

# Cowong Speech

## Case Study On The Realization Of Language Courage In Students

Uyung Amilul Ulum

**Abstract**—The politeness of the language is very important to be considered by the actors of communication (communicators and communicants). This is increasingly felt the urgency when associated with language behavior among the younger generation, especially adolescents who incidentally, generally are still in junior and senior high school levels (SMA / MA and SMK). Therefore, the issue of politeness in language among them must receive serious attention all parties in all regions: at home, in the community, and at school. At home through parental education, in the community, among others through examples of the politeness of the characters, and at school through the exemplary modesty of the teachers and employees, especially in the learning process teaching in class conducted by all subject teachers, although the starting point is expected to start from the learning process carried out by the language teacher in the class

**Index Terms**— politeness in language, speech.

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## 1 INTRODUCTION

In politeness in language, there are at least 6 things that must be considered, namely: 1) what should be said at certain times and circumstances; 2) what languages are naturally used in certain situations; 3) when and how the turn to speak and interrupt conversation is applied; 4) how to regulate loudness when speaking; 5) what are the attitudes and gestures when speaking; and 6) when to shut up and end the conversation, (Muslich, 2006).

Thus, the politeness of the language as mentioned above is related to how loud or not the voice is made by a person when acting on his speech partner. If the context allows, in communicating, actually loud voices are sometimes needed, even if necessary using a loudspeaker. When giving a speech in front of an audience, for example, or speaking in a noisy room, or talking with a speech partner who is not hearing is conditions that allow to act speech with a loud voice. But if someone speaks in a loud tone continuously, the pitch is high on almost all occasions and tends to be in the context of the language or the speech acts however, then the problem will be different. Responses from speech partners or people involved in the speech event, both directly and indirectly with various assessments will appear. There may be speech partners who judge it as impertinence, hamlet (disrespectful), plebeianism, lack of slang, sloppy, embarrassing, etc. all of which tend to have negative evaluations. In the local tradition - the community where the research is carried out / Pandeglang - the behavior of a person in acting like this is called *cowong*, the term which will then be used to mark language behavior as mentioned earlier, (Spradley, 2007).

Empirically speaking, these *cowong* speech acts are clear and easily observable. Someone who experiences them tends to speak in a loud voice over other voices. If the situation occurs when chatting with colleagues, the voice is the most prominent sound. In a situation that responds to something that is not approved, surprised, excited, offended, and angry the symptoms of *cowong* speech act more visible. Basically speaking with a *cowong* creates a frenetic atmosphere of its own, especially when he makes a spontaneous response to something charged with emotion.

Based on the results of preliminary studies in the field, *cowong* speech acts that were very prominent occurred in two students who happened to be taught by the author. They both were in different classes, one was female and the other was male. The writer then chose female students as research subjects. The reason is that the female student in her class is a secretary. With her position, she is more likely to interact not only with her friends, but also with teachers and administrative staff. Moreover, in the opinion of her classmates and writers, the female student is classified as attractive. So, how can a woman who is attractive and acts as a secretary turns out that her speech acts are included in the *cowong* category. This is where the interesting phenomenon is, which will then be targeted as study material in case study research.

## 2 FOCUS WRITING

This paper is the result of a research using qualitative case study method genre with a focus on the politeness of verbal speech act on the aspect of setting the high and low loudness of the sound produced from the speech act activities. The result is a *cowong* speech act done by a female student at SMK Negeri 1 Pandeglang, class XI AP1 (Hospitality Accommodation) named L (the result of an agreement between researcher and subject, name written with initials), in the 2012/2013 academic year. So the focus of his research is *cowong* speech acts conducted by a female student with the initial L (unit of analysis), (Gall, 2007) in the SMK 1 Pandeglang environment, in class XI AP 1.

According to Yin, case study research is basically aimed at answering the question of why and how a case occurs, (Yin, 2009): why the *cowong* action occurs on the subject; how *cowong* speech acts can occur; and how to overcome them.

The main types of data in this study are qualitative in the form of verbal data from speech acts of research subjects captured directly by the authors and those successfully recorded and transcribed. Also additional data from subjects close classmates, classmates, close friends at school, close friends at home (there happened to be neighbors, one school, but different classes), and parents of students.

## 3 RESEARCH RESULT

### 3.1 Interpretation of Observation Results and Interviewing the Formation of Cowong Habits in Research Subjects

Subjects were born into large families, nine siblings, five boys and four girls. His father had passed away in July 2010. The educational background of the two men was a primary school (SD). His subject worked as a trader. This work was continued by the subject mother after her husband died. Even though the subject was born from the environment and family with an elementary and uneducated educational background, parents and the surrounding community are very concerned about education. In the research subject villages, the average population aged 15-18 years attend SLA.

Family members of their own research subjects, except for their father and mother, ranging from the first child to the fourth child are high school graduates. Even in this village there have already been a number of SLA graduates who went on to college.

The subject is the sixth child of nine siblings.

The subject lives in seventh with his mother and siblings. Mother is a single parent who is the backbone of the family. There are six children, six characters, and six differences that often produce conflicts, competition and conflict between children. These contradictions, competition and conflicts are usually latent as well as manifest, Robert K. Merton and Coser in Poloma (2000: 39, 114 ). Latent or hidden if the dominant party restrains while the sources of the emergence of competition conflict, and unresolved conflict. For example, mother's attention and affection in the eyes of children is not fair. As long as the child views injustice, as long as the conflict, competition, and conflict become latent (as long as the dominant party refrains). Conversely conflict will become real or manifest if the dominant party cannot hold back anymore. The dominant parties in this research case were the subjects' brothers and sisters.

From the description above, it is clear that parenting by the subject mother is not light work. This is recognized by the subject that the relationship between family members, especially the research subject relationship with the fifth brother (male) and younger brother is often less harmonious. Disputes and quarrels often become manifest or manifest, ranging from verbal: squabbles, mocking, making fun, until the peak is physical: spit, pinch, hit the head, sometimes even hitting.

Quarrels and disputes occur around food, laundry, strikaan, new clothes, especially when I want Eid, scrambling tv while watching together, and rely on each other when ordered by parents (mother), for example, the mother told the brother, the brother sent again to the younger brother, and the younger brother sent to the subject, the subject refused. This is where the quarrel begins. According to the subject's recognition, it was the subject who finally became the target of the anger of his two brothers. Under these circumstances the subject was forced to put up a fight, even though the resistance was limited to verbal resistance.

From the results of the interview it was revealed that the verbal resistance meant by the subject was screaming for help from the mother, swearing, and nagging. All that is done with a loud volume. When asked why it should be with a loud / loud voice. The subject answered in order to get the attention of his parents and siblings to refrain from acting harshly (committing physical violence against the subject) to him. Although this method is recognized by the subject does not always work, but at least emotionally irritated, angry, and cornered to get channeled. Thus shouting, swearing, and nagging are catharsis as well as the most possible forms of resistance for the subject. From the results of interviews with the subject it can be seen that verbal resistance is expressed in Sundanese-Pandeglang. With a rather awkward subject mentioning the words that often appear in the quarrel are: aing, him, pods, boloons, handicaps, and tangkorak. Words that according to the subject are able to channel the entire burden of oppression as well as resistance media.

The subject did not realize that the pattern of interaction and communication in an atmosphere of disagreement with his siblings in the family for a long period of time had led him to a habit of saying with a high voice volume / loud in almost all speech situations. In the local tradition - the community where the research is carried out / Pandeglang - the behavior of a person acting in this kind of speech is called *cowong* while some call it *cawang* and some call it *cablak*, but *cowong* is the most popular designation. This term is then used by the author to mark language behavior as mentioned earlier, (Spradley, 2007).

## 4 THEORETICAL EXPLANATION IN THE PERSPECTIVE OF SOCIOLOGY AND PSYCHOLOGY

### 4.1 Human Habits and Behaviors in the Perspective of Sociology

Sociologically almost all human behavior is a product of the process of habitualization or habituation in the setting of social interactions that are dyadic, or triadic and the result is habit (Berger, 1971: 70, Lawang, 86: 23, MacIver, 1957: 189-196). Habitualisation or habituation requires sufficient time so that habits are formed, usually through the socialization of the behavior and values behind it, both primary socialization carried out by the family, and secondary socialization: by the community around where the subject lives and school. It may even be that the socialization is latent unintentionally but occurs continuously, so that the effect of taking root becomes part of the individual and generally members of a community, (Horton, 1984: 95-100). The way we eat: pray first or eat right away, with your hands or spoon, right or left hand, then what you eat, rice or bread, when to eat, how many times, with whom, on the dining table or on a mat / carpet, by sitting cross-legged or tutug tuur (sitting cross-legged with one knee standing upright) all of that is the result of habituation. Likewise the way we dress, take advantage of free time, the way we sleep and then wake up and sleep again, including how we speak and what language we use. Basically, almost all of our daily behavior is related to the process of habitualization or habituation.

## 4.2 Human Habits and Behaviors in Psychological Perspectives

While psychologically habits are learning outcomes that are influenced by internal and external factors surrounding the individual, (Syamsudin, 2009: 100-101, Shah, 2008: 105-106). The factors in question are motivation, health, intelligence, emotions, spirituality, sociability, adversity, and the environment: family, friends, teachers, role models, sociocultural order, politics, law, and economics. Furthermore, the interaction of internal and external factors called learning takes place within the framework of the conditioning and reinforcement process. A behavior that is expected to form is initially conditioned, for example through assignments, requests, suggestions, or by creating a certain atmosphere. All the conditioned things are input or stimulus that is expected to get certain responses from individuals. If the response is appropriately given positive reinforcement: gifts, praise, applause, whereas if it is not appropriate, even distorted then negative reinforcement is carried out: reward delays, penalties, etc. In this way a behavior is expected to be repeated by individuals and continue to be repeated until it becomes a habit. Thus the habits that occur in a psychological perspective occur because a behavior gets positive or negative reinforcement then is repeated by the individual. Both perspectives and their relation to human habits and behavior can be illustrated by the following diagram:

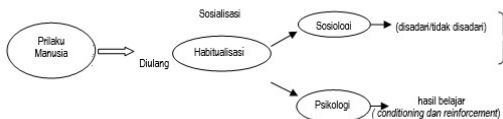


Chart 1: The formation of human behavior in general becomes a habit

## 5 FORMATION OF COWONG HABITS IN SELF L

From the two perspectives above, it can be seen that habits are formed due to repetition, regardless of intentional: learning from a psychological perspective, or accidentally and deliberately: socialization / habitualization in a sociological perspective. Thus the formation of cowong habits can be explained at once by using both perspectives. Malgamation (a combination of two disciplines) to explain human behavior has been done by George Homan, (Poloma, 2000: 61-66). Homan explained the emergence of a behavior that was repeated as a forerunner to the formation of a habit by using the concepts of Skinnerian psychology into his sociological theory which was expressed in five propositions. He called these propositions successful propositions, stimulus propositions, value propositions, deprivation-satiation propositions, and propositions of approval-aggression. An explanation of each proposition is as follows:

### 5.1 Proposition Success

In each action the more often he gets rewarded, the more often he does that, Homan in Poloma (2000).

When someone succeeds in getting a reward or avoiding punishment, he will tend to repeat the action.

### 5.2 Stimulus Proposition

If in the past there have been stimuli that encourage action and result in rewards, it will be more and more similar to current stimuli, then it will do the same in the future, Homan in Poloma (2000).

With simple language this proposition can be said that experiences that provide the expected pleasure are likely to be repeated.

### 5.3 Value Proposition

The higher the value of an action, the more happy someone does the action, Homan in Poloma (2000).

For example a student once had the opportunity to watch a favorite music concert. But also he had to learn to prepare for the exam for the next day. Here students will consider the level of grades produced by concert stimuli or stimulus test scores. Students will then choose a stimulus that will provide a higher level of value according to the situation definition created, W.I. Thomas in Ritzer (2004: 71).

### 5.4 Deprivation-Satiation Proposition

The more often in the past someone receives a certain reward, the less valuable the person is to increase each unit of reward, Homan in Poloma (2000).

According to Homan, saturation towards a reward, for example the student has four high grades, then the fifth high value and so on are no longer considered to be comparable to tilapia or the reward of watching a concert from a favorite student favorite group that is rare. So leaving a reward that is often experienced toward a rare rewards are considered more valuable.

### 5.5 Approval-Aggression Proposition

If someone does not get the reward he hopes for, or receives a punishment, he will be angry; he tends to be aggressive, and the results of my behavior become more valuable to him ... if he gets a reward he will repeat it in the future, Homan in Poloma (2000).

A student leaves exam preparation tomorrow for a concert. When he reached the place, the ticket was gone. He was disappointed. Then they get angry and grumble. The student's behavior is observed by the concert hall manager. To overcome this, the manager arranges for students to get a seat on the VIP bench. This fact can set a precedent for similar behavior in the future. One time the student melted so he repeated it. Thus, if it is associated with the subject's recognition that he often gets protection from parents after loud screaming, he also gets psychological satisfaction from releasing emotions by shouting, nagging, and swearing. then the proposition that is suitable to explain the causes and the process of cowong speech experienced by the subject is the proposition of success, stimulus, and approval-aggression (approval-aggression). If stated in tabular form is as follows:

| No | Prilaku Subjek    | Gain yang diperoleh   | Proposisi yang menjelaskan  |
|----|-------------------|---|---|
| 1. | bertindak nyaring | <ul style="list-style-type: none"> <li>perlindungan orang tua</li> <li>terhindar dari kekerasan adik-kakak</li> </ul> | <p><b>Proposisi Sukses</b><br/>Semakin sering suatu tindakan tertentu memperoleh ganjaran, maka kian kerap ia melakukan tindakan itu</p> <p><b>Proposisi Stimulus</b><br/>Jika di masa lalu terjadinya stimulus yang khusus atau seperangkat stimuli merupakan peristiwa di mana tindakan seseorang memperoleh ganjaran maka semakin mirip stimuli yang ada sekarang ini dengan yang lalu itu, akan semakin mungkin seseorang melakukan tindakan serupa</p> |
| 2. | Mengomel          | <ul style="list-style-type: none"> <li>kepuasan psikologis</li> </ul>   | <p><b>Proposisi Restu-Agresi (Approval-Agression)</b><br/>Bila seseorang tidak memperoleh ganjaran yang diharapkannya, atau menerima hukuman yang tidak diinginkan, maka dia akan marah; dia menjadi sangat cenderung menunjukkan perilaku agresif, dan hasil prilaku demikian menjadi lebih bernilai baginya... bilamana tindakan seseorang memperoleh ganjaran yang diharapkannya.</p>  |
| 3. | Mengumpat         | <ul style="list-style-type: none"> <li>kepuasan psikologis</li> </ul>   |   |

Thus the verbal behavior (loud screaming, nagging, swearing) is done by the subject, which was originally only intended as a response to the sense of urgency, cornered, maybe even oppressed from brothers, and is solely a form of self-defense or resistance verbal, but because all of that lasts for quite a long time and is done repeatedly, it finally turns into a habit of acting cowong.

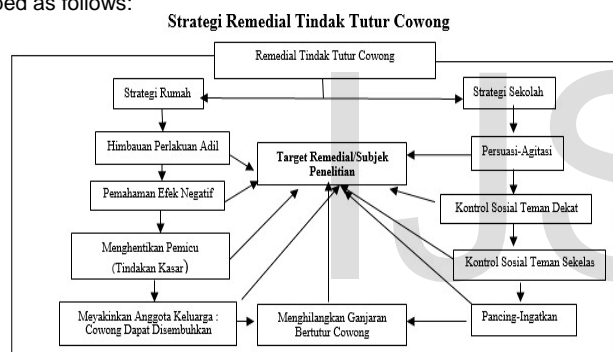
## 6 How to Change Habits: An Alternative Problem Solving

Knowing the causes of a case and how the process occurred, can open opportunities in dealing with problems. Related to this, it is not surprising that an expert in case study research says that case studies are designed to answer the question of why and how, (Yin, 2009:) because the answer to this question clearly will facilitate the resolution of problems that arise around the case.

The background and the cause of cowong's speech acts that befell the subject is social disharmony in the association between family members which causes propagation effects including verbal resistance responses from the research subject which are manifested in the form of screams, scolding, and curses, all of which are expressed with sound volume tinny. To overcome this cowong speech act is by removing the root triggers of social disharmony which according to the subject include the dominant sense of brother and sister, parental care which is interpreted unfairly by his children. Girls are seen as being more considered by parents, thus stimulating the operation of the trigger mechanism of jealousy, borrowing the term C.A van Peursen, (1993: 209).

Based on the explanation above, two problem solving strategies can be designed, namely the home strategy and the school strategy. The house strategy is a healing effort by involving all family members of the subject. The steps include: a) making an appeal to parents to be fair; b) eliminate the benefits of speaking cowong; c) convey to the brothers and sisters that one of the triggers for cowong is rude action towards the subject; d) convincing them that a cowong is not good for a teenager who is growing into an attractive and mature girl; e) explains that cowong is basically curable. While the school strategy is carried out in schools which include: a) persuasion-agitation actions; b) social control, c) social control exercised by classmates over the subject; d) and remind-remind.

Then in broad outline the two remedial strategies above can be described as follows:



In the School Strategy, steps for handling cases that include persuasion-agitation, social control of close friends, social control of classmates, and fishing-reminders are included in the teaching-learning process. This can be seen from the following table:

**Schedule for Remedial Implementation of Cowong Case School Strategy with Insertion Techniques on KBM**

| Kompetensi Dasar  | Alokasi Waktu | November |   |   |   | Desember |
|---|---------------|----------|---|---|---|----------|
|   |               | 1        | 2 | 3 | 4 | 1        |
| 2.7 Menereapkan pola gilir dalam berkomunikasi                            | 6 x 45 menit  | 2        | 2 | 2 |   |          |
| 2.8 Bercakap-cakap secara sopan dengan mitra bicara dalam konteks bekerja | 2 x 45 menit  |          |   |   | 2 |          |
| Ulangan Akhir Semester  | 2 x 45 menit  |          |   |   |   | 2        |
| Jumlah  | 12 x 45 menit | 2        | 2 | 2 | 2 | 2        |

In the first meeting, the writer informs us that there is one symptom of speech experienced by a person when speaking, the volume of his voice always sounds loud. These symptoms are called cawang, ticklak and cowong. Cowong is the most popular term. Furthermore, the author explains in general why and how the cowong happened, then the explanation is directed at the case experienced by the subject, and about the planned efforts to normalize the symptoms of the cowong. The author also explains to the subject, close friends, and classmates about the importance of speaking softly and gently as part of politeness in language, the need for empathy and friendship (social solidarity)

possessed by all group members (class), and explains the importance of steps step case handling strategies carried out against the subject. This is what is meant by researchers as a persuasion-agitation step. Its content is in the form of persuasion and incitement to students to speak politely which includes adjusting the volume of sound and persuasion and incitement to help the subject to speak in a normal voice.

At the second meeting the researcher asked the subject's close friends to always remind the subject not to talk cowardly when communicating with him or other friends. This is what is meant by social control through close friends. While in the social control step of the friend once, the writer asks friends classmates to be willing to remind the subject not to speak cowong. The warning in question is given by friends of subjects ranging from mild, in the form of reprimands, to loud warnings, in the form of banter, ridicule, and cheering. This should begin to be done by students on the subject from the second meeting of the basic competency material. Implement rotational patterns in communication until the material Speak politely with speaking partners in the context of the latest work.

The subject matter was continued with discussion activities. After the draw was held, it turned out that the group subject, got the first turn. The subject being the moderator opened it with a loud voice. The author immediately reminds the subject to repeat with the volume lowered. The subject followed the author's advice rather awkwardly.

In the series of remedial activities in the case of cowong speech acts as described above this step is then termed by researchers with a fishing-remind. You do this by making the subject shocked, annoyed, annoyed, or angry. The group discussion continued, the subject group was finally finished and closed by the moderator. This time the voice of the moderator in closing the discussion was expressed in a soft voice. The subjects gave an applause as a positive reinforcement.

Next group 4 appeared on the topic of Free Sex among Students. Entering the question and answer session the writer approached the subject to ask. Not to be suspicious, all groups must ask one question that was represented by one of their members. As previously planned, the group that appeared was asked to ignore the subject's questions. All groups of participants raised their hands, indicating that the questions were ready to be asked. The presenter group understood the researcher's plan, they invited group 3 to ask questions first. The question is noted by the minutes, then invite group 1. Group one questions are recorded for a long time. At the same time group 2 represented by the subject raises their hands. The presenter group pretended to forget, they immediately answered group questions 3. This incident upset the subject and he immediately protested in a high tone but not as high as usual, but for normal size it was included in the high category (cowong). The writer immediately incited colleagues subject to cheer the subject. Thus the second meeting after group 4 is finished, the authors carry out persuasion-agitation of the subject.

Pertemuna third subject more silent. Even though he was asked to ask by his colleagues. It seems that the subject is now more careful talking there is a tendency to be better off quiet than talking and being mocked by his friends.

The fourth meeting of basic competence is to speak politely with a speaking partner in the context of work. Through this material the writer returns to the persuasion-agitation steps for students, so that they speak softly or gently.

## Conclusions and recommendations

### Conclusion

After four weeks of observation, confession or reports from family, close friends, and classmates in normal circumstances, the subject can be normal, speak with a reasonable voice. However, for things that are emotional still tone, but if reminded he is quick to respond positively and there is a serious attempt by the subject to change.

### Suggestion

It takes habitualization towards no coward through conditioning and strengthening both positive and negative as well as primary and secondary socialization with home and school strategies with the steps outlined above.

To the knowledge of researchers, the phenomenon of cowong speech acts has never been studied. The theoretical explanation of the phenomenon purely from the results of language studies is difficult even researchers do not find.

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