

HOW KINDERGARTEN PUPILS SAY “THANKS”: SOCIOLINGUISTIC ANALYSIS IN LANGUAGE TEACHING

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Abstract

The study used qualitative design, focusing on how pupils of kindergarten express thank. The subjects of this study were 32 pupils in AL IHSAN Kindergarten Tenggara and data were collected using observation, interview and questionnaire. Data of this study were expression of gratitude delivered using the word “thank” identified from three stimulations. Data were analyzed qualitatively focusing on inferences of context when the word “thank” was uttered and results of interview and questionnaire were clarified. This study discovered that the way pupils of kindergarten on *Al Ihsan* school communicate to express gratitude vary from explicit manner or smile. The word “thank” may be changed into “*terima kasih*” in Indonesian version and “*jazakumullah*” in Arabic. Not all pupils use the word “thank” however. Factors that influence the pupils to say “thank” include affective factors, internal and external. Internal factors are feeling of embarrassment and mood at that time. External factors are the condition and the situation when they receive the gifts and the way how people gave them the gifts. The pupils’ parents background didn’t give an impact by automatically to the pupils on using the expression thank.

Keywords: kindergarten, pupils, thank, internal factor, external factor.

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1. INTRODUCTION

When choosing an appropriate utterance for the situation, there are factors that we must consider in order to effectively convey the message to the other participant. The factors are how well do the participant know each other?, social setting (formal or in formal), who is talking?, aim or purpose of conversation and topic. Fishman (1972:46) in Wardaugh (1998:16) adds the goal of relationship between language and the society should encompass everything from considering ‘who speaks (or writes), what language (or what language variety), to whom, when and to what end. For example, a teacher (who speaks) making a simple request of a student (to whom) to close a classroom door to shut off the noise from the outside (to what end), “could you

please close the door? (what language). It possibly happens in teaching process or in classroom (when).

Relating to interaction in social context, language utterance in community is affected by some factors. The major one is the social status of some one. In this case, the higher level of one's social status, the higher language utterance he will use. In contrary, the lower level of one's social status, the lower language utterance he will use (Lyons, 1977:544). Utterance or speech spoken by ones with lower social status toward those who has probably higher social status, might be different with the speech spoken among their peers, as in the word 'Doctor' or 'Sir'. Therefore, in a different social context, there will be several speeches or utterances, which are different too. In addition, setting also affects so much in the speech acts, a little difference in it will bring change in the speech or utterances.

The other important thing in doing communication is politeness. Politeness is very important part of both written and verbal communication. Politeness includes the features of: greetings, please and thank you, saying no, and taboo words. Each of those elements in practically is different between our culture and Western culture. Take for example in using the expression of "thank you" (http://www.ethnicityonline.net/cross_cultural_communication.html, accessed on March 25th, 2006).

Furthermore, Makarevicius states that in Western culture "thank you" is used everywhere to express appreciation of whatever favor is done to the speaker, no matter how small. For example, Americans who have just made a small purchase will often say "thank you" for the shopkeeper rather than "Good bye". And the shopkeeper may also say "thank you" to them. While, in Chinese culture, by contrast, frequently use of "thank you" among close friends and family members that will make their sound as trying to distance their self for them. Likewise in compliments or praises, when somebody praises by saying: "That dress looks really good on you. You look sexy", very view Chinese can say "thank you" for this praise. Many, especially women, will be offended and get angry. In Western culture, people also use "thank you" to reply the greetings. For example, when somebody greets "how are you?", the addressee will reply it by saying "fine, thank you". The illustration implies that different cultures have different ways of doing things, especially in expressing "thank".

Furthermore, Lommel (2006) states that there are thousands of ways to express "thank you", such as: *El-hamdulillah*, *Gracias*, *Merci*, *Arigato gozamaishita*, etc. In Indonesian context, "thank" is translated to "*terima kasih*" (formal), "*makasih*" (informal), "*thanks ya*" (very informal) and "trims" as slang word. The expression of "thank" actually is various, not only spoken, it could as well appear as a symbol. For instance, we can see the expression of a taxi driver. They may sometimes struck their horn to express the "thank" (Jennifers, 2006).

