I have to change this singing assignment?"

Guru Mus: "What's the replacement, son?"

Kucai: "Playing Magic"

Guru Mus: "Oh, you can't."

Kucai: "Erase the writing board?"

Guru Mus: "Too easy"

Kucai: "15 times push-up?"

Guru Mus: "Oh, we already have exercise and health lessons every Friday."

Kucai: "So we have to sing, Ibunda Guru?"

Guru Mus: "Yes, you should." (Hirata, 2020: 129-130)

The data above are a conversation between Kucai and Bu Mus. The above conversation includes the principle of the maxim of quantity cooperation because the information provided by Guru Mus has the principle of sufficiency, namely the information provided by Guru Mus does not exceed the questions given by Kucai. This is in accordance with the maxim of quantity theory, namely that each participant in the speech contributes as much or as much as needed by the interlocutor.

Guru Mus did not deviate from the maxim of quantity because in the speech event, Guru Mus had provided information that was in accordance with the information asked by Kucai. In the speech, Kucai told Guru Mus that he did not want to sing but gave a choice of other activities, then the teacher responded by answering "What's the replacement, son?". This means that Guru Mus responds according to the answers needed by Kucai. Kucai also responded with the answer "playing magic", then Guru Mus said, "O, you can't". From this speech, it can be concluded that the first party provides relevant information to the interlocutor.

3. *The Implications of the Principle of Interactive Collaboration between Students and Teachers in the Novel Laskar Pelangi by Andrea Hirata*

Indonesian language lessons are one of the mandatory lessons that must be attended by students. The implications of research conducted by researchers on learning can be said to be very relevant. This is because, in Indonesian language lessons, there are four language skills, namely: reading, listening, writing, and speaking. This research on the use of cooperative principles is research that supports students' speaking skills to speak good and correct Indonesian.

V. CONCLUSION

Based on the findings from the results of data analysis regarding the Principles of Interactive Cooperation between Students and Teachers in the Novel Laskar Pelangi by Andrea Hirata as Indonesian Language Learning Materials at SMA Al Abidin Bilingual Boarding School Surakarta, it can be concluded as follows:

1. *The Form of Speech Acts in the Novel Laskar Pelangi by Andrea Hirata*

- a. The form of declarative speech obtained includes informing directly by the speaker to the speech partner. In this case, the speaker provides information directly about his wishes, such as wanting to sing a folk song. In addition, speakers (students) provide information to speech partners (teachers) about their goals.
- b. Interrogative speech form. Based on the analysis that has been carried out on the *Laskar Pelangi Novel* by Andrea Hirata, the interrogative form of questions and requests. In this case, what is said by the speaker contains an element of hope, such as a request to be allowed to change songs, to be allowed to speak.
- c. Interactive speech form. Based on the analysis that has been done on the *Laskar Pelangi Novel* by Andrea Hirata, the form of interactive speech is speech that contains the meaning of a request. In this case, the speaker tells the interlocutor about his request or request, such as the desire to refuse the task of singing, the request that it is better to just go home, and the request not to join the carnival.

2. *The Principle of Cooperation in the Novel Laskar Pelangi by Andrea Hirata*

Based on the results and analysis of the *Laskar Pelangi Novel* by Andrea Hirata, the existing principle of cooperation is the principle of quantity cooperation.

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