

How Does Politeness Emerge in Preoperational Stage

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Abstract. Preoperational stage starts from the age of two years to seven years. Through this year children be able to be behave politely. During this stage, children have started trying to distinguish what is good and bad things. In the concrete preoperational phase the child has begun to understand some rules that applies at home or school. The level of politeness has also been better applied. There are several politeness principle that can be used as a guidance in running a social life. The widely used maxim is the maxim of generosity, the children already understand about the meaning of sharing because since childhood their parents taught about the meaning of sharing which then they practice directly in school. Approbation maxim and tact maxim are seldom used by children because they have not yet been able to apply both maxim in a socializing.

Keywords:

1. Introduction

People are getting more sensible and being aware that education plays an important role as the main factor in current life. The rapid development of education is very darting at present. Formal and non formal schools compete to offering many kinds of advantages and certainly parents really attract for that. There are various of tutoring class, daycare, playground, play group which provide succeeding academically, great education, and complete facilities. Therefore parents should choose carefully and selective to get the best education for their children.

Educating children is as a must and being responsibility for every parent. By selecting the best school ofcourse will guide their children to catch bright future. No one's parent leads them in wrong way.

Following the stage cognitive development can help parents in recognizing their children wether in sensory motor stage, pre-operational stage, concrete operatinal stage, or formal operational stage. In each stage both different treatment and method should be given in order to find great way in educating children.

New vocabuaries sometimes could be gotten from their friends or the elder who leave nearby them. They do not yet know about concrete logic because children can not comprehend other people point of view. Playing and pretending become their favorite activities. One of them named role playing that always played by them as "doctor" or "mommy".

Children, for this pre-operational stage, are ready to get guidance of politeness. The way how they should speak to their parents, their teacher even to other people and the way how they act to others. Simple

kind of politeness that parents can teach to them by saying “thankyou”, “please”, and excuse me”.

Some researchers also discuss the same topic about politeness. Setiawan, Budi (2011) conducted a study entitled "Realization of non-speech in the environment of Kartosuro terminal". The type of offense is the maxim of wisdom. Lots of rude speech and expression out of them. From the listener's side, the the utterance that was uttered so unpleasantly .

A similar research title is "The Analysis of Cooperative Principles of Cooperation and Principles of Courtesy in the Curanmor Chance Event at YES Radio Cilacap" by Setyowati (2014) suggests that there are 40 forms of speech violating the principle of cooperation and 78 speech violations in the form of cooperation principles. Based on the two researchers above, a new topic will be used as the research that is comparison of politeness on pre-operational stage and concrete stage.

Pragmatic

George Yule in his book *Pragmatics* (1996) suggests that "Pragmatics is the study of speakers meaning as distinct from word or sentence meaning (1996:133), which means pragmatics learn about the meaning of speakers that are different from the meaning of words or sentence meaning.

Maxim in Politeness Principle

The politeness principle has several maxims: maxim of tact (tact maxim), maxim of generosity maxim, maxim of acceptability, maxim of modesty, maxim of agreement, and maxim of sympathy maxim. The principle of modesty is related to two participants of the conversation, namely self (self) and others (other). The self is the speaker, and the other person is the opponent of speech (Wijana, 1996).

There are several forms of speech used to express the above maxims. The form of speech in question is a form of speech impositive, commissive, expressive, and assertive. The form of *komisif* speech is a form of speech that serves to express a promise or offer. The probability is the utterance used to declare a command or order. Expressive expression is the utterance used to express the speaker's psychological attitude to a situation. Assertive assertion is a common utterance used to express the truth of the proposition expressed.

1. Tact maxim

This maxim is expressed in the letters of impositive and commissive. This Maxim outlines every participant in the narrative to minimize other people's losses or maximize profits for others. In this case, Leech in Wijana (1996) says that the longer a person's speech the greater the person's desire to be polite to the other person. Similarly, speech expressed indirectly is usually more polite than the spoken words directly.

2. Generosity Maxim

Generosity Maxim mention that speaker's participants to maximize respect for others, and minimize disrespect to others.

3. Approbation Maxim

Approbation Maxim is expressed with commissive and impositive sentences. This maxim requires each speech-participant to maximize the loss for himself, and minimize his own advantage.

4. Modesty Maxim

Modesty Maxim is self-centered. This maxim requires every participant to maximize self-respect, and minimize self-respect.

5. Agreement Maxim.

Agreement Maxim mention that speaker and hearer to maximize their compatibility, and minimize incompatibility between them.

6. Sympathy Maxim

This maxim is expressed by assertive and expressive speech. Sympathy Maxim

requires every participant to maximize sympathy, and minimize the sense of antipathy to the hearer. If the hearer speaks for success or happiness, the speaker is obliged to give congratulations. When the hearer said to get distress, or misfortune speakers deserve grief, or expressed condolences as a sign of inferiority.

2. Method

Descriptive qualitative is usually focuses in qualitative research, having the particular data and continue to analyze in brief. It is frequent method in implementing research. Commonly used in varied disciplines such as science, education, social, and education. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore observation and survey tools are often used to gather data (Gall&Borg, 2007). That is why this method is selected as a research method in this study. Moreover questionnaire is also used to complete the data. Sample for the data was taken from students of Islamic School Semarang "Bina Amal". There were four classes chosen, two classes from kindergarten students and two classes from second grade students.

3. Findings and Discussion

In social interaction, politeness actually is owned by everyone that bands in communication. The level of politeness perhaps different in each region becuase they have their own standard. The common politeness which is commonly known by public such as respecting to elder, accepting something always with the right hand, not saying a rude word to other people, not spitting in everywhere, and always say thanks after we received gift, goods, or help from someone else.

Basic concept of politeness

Teaching children how to behave in a good manner, how to speak to the elder is really important. Two basic concepts comprise the language usage and the act. Politeness can be seen by the language used. Their language can show their personality that seen from words they produce in daily life. The success of communication can be obtained if the message conveyed and also understood by the addressee.

Furthermore another politeness also can be seen through the behaviour, when somebody else control the volume while speaking and trying to say in low volume but heard by other people. Do not make interruption while other people talking.

Following are the result of children's understanding in basic concept of politeness taken from the interview.

- a. Children in early preoperational stage (kindergarten, 3-4 years old) stated that politeness are:
 1. saying permission when we walked infront of elder people
 2. saying thanks after we were given something from someone else
 3. saying salam when we enter our home, and classroom
 4. greeting each other
 5. handshake with all teacher
- b. children in concret preoperational stage (Primary school, 7-11 years old) stated that politeness are:
 1. handshake to all the elder
 2. saying salam when we enter classroom, our home, our neighbour's home, our families' home
 3. disallow to interupt when someone else talked
 4. controlling the volume while we are talking to somebody

5. greeting all teacher wherever they meet
6. yield to the younger
7. letting the elder to take seat when we are in public transportation.

After collecting the answer from all the children, the basic concept of politeness has already had since they were child. The success of parents in educating children can be seen clearly from the attitude, words and behavior of their children. Good collaboration between parents and school obtained an independent children and also extraordinary personality.

Leech Politeness

Here are the diagram that shows politeness principle used between early preoperational stage and concrete operational stage.

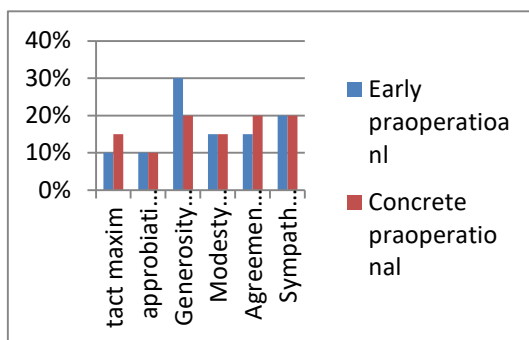


Figure 1 Politeness principle used by preoperational and concrete preoperational stage.

1. Tact maxim is expressed in the letters of impositive and commissive. This Maxim outlines every participant in the narrative to minimize other people's losses or maximize profits for others. According to the result, children who applied tact maxim were 10% used by preoperational stage, they use this maxim very rare because in this stage children have egocentrism where they think that everything is related to their mind, they unable to differ between themselves and other. Hence in the concrete preoperational stage they use

15% of tact maxim. At this stage the child begins to think logically and systematically to achieve problem solving. Problems encountered in this stage are concrete used. As a result tact maxim used more than children in the preoperational stage. The real example of this maxim is when student let their friend to eat all of the snack although he want to eat also.

2. Appropriation Maxim mention that speaker's participants to maximize respect for others, and minimize disrespect to others. Based on the diagram above both in preoperational and concrete preoperational used 10% on appropriation maxim. most of them have a deficiency in implementing this maxim, because respect for others has not been seen in this stage. even if you can share and appreciate for sure only in trivial things like sharing food with other friends. in these two stages have not seen yet the attitude of praise and appreciate each other.
3. Generosity maxim mention that speaker's participants to maximize respect for others, and minimize disrespect to others. Related to the diagram above, children in early preoperational used 30%. it used higher than the other maxim because children always remember to what parents said about politeness. On the other hand concrete preoperational used 20%. We know that children in this stage have not known about the abuse and against others, in both cases children were get ready to learn praise to other. When their friends won the game competition, they said congratulation for the achievement.
4. Modesty Maxim is self-centered. This maxim requires every participant to maximize self-respect, and minimize self-respect. The result shows that both stage used 15%. The use of this maxim can be seen when children

have new bag or new shoes. they do not show off to friends.

5. Agreement Maxim mention that speaker and hearer to maximize their compatibility, and minimize incompatibility between them. According to the data above mentioned that 15% used by early praoperational and 20% used by concrete praoperational. the higher level the more likely it is to step up in action dealing with friends. The maxim of agreement can be done by the child in the preoperational stage or concrete operational. they started by doing some small deals with classmates. a simple example of agreement maxim is when children try to determine the meal or snack that they want to buy with their friends on their first break. eventually they agreed to buy the same type of snack although one of the want to buy other snack but at last they boght same snack.
6. Sympathy maxim expresses participants maximize speech sympathy between one party with another party. This maxim explains that if one of the students being the winner of the game, the other friends give congratulation greeting to them. Based on the diagram above, both stage used 20% in applying sympathy maxim.

4. Conclusion

After the finding and discussion explained on the previous chapter so it can be concluded that: children basically have a sense of polite and always remember what their parents told about politeness. Teaching politeness can be started from the early age parents as a role model for their children collaboration between parents and school are needed.

All types of politeness maxim are used by children both in early praoperational and concrete praoperational. Generosity

maxim used higher than all the maxim by early praoperational stage.

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