

COOPERATION BETWEEN TEACHERS AND STUDENTS' PARENTS in DEVELOPING POLITENESS LANGUAGE at SCHOOL

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Abstract : *This research discusses the way of cooperation between teachers and parents in fostering the politeness of language in everyday life. In the school and family environment, students should be more able to control their speech in daily life. This happens because in the school and family environment are places where they study and form character. But in reality in daily life there are still found some students who use impolite language to the other friends, parents and even teachers. This study aims to describe the form of cooperation between teachers and parents in fostering politeness in language in the year IV and V of elementary school students. This research uses a qualitative descriptive approach. Research data in the form of dialogue and student conversations with parents, students with friends and students with teachers. Data collection in this study uses the method of observation, questionnaire, and interview. From the results of the study found a polite speech that resulted in benefiting others, minimizing profits for themselves, respecting others, humbling one's own heart, maximizing compatibility and maximizing sympathy. However, those speeches are not polite which results in rude criticism, a sense of emotion, protectiveness and cornering.*

Keywords: *Courageous Language, Cooperation, Parents, Teachers*

1. INTRODUCTION

Education in languages has very complex problems, one of which is the erosion of basic values in people's lives. The cause of the crisis that occurred was the failure of the education world in producing virtuous human beings and becoming a complete social creature. Therefore, investment in education needs to be directed towards rebuilding character in the world of education. Character education should be integrated by teachers and parents to teach politeness in language in the school and home environment, and will also be integrated into the life and social climate of the education world. The integration of character education is closely related to the concept of politeness in language. The politeness view of Leech (1983) and Brown and Lavinson (1987) is commonly referred to as strategic politeness or volitional politeness. The politeness with the view of Fasold (1990) is commonly referred to as Discernment Politeness or social indexing politeness (Kasper in Asher (1994: 327).

The integration of character education into coaching by teachers and parents is closely related to the concept of language support. Fraser (1990) shows that there are at least four views that can be used to study the issue of politeness in speaking. Two of the four views, namely: first, the view of politeness associated with social norms (the social-norm view). In this view, politeness in speech is determined based on social and cultural norms that exist and apply in the language community. What is meant by courtesy in speaking according to this view can be equated with language etiquette; and second, a view that sees politeness as a conversational maxim and as a face-saving effort. In addition, in this view politeness in speaking can also be considered as a conversational contract (conversational contract). The view of politeness as a maxim of conversation considers politeness principles only as a complement to cooperative principles.

This politeness principle mainly regulates relational goals that are closely related to efforts to reduce friction in personal interactions between people in certain speech communities and cultures. The politeness of language in schools is divided into 3 categories, the first is students who always apply politeness in language, the second is students who are ordinary in polite language and the third is low politeness in language. The various opinions above show that politeness aspects are important in language and in broad communication activities. The importance of politeness aspects has been the focus of attention of some researchers. The politeness aspect is often the subject of study, both in general language practice and especially politeness in the world of education.

2. LITERATURE REVIEW

2.1 Courage in Language

Politeness politeness is one of the studies of pragmatics. If someone discusses the politeness of language, it also means talking about pragmatics. a number of theoretical references used in the study will be examined, including (a) the principle of politeness in language, (b) context, and (c) discussion. 1. The Principle of Language Courage. politeness is subtlety and good (language, behavior). Other opinions are described in (<http://Muslich.M.blogspot.com>) that politeness, politeness, or etiquette is a procedure, custom, or habit that applies in society. Politeness is a rule of behavior that is determined and mutually agreed upon by a particular society so that politeness is at the same time a prerequisite agreed upon by social behavior. Therefore, this politeness is usually called "manners". Politeness is relative in society. Certain words can be said to be polite in a particular group of people, but in other groups it can be said to be impolite. According to Zamzani, et al. (2010: 2) politeness is a behavior that is expressed in a good or ethical way. Politeness is a cultural phenomenon, so what is considered polite by one culture may not be the case with other cultures. The purpose of politeness, including politeness in language, is to make the atmosphere of interaction pleasant, non-threatening and effective.

2.2 Cooperation

According to Pamudji (1985: 12-13), the notion of cooperation is work done by two or more people by involving interactions between individuals working together until dynamic goals are realized. He further argues that the main elements of cooperation are three, namely the existence of individuals, the existence of interaction and the existence of the same goal.

2.3 Teacher

The teacher is a professional educator in his field who has the main task in educating, teaching, guiding, giving direction, giving training, assessing, and conducting evaluations for students who take their education from an early age through the formal channels of government in the form of elementary schools to secondary schools (Undang-undang No. 14 2005).

2.4 Parents

Parents are interpreted as father and mother. According to Shochib (2010: 18) the essence of the family (mother and father) is unity and integrity or wholeness in seeking children to have and develop the foundations of self-discipline. So based on this opinion parents (mothers and fathers) have one direction and the same goals and work together in seeking and developing a self-conscious basis of self-discipline in children.

3. METHODS

This research uses a qualitative approach by applying descriptive methods. This descriptive method is used to describe what is the result of data collection by the author. Descriptive method chosen by the author because this method can provide a careful picture of the individual, the state of language, symptoms or groups studied. Data collection in this study uses the method of observation, questionnaire, and interview. The interview method was used to obtain data from families and teachers about the teaching patterns of politeness in language carried out by the family and the school. While Obesevasi is used to obtain data on the realization of lingual forms

of language politeness that exist in the family and school. The informants of this research are families and teachers in Subang city who consistently teach the politeness of language to children in the family and school environment. The interviewed family can be a father or mother, for the teacher interviewed by the guardian.

Data analysis in this study used qualitative data analysis proposed by Creswell (2009). Creswell divides data analysis into several stages. a. Organize and prepare data for analysis. At this stage transcription of interview results will be carried out, write back the notes during observations and arrange data in several types based on the source of the information. b. Read all data in depth. c. Begin a detailed analysis through the coding process, which is the process of organizing data into certain parts, sorting sentences or pictures into categories and marking each category into certain terms. d. Using the coding process to give birth to a description of settings, people, categories or themes for analysis. e. Determine how the descriptions and themes will be represented in qualitative narratives. f. The last stage is to make an interpretation or meaning of the data that has gone through the coding process.

4. RESULT AND DISCUSSION

It has been stated that the role of language is very important as a means of communication between members of the community or individuals in daily life in various fields of life including education, especially schools. Richards et al. defines communication as a process of exchanging ideas or information carried out by two or more people (1985: 48). The process of communication in schools is mainly carried out by teachers for the purpose of transferring knowledge to students, as a means of good communication between teachers, teachers, students, and students. The function of language in the communication process is very important because language is the most important tool in the process. If the communication process at school is connected to the function of the school itself as a place for character building for students, it is necessary to state the concerning facts regarding the use of impolite language that occurs in the communication process at school as follows. From the results of the study found a polite speech that resulted in benefiting others, minimizing profits for yourself, respecting others, humbling one's own heart, maximizing compatibility and maximizing sympathy. However, those speeches are not polite which results in rude criticism, a sense of emotion, protection and cornering.

This section will describe the results achieved in the research that has been done. The results of this presentation are in accordance with the objectives of the research that have been written, namely describing the form of cooperation between the teacher and parents in fostering language politeness in class IV and V elementary school students.

Forms of Cooperation Between Teachers And Parents Of Students In Fostering Language Courage In Class IV And V Elementary School Students. Forms of cooperation carried out by the teacher and parents in the form of meetings every 3 months to discuss the politeness of the language taught at home and in schools that speak good and right. Interview results of several respondents stated that teaching the politeness of children's language in the family environment is something that is urgent and should be of particular concern to parents. All parents interviewed stated that the teaching of politeness in children's language must start from the family environment first. They reasoned that the interaction that many children do for the first time is in the family environment. With this collaboration from school, parents can better understand how to educate language politeness so that students are accustomed to polite in language.

Based on an analysis of the results of interviews with parents, there are several fundamental reasons why parents must play a maximum role in teaching the politeness of language to children. First, all parents crave children who behave well in attitude and also speak the words. According to them, polite children will please the parents and also be liked by the surrounding environment. The character of polite children according to the parents is when they call with a polite call both to the old or young. Second, teaching the politeness of children's language is an effort to maintain the cultural values of each tribe in the family. Manners are the main characteristic of our culture. Every culture has the characteristics of politeness both in the choice of words or speech procedures. Third, children must be introduced and familiarized with the value of politeness in language since childhood to be their character when they are adults. When children are accustomed to politeness in language, wherever and whenever the child will still speak politely. Fourth, the teaching of politeness in children is one of the anticipations made by

parents in an effort to minimize the moral crisis

that is rife in society today. Other reasons given by parents related to the importance of teaching the politeness of children's language in the family environment:

- a. because the family is the first place of education for children. All parents realize that the family is the first environment known to children. Thus parents try to teach their children good and polite language methods. They believe that children will imitate whatever parents do while interacting with them. Parents try to maintain their manner of speaking by giving examples in good language.
- b. because the family is the first place for children's development. The family is the first place where children grow and develop. As a place for children's first growth and development, parents always try to give the best to their children, including teaching politeness in the family environment both politeness in acting and politeness in language.
- c. Avoid children from fighting or quarreling because of tires the cause of quarrel starts from the impoliteness of the language used by someone. Parents realize that teaching children the modesty of language will help them to get along well. Many brawls or disputes between students that occur are caused by trivial matters. The brawl between students has been very alarming for parents. One of the negative incidents among these children was the habit of children speaking politely between them. Parents believe that teaching children the modesty of language will help their children avoid fights and quarrels with their friends.
- d. if the family is negligent in terms of teaching the politeness of language in children, then they will get used to speaking poorly and becoming impolite of speech. All parents interviewed hope that their children will always behave politely and politely wherever they are, especially in terms of attitude and language. To fulfill this expectation, parents try to teach politeness in language starting from the family environment.
- e. because children get the first language procedure in the family environment, namely mother and father. The family is the first door for children to get to know the world. With the help of family children will learn to live well with their environment. Parents are of the opinion that many important lessons in life must start from the family environment. According to them it is unfortunate if parents do not make the family as a basis for teaching about the meaning of life. For this reason, parents try hard to teach good behavior to their children, including teaching about the politeness of language to children. Basically, all parents try and try to teach the politeness of language to their children as a good character education. To get children who are well-mannered in both attitude and language, parents of course apply patterns of politeness language teaching that is adapted to the conditions of their respective families.

In the meeting at school also discussed Patterns of Teaching on Politeness in Children Language Teaching politeness in children is done by parents in several ways, namely habituation, direction, supervision, and exemplary. The first pattern that parents do in teaching polite children in language is through the process of habituation. From childhood children have been accustomed to speak politely in everyday conversation. Speaking in soft language, not shouting and clever putting yourself in speaking to the young, peers and to the elderly. Through this habituation, parents hope their children will be trained to speak polite language wherever they are. The habits that parents do start from small. Some parents states that habituation has been started from the child born or when the child has begun to be invited to communicate. Since small children parents have accustomed their children to say polite. Children are accustomed to calling with good calls, not talking loudly. This habit involves all parties in the family environment, both the nuclear family of father and mother as well as those around the child. This habit is carried out continuously so as to make the child realize that speaking politely in daily life is something important and must be the main concern.

Another way that is done by parents is to do directions. This method is done when the child has started interacting with many friends. Directing from parents needs to be done because they do not want their children to be adversely affected during the friendship process

carried out by their children. These parents realize that in making friends children will be easily influenced by the habits of their friends. They direct their children so that they understand that not all friend behavior can be imitated. Parents give a picture to their children that their children must always take care of themselves and attitudes as taught by their parents.

The form of direction in teaching politeness in children is to explain to children which words are good and appropriate to say and which are not. They teach children not to say taboo or meaningful words such as lexical words of animal names or invective that will give a negative perception to the listener. Parents also try to give direction to children to keep remembering the courtesy in speaking when together other people. The practical form of direction taken by parents is to immediately remind children when they make mistakes in language or tell children the language mistakes made in the environment around children. This is done so that children learn significantly from what they do, they see, and they experience in everyday life. This briefing is done either by father or mother. Parents also involve other families such as grandparents, uncles, or aunts to help them direct their children to speak politely even if their parents are not around. These parents take advantage of the extended family's role in educating their children.

In addition to habituation and direction, parents also supervise the children's activities while making friends with others. According to them, parental supervision of children's behavior at home and especially outside the home is important. Supervision by parents in terms of the introduction of their children's friends, especially their close friends. They try to get to know their children's friends. If they get to know their children's friends better, of course they will be easy to judge the extent of their friends' influence on them. Parents realize that friends are the closest people a child has after parents. Friends are also very influential on children's behavior. To avoid the negative influence of friends on their children, parents try to get to know their children's friends. In addition to knowing carefully the friends of their children, parents also try to keep their children biased to choose good friends and in accordance with their personalities. The selection of friends is supervised especially those who will become close friends of their children. They realize that children's behavior is very reflected by who their close friends are. The last way is by example. Exemplary is a key way that parents must have. Parents realize that the role model exerts an extraordinary influence on children's behavior, especially in speaking. Parents realize that when they want children who are polite, they must do it first. Without exemplary, other methods that will be done will be in vain. Every parent strives to set a good example for their children. They always try to keep their words spoken in front of their children. Polite in this language they always show in their daily interactions both at home and outside the home.

In meetings at school also forms of politeness of language taught to children, politeness of language of children can be seen from the speech acts of children in everyday relationships. The polite greetings taught by parents to children include:

- a. Familiarize children with good calls to those around them. For example calling older siblings or older siblings and calling younger siblings to younger ones. Parents familiarize children to call themselves by their own name or by using the word "I" instead of the word "I" to older people. Do not call "you" even to peers. In connection with self-calling, there are families who claim that a "me" self-calling by a child is not considered as impolite. This happens because in their families are used to the call "me", especially among the closest family. This "I" call is considered to have felt close. They will not call "me" if they are in a foreign environment or not a close family.
- b. Familiarize children to say the word help if you want others to help. Generally parents teach children to try to say the word help if you want to ask for help from others both for those closest and far, to the older or younger.
- c. Familiarize children with words of help, thank you and sorry. These three words can be

called *ajab* because by familiarizing yourself with the use of these magic words in interacting, it is certain that children will be recognized as polite children. Parents hope that by using the words of help, thank you, and forgiveness will make children easily accepted and loved by those around them. Parents' attention to the use of words of help, forgiveness, and gratitude in the child's language repercussions is based on the fact that they see that many children are not used to these words. They feel concerned about this condition so that motivates their parents to pay attention to this teaching in the family environment.

- d. Ask the child to talk with soft. Parents always remind their children to talk gently to their friends or to their siblings. According to parents speaking meek is adapted to the culture of each family.
- e. Teach children to say their greetings and say goodbye when going out of the house. Familiarizing children to say goodbye and say goodbye when going out of the house is one way for parents to educate children's language politeness. According to parents when children are accustomed to saying goodbye and saying goodbye, training children to appreciate the existence of people around them. When children say goodbye, parents feel that children are still under the control of parents. By saying goodbye parents can check the existence of their children and can monitor the activities they do or with whom they are close friends.
- f. Remind children not to talk with dirty words (taboo words) or inappropriate. Parents pay full attention to their children in terms of choice of words in every communication that children do either at home or outside the home. Parents give examples of words that are not good and inappropriate to say to anyone. They remind their children to avoid taboo or inappropriate words so that their children avoid the anger of those around them. Remind their children not to talk loudly to others or shout out of place.

In the meeting at school also the Obstacles Faced in Teaching Courtesy Children Language in the Family Environment, In teaching the politeness of language to children, parents still get a good response from children. The parents believe that the teaching of language politeness they do to children shows good results. Indicators of success they get when they pay attention to their children talking in the family environment, with friends, or also with others. The parents were grateful that the upbringing they had done since childhood produced good results. However, there are some parents who have obstacles in teaching politeness in children.

The first obstacle is difficulty controlling children outside the home environment. When children are outside the home, parents cannot know carefully whether their children still hold tight the politeness values of the language they have taught at home or not. They are still worried about the bad influence on children from the environment. They see when around them the children still speak politely. But they can change in front of their friends. These parents' concerns occur because they see that many of their children's friends are not accustomed to polite language.

The friends they are worried about are friends who have never been known before by their parents or friends who are familiar on social media. The second obstacle is the difficulty of parents in tracing the involvement of children in social networks. Some parents feel uneasy because many expressions on social media are far from polite values. Interaction of children with their friends in cyberspace can cause children to use words that are not polite. Parents see that many young people feel proud to use words that are actually inappropriate for them to say. They do this just to be seen as cool and sociable by their friends. Another obstacle is that parents must continually remind children. Sometimes, parents are protested by children for doing things that are prohibited on children.

CONCLUSION

Based on the description of language impoliteness in the school, it can be concluded that language learning and language habituation related to character still

need to be improved. Programs that are encouraging and developing the habit of using polite language in schools must receive primary attention from the school so that all school members are motivated to interact and communicate well and politely. Schools need to further improve communication with various parties.

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