In fact, the use of the expression "thank" in our culture is still sometimes ignored and taken for granted by some people. Take for example, when somebody praises us such as: "you look beautiful today", or "that is a nice t-shirt you wear" some Indonesian will take it as an insult, and it is possible for them to get angry for the praise.

In Indonesian culture, it is possible to happen because there is not any learning process in those ‘people’, as their parents, siblings, teachers, etc. If it would be applied to child early, it would become a good habit.

As we know that in the early stage, children learn by imitating their parents, their sibling, and than their peers. According to Labov (1972:138) in Rochayah (1995) model role for the children are their parents up to 3 or 4 years old, and then their parents are substituted by their peers up to ±13 years old and rather than they begin to see the world of adults and move toward it. Children know and can do something because they get any learning from their parents. Parents as a teacher to their children, and the first thing they do for their children are teaching them language. Even the primary function of language as a tool of communication, it also has another function, such as: to teach about value, norms, politeness, or attitude. In other words, parents teach their children about morality. The simple one of politeness is by saying “thank you” when we gain or receive something from other people. Children will be able to do this, if they get any learning from their parents. The continuing of learning will make children to have a good habit. So, if children have a good habit, it means that they have a good attitude too.

2. METHODS

The study used qualitative design. The data were in the forms of explanation which described about the situation, process or evidences how the word “thank” was used to express gratitude. Therefore, this study focused on how the pupils in class B of AL IHSAN Kindergarten communicated by using the expression thank. This study took place in AL IHSAN Kindergarten Tenggarong. The variable of this study was the use of thank by Kindergarten Pupils in AL IHSAN Kindergarten. The indicators of the variable were pupils of AL IHSAN Kindergarten communicate by using the expressions thank and affective factors were present on the using the expressions thank by the Pupils of AL IHSAN Kindergarten.

The subjects of this study were 32 pupils in class B of AL IHSAN Kindergarten. The instruments of this study were observation, interview and questionnaire. Data of this study were expression of gratitude delivered using the word “thank”. The data were identified in a checklist to record frequency of the use of “thank”. The pupil’s checklist was taken from three stimulations. Specifically, the checklist was used to identify the pupil’s gratitude in saying “thank” when they received a gift. Data were analyzed qualitatively focusing on inferences of context when the word “thank” was uttered and results of interview and questionnaire were clarified.

3. RESULTS

3.1. Expression using the word thank

Communication refers to a process by which information is exchanged between individual through a common system of symbol, sign, or behavior. In this study, communication refers to the way how pupils appreciate the gift from other or people

through their behavior, attitude and by saying “thank” to them. The findings show that communications on using the expression “thank” appears between teacher and pupils.

The communication between teacher and pupils is divided into two categories, in the opening of the lesson and in the middle of lesson. In opening the lesson, the teacher greets and after that asks pupils’ feeling. It appears in script (1) below.

- (1) T : “Assalamu’alaikum warrah matullahiwabarakatuh...”
P : “Walaikumsalam warrah matullahiwabarakatuh...”
T : “ Good morning students!”
P : “ Good morning teacher!”
T : “How are you today?”
P : “ I’m fine **thank you**, and how are you teacher?”
P : “I’m fine too **thank you**”.

From the script (1) asking pupils’ feeling above, the use of “thank” appears twice. Basically, the pupils are able to apply the expression “thank” to reply greetings. This event always happens in every meeting. Even, the pupils are able to answer the greeting together. Sometimes the teacher asks two or three pupils to answer greeting by their own.

The other communication on using the expressions “thank” appears when the teacher distributes book and pencil to their pupils. In this section, the pupils express their gratitude by using three languages: English, Indonesian, and Arabic. In Indonesian version the pupils say “terima kasih” and in Arabic version they say “jazakumullah”. When the pupils express their gratitude especially by saying “thank you”, “terima kasih”, and “jazakumullah”, the teacher give a response by saying “you are welcome”, “terima kasih kembali” and “wa iyyakum”. However, there are a few pupils who always keep silent when they receive something from the teacher. This way, the teacher has a solution by saying “say what?” to the pupil who keeps silent until she understand what the teacher means. Normally, the pupil then gives correct response by saying “thank you”.

The communication on using the expressions “thank” also appears when the teacher gives an exclamation to the pupils. This exclamation is given when the pupils are ready to do an assignment, such as the teacher saying “good luck students!”, and the pupils answer quickly by saying “thank you teacher”.

The second category is in the middle of lesson or in the rest time. In this time, the using of the expression “thank” appears when the teacher distributes food to the pupils. There is no different respond as in the beginning when the teacher distributes a book and a pencil to the pupils. In this case, the pupils do similar thing that is by saying “thank you” when the teacher gives them food and an exclamation.

Not all pupils were able to say “thank” in the greeting, however. The evidence show that the main factor the pupils cannot answer is a feeling of embarrassment to speak alone while stand up among their friends. In this case, the teacher has to handle

by eliciting the pupils until they are able to answer completely by their own. Script (2) below exemplify the way pupils do not say “thank”.

- (2) T : Come here. This is candy for you.
P : “ the pupil keeps silent then left the teacher.”

The pupils’ expressions when they communicate by using the expressions “thank” are various. Sometimes, they say “thank you “with smile, remaining silent (think for a while than saying thank you), or no expression. There are also some who say “thank you” while going away. This normally happens in every teaching and learning process until the researcher gives stimulations to them. See scripts (3) to see a pupil who uses smile for saying “thank” and (4) for the example of a pupil who uses “*terima kasih*” to express gratitude.

- (3) T : This is a gift for you, Lisa. It is ice cream.
P : “ smile nicely, then left the teacher.”
- (4) T : Helo Dani, do you like ice cream? This is for you.
P : “ Terima kasih Bu Guru... “

Although most of the pupils are able to express their gratitude especially by saying “thank you”, there are still some pupils who sometimes keep silent when they receive the gifts. Scripts (3) and (4) apparently show variation of students in using “thank” through keeping silent or using “*terima kasih*”. The words “*jazakumullah*” are rarely present in context. During the observation, the words appear because the teacher asked pupils to follow. See script (5) for the example.

- (5) T : Kalau orang membantu kita, kita harus menjawab ?
P : “ terima kasih Bu Guru
T : Dalam bahasa Arab ... ja ... ja
P : jazakumullah Bu Guru
T : Dalam bahasa Inggris apa?
P : thank you Bu Guru

To see the frequency of the use “thank” during the observation, Table 1 is presented. The table shows the frequency and the percentage of the pupils on saying “thanks” during the given three stimulations.

Table 1 The frequency and the percentage on using the expression thank

No	Stimulation	Yes		No	
		Frequency	Percentage	Frequency	Percentage
1.	First	26	81.25%	6	18.75%
2.	Second	30	93.75%	2	6.25%
3.	Third	29	90.63%	3	9.37%

The table 1 above shows the frequency and the percentage of the pupils on saying thank during the given three stimulations. In three stimulations given, it can be identified that in the first stimulation, the frequency and the percentage of the pupils who say “thank” is smaller than in the second and third stimulations. By contrast, the frequency and the percentage of the pupils who do not say “thank” is more than in the second and third stimulations. The smaller or the more frequency and percentage of the pupils on saying “thank” is caused by the way the researcher gives stimulations to them, the situation at that time, and the pupils’ mood at that time.

In the first stimulation, the researcher put herself in front of the door when the pupils were entering the class. The responses of the pupils when they receive this gift were various. Almost all of the pupils say “thank” with smile, although very few pupils say “thank” without any expression. They also used another version of the expression ‘thank’, such as “*terima kasih*” (Indonesia version) and “*jazakumullah*” (Arabic version).

In the first stimulation, it has been identified that 26 pupils say “thank” and 6 pupils do not say “thank”. Basically, the 6 pupils who didn’t say “thank” at that moment are able to say “thank”, but they need to be reminded again. Another factor that influences these 6 pupils is the situation and the condition of the place when the stimulation was given. This stimulation was given in the entrance to the classroom. This door is the only way to go to the toilet. Other pupil from the other class who wants to go to the toilet will pass this way, so it was disturbing. The other one is the rule for the pupils that they should take off their shoes before entering the class. Slow pupils bring an impact to other pupils when their turn has come.

Meanwhile, the more frequency of the pupils who say “thank” appears in the second stimulation. In this stimulation, the researcher sat down on the chair and took the position in front of the pupils. At that time, the pupils made a circle. The situation and the condition at that time weren’t so troublesome, because the way how the researcher gave the stimulation was different, that is by calling their name one by one and the pupils take their turn regularly.

Furthermore, the frequency of the pupils who didn’t say thank in this stimulation is smaller than in the second or in the third stimulation. At this stimulation, it has been identified that there were only 2 pupils who didn’t say “thank”. The 2 pupils at that time felt jealous with the others, because the researcher called their name based

on the attendance book which put their names in the last list for boys. So, the others boys had managed to tempt them. Their expression when they receive this gift almost similar as the first stimulation. They say “thank” by smiling, no expression, remain silent followed by saying “thank”, and there was some who say “thank” while going away. The 2 of these pupils are not from the 6 pupils who didn’t say “thank” in the first stimulation.

Furthermore, in the third stimulation, the frequency and the percentage of the pupils who say “thank” and who didn’t say “thank” isn’t too conspicuous. At that time, the way how researcher gave stimulation was by standing up in front of the door. At that time, there were 3 pupils who were not saying “thank”. The situation at that time was simultaneous with the time to go home. The 3 pupils who didn’t say “thank” in this time aren’t the pupils who didn’t say “thank” in the first or in the second stimulation.

From three stimulations given to 32 pupils in class B, it can be identified that 21 pupils always say “thank” and 11 pupils seldom say “thank”. The researcher said the 11 pupils are seldom to say “thank”, because in three stimulations were given, they just say “thank” twice. The significance factors that influence those pupils who seldom say “thank” are the way how researcher gave stimulation, the situation and the condition at that time, and the pupils’ mood at that time.

3.2. Results of Interview

The result of interview was applied to clarify more details information on teaching process that had been done by pupils’ parents on using or applying the expression thank in pupils’ daily activities. The result of interview is presented below.

In the first question the researcher asked pupils’ parents on teaching of the expression “thank” done to their children.

Q: Apakah anda sebagai orang tua telah mengajarkan cara berterima kasih terhadap anak anda? Apakah alasannya? Apakah anda saja yang mengajarkan cara berterima kasih ini atau ada pihak lainnya yang ikut membantu dalam pengajaran ini?

A: Ya, kami sudah mengajarkan bagaimana cara berterima kasih terhadap anak kami, antara lain dengan mengucapkan “terima kasih”. Semua anggota keluarga ikut berperan dalam pengajaran ini, antara lain: kakak, nenek, paman, dan pembantu.

Alasan kami mengajarkan bagaimana cara berterima kasih ini, antara lain:

1. Agar anak kami sedini mungkin bisa menghargai pemberian dan pertolongan dari orang lain.
2. Supaya anak kami tahu bagaimana bersopan santun.
3. Supaya anak kami tahu berterima kasih.

From quotation above, it can be concluded that all pupils’ parents taught the expression “thank” to their children. The reasons were to make children enable to appreciate the gifts and help given by another, to make children know how to be grateful and to make children behave polite ways in their early age.

Furthermore, in the second question, the researcher asked pupils’ parents on the way how pupils’ parents teach the using of the expression “thank” to their children and what parents should do when their children didn’t say “thank” when they receive something from other or people.

Q: Seperti apakah pengajaran cara berterima kasih ini dan bagaimana reaksi anda apabila anak anda lupa untuk berterima kasih disaat mereka mendapatkan sesuatu dari orang lain?

A: Pengajaran berterima kasih ini kami lakukan melalui contoh-contoh, khususnya dalam keseharian mereka, antara lain:

1. Apabila anak kami meminta dibuatkan susu dan anak kami lupa untuk mengucapkan terima kasih maka kami akan langsung mengingatkannya. Hal ini perlu sekali dilakukan agar anak kami bisa untuk berterima kasih apabila pada suatu saat mereka mendapatkan sesuatu dari orang lain. Hal ini juga merupakan salah satu bentuk sopan santun dalam menghargai pemberian dan pertolongan dari orang lain.
2. Apabila kami meminta tolong kepada anak kami untuk mengambilkan atau melakukan sesuatu, maka kami akan mengucapkan terima kasih kepada mereka. Dan mereka merasa senang mendapatkan ucapan tersebut.

From the reason above, the way how parents teach their children on using the expression “thank” was by set some examples in children daily activities and when the children forget to say “thank” when they receive something from another the parents will remind them. In this case, the parents can be said as a sample for children in the process of learning, especially on applying or using the expression “thank”. Parents are also teachers for their children, because children get education on applying the expression “thank” from their parents.

Furthermore, in the third question, the researcher asked the pupils’ parents about the pupils’ habit on using the expression “thank” in their daily activities.

Q: Kebiasaan-kebiasaan seperti apakah yang menyebabkan anak anda mengucapkan terima kasih?

- A: Kebiasaan anak kami untuk mengucapkan terima kasih adalah apabila:
1. mereka mendapatkan hadiah atau pemberian dan pertolongan dari orang lain.
 2. anak kami mengucapkan terima kasih apabila mereka diperbolehkan untuk bermain.
 3. disaat meminta tolong dan diambulkan sesuatu, anak kami pasti tidak lupa untuk mengucapkan terima kasih.

From the response given by pupils' parent above, it can be concluded that the pupils were able to use the expression "thank" in their daily activities. They were able to use this expression when they are receiving something from another, when they are allowed to play, and when they asked for help to someone, they didn't forget to say thank you to them.

In the last interview, the researcher asked the kind of feedback that given from parents to their children when the children are able to express their gratitude, especially by saying "thank you".

- Q: Apakah anda memberikan respond kepada anak anda ketika anak anda mampu mengucapkan terima kasih disaat mereka mendapatkan sesuatu dari anda atau dari orang lain?
- A:
1. Ya, kami pasti memberikan respond dengan mengucapkan "terima kasih kembali" apabila mereka berterima kasih kepada kami, dan kadang-kadang kami mengacungkan jempol dengan mengucapkan "anak yang hebat" apabila mereka bisa mengucapkan terima kasih disaat mereka mendapatkan sesuatu dari orang lain.
 2. Kami memberikan pujian dan sanjungan kepada mereka.

In the last question above, the parents gave feedback to their children such as giving the response by saying "you are welcome" or salutation or compliments, such as by giving them thump up by saying "good boy".

From the result of interview for all pupils' parents above, it can be concluded that all the pupils' parents had taught the using of the expression "thank" to their children. Even all pupils' parents gave similar response on each question, there were identified 11 pupils from 32 pupils who were seldom to say "thank" when they received the gift from the researcher. The significance factors that influence those pupils who seldom say "thank" weren't from the teaching process from their parents, but it was caused from the way how researcher gave stimulation to them, the situation and the condition at that time, and also the pupils' mood at that time.

3.3. Results of Questionnaire

The result of questionnaire was applied to clarify more details information on the education background of the pupils' parents, the social economy of the pupils'

parents and the residence or the society where the pupils live. The lowest pupils' parents' education was graduated from Senior High School and the higher level were graduated from University. Table 2 shows details the 32 pupils' parents background.

Table 2 The Pupils' Parents Background

Education		Occupation		Residence		
SHS	U	CS	E	CT	HS	OC
6	26	4	28	15	9	8

Notes: SHS : Senior High School
 U : University
 CS : Civil Servant
 E : Entrepreneur
 CT : City
 HS : Housing
 OC : Outskirt of City

The questionnaire for pupils' parents showed that all the pupils' parents were educated. The lowest educations were graduated from Senior High School and the highest educations were graduated from University. From the education data of the pupils' parents, it has been identified that only 6 pupils have the parents who graduated from Senior High School, and 26 pupils have the parents who graduated from University. In economic data showed that 4 pupils' parents work as civil servant, and 28 pupils' parents work as entrepreneur.

From 21 pupils who always say "thank" in three stimulations, it can be identified that 14 pupils have the parents who graduated from university and 7 pupils have the parents who graduated from Senior High School. Furthermore, in economic background, it can be seen that all pupils' parents work as entrepreneur. The environment or the society where the pupils live, it can be identified that 8 pupils who lived in city, 8 pupils who lived in outskirts of city and 5 pupils who lived in housing.

Furthermore, the 11 pupils who always say "thank" just twice or it can be said that they are seldom say "thank" have the parents who graduated from University as much as 10 pupils, and 1 left pupils' parents graduated from Senior High School. In economic background of these pupils' parents, showed that 8 pupils' parents work as entrepreneur, and 3 pupils' parents work as civil servant. The society background of those pupils can be identified that 8 pupils who lived in city, and 3 pupils who lived in housing.

From all the data above showed that all the pupils in this Kindergarten, especially in class B were able to apply the expression "thank" and their attitude showed that they know how to use this expression in their environment or their society. The degree of parents' education, social economy, and also the teaching and learning

process are the important thing for children development. Parents are important factor for their children's education. The higher level of education or economic of parents will determine the children education. The residence as the language society will determine the children in socializing. More easy children socialize, more easy too they apply the norms that present in society, especially how to be polite. The children can apply the expression "thank" because they get education from the parents and also the family members by continuing through their daily activities.

In fact, the parents' background didn't give an impact to the pupils on using the expression thank. The factors that influence the pupils seldom say thank come from their internal factors, such as: feeling of embarrassment, their mood at that time, and also their environment.

4. DISCUSSION

This study identifies evidence that pupils of kindergarten in AL IHSAN say. Their gratitude in two ways: explicitly to say "thank" or smiles. The word "thank" may vary in terms of "*terima kasih*" in *Bahasa Indonesia*. The evidence shows that most pupils say "thank" as expression when other people give help or provide kindness. They receive the learning from their parents at homes and their teacher in school. Some pupils do not say "thank" when they receive help from others. However, it does not mean that their parents do not teach to say "thank" at homes. The pupils may be shy or do not give response.

In addition, the affective factors that influence the pupils in doing and knowing something by general had been influenced by some factors. Those factors came from internal and external. In this study, the factors that influenced the pupils on using the expression "thank" came from their internal and external. The internal factors include feeling of embarrassment and mood. While, the external factors include the situation and the condition when they receive something, the teaching process that they received, and the way how people gave them something.

The findings of the study showed the way how pupils' communicate by using the expression "thank" appears with their teacher. When the teacher distributes book, pencil, and food, they never forget to say "thank you", even few pupils should be reminded. The way how teacher reminds them is by saying "say what?" to the pupils when they just keep silent when they receive their own book, pencil or lunch. In other word, it can be said that they have an attitude in expressing gratitude, especially by saying "thank you" in any versions, such as "*terima kasih*" (Indonesian version) and "*jazakumullah*" (Arabic version).

Following Leeper, Skipper and Witherspoon (1979) this study confirms that kindergarten as the children's first formal socialization in learning. The models that they imitate are teachers and their peers. Teacher' power or force is as strong as parents, as their first introductory to the social life. As a matter of fact, children acquire their social skills, at least as much from their peers as their parents or adult. Kindergarten helps many parents to increase their children's readiness for school. It also furthers the child's

socialization with peers, a form of assistance many children from lower socioeconomic levels need.

The capability on the using the expressions "thank" isn't only at school environment but also in their family and their daily environment. It's supported by the result of interview with the pupils' parents. The parents are teachers for their children in the process of learning, and the children get their first education from family or at home. This finding confirms the study by Labov (1972:138) in Rochayah (1995). Labov states that model role for the children are their parents up to 3-4 years old. Furthermore, Goodlad (1973) in Pikunas (1976) states that home are probably the most powerful education institution, even when parents are not good teacher. Parents control most of the prime time during the critically formative years of childhood. In addition, the pupils' attitude shows that they are in the polite ways, because they know how their self should do when they receive something from other or people.

School is not the only supportive place to perform the learning. Indeed, school plays significance role in a child's learning process, but not least. Home and its environment do matter in forming the child's characters and contributes major sources of knowledge that a child might need. Goodlad (1973) in Pikunas (1976) states that home are probably the most powerful education institution, even when parents are not good teacher. Parents control most of the prime time during the critically formative years of childhood.

Children develop their major pattern of behavior before or at the time they enter the school. While, during the preschool years, they speak most of their time learning in their home by the guidance of their parents, their elders siblings as well their peers. They are those whom the children adopt any set of behavior in their learning process. How the parents act with each other, how they treat those within the family group, constitutes, attitudes and values passed on to and acquired by the young child. Parent's reactions to various happenings locally or in the world and to the daily routines within the home are all part of how children accept and begin to acquire their own ways of conduct with others.

Based on the questionnaire for pupils' parents most of the pupils parents have good education, because the lowest education were graduated from Senior High School and the higher education were graduated from University. From the data of parents' occupation, it can be identified that most of them work as private entrepreneur. Even from education, economic, and residence are different, the parents act similar to their children, that is by teaching them politeness in their society.

This evidence support opinion's by Chomsky (1975). To Chomsky, humans are the only species that use language, language acquisition proceeds in a similar way in children all over the world, and learning language is far too complete to be accomplished by a child unless it is built in.

In addition, Chomsky also indicates how children use imitation strategies for learning language. Imitation is often included among explanations of how children learn language. Imitation is obviously factor because children learn to speak their parent's language. Imitation is a strategy that some children use to help them understand the

structure of language. Bloom, Hood, and Lightbown (1974) report that children seem to imitate words and structures that they are just beginning to learn. Children who are actively trying to express possession might imitate a possessive in their mother’s speech. Imitation is just one of several possible strategies that children can use to decipher the structure of language.

Furthermore, environment also has influence in language process and it is not so easily dismissed. It is certainly the major force in determining which language a child speaks. The environment can have dramatic effects on language. Other less dramatic aspects of the environment may also influence that child’s language. How the mother speaks to the child, whether or not the parents read to the child, whether the child is born first or later, and whether the home is bilingual are all environmental variables that bias language acquisition.

Through daily interaction with other language users, children learn how to use language to convey messages, to express feelings, and to achieve intentions, which enable them to function in a society. Susilo (2004:55) argues that the language that members of a specific community use reflects the values and beliefs that re-embedded in their culture and ideologies: in the same way, the culture and dominant ideologies within learning contexts also have a strong impact on the learner’s perceptions of the language learning process. Through the process of language learning, parents socialize their children into socially and culturally appropriate ways of behaving, speaking, and thinking.

It is clear that the pupils’ parents background doesn’t give an influence by automatically to the children on using or applying the expression thank, but it caused by internal factors of the children. The internal factors, such as: the feeling of embarrassment, their mood at that time, and also the situation and the condition of the environment.

The word “thanks” is an expression of gratitude. The “thanks” as used in the phrase “thank you” is usually without a subject to politely express gratitude. For example, thank you for your consideration. The word “thanks” is an acknowledgement of appreciation. In some culture, a kind look or gesture, or the giving of gifts, possible money may show gratitude. If someone is unable to accept a gift of thanks, the giver is likely to be offended. The word “thank” is one of politeness strategies in communication. Factually, Indonesian culture still has limitation in using the word “thank” to express gratitude. Almost Indonesian use the word “thank” for appreciation, gift, and help. Even though, sometimes they use “thank” after speech, receive guests, or after meeting with another person.

5. IMPLICATION OF THE STUDY ON TEACHING AND LEARNING

The use of word “thank” in this study shows evidences that children do use “thank” to express gratitude. As children, they learn norm and value from their environment. It implies that teaching the word “thank” for kindergarten is important. In the early stage, the pupils on kindergarten or in the preschool education are in the critical period. In this time, they are very easy to memorize, remember, and be fluent in

pronunciation. In language teaching and learning for young learners, it is a good to teach about norms, value, and politeness early. Basically, all the persons around the child give an impact to them, especially in the process of learning.

The teaching of the expression "thank" is also required fro parents and teachers. This implies that parents in their family environment requires standard attitude that reflects how the word "thank" is appreciated. This can be conducted through interactions in the family members, and environment that the children should adapt.

In the learning theories, it is believed that children under age 2 to 12 years old are in the critical period. They will easily imitate habit, pronunciation, and fluency of the language they learn from their environment. It implies that learning language in the critical period is important. Teacher and parents can pay more attention on this matter and facilitate their children to learn language. The word "thank" as one of the values in the language is important to learn.

Language is also influenced by environment and people where the community uses. In sociolinguistics context, this study implies that learning language in the social environment should relate to the users and conditions where the language is used for interaction. Sex, religion, education background, economy status, and age are parts of the environment that makes a language is used. Here, politeness and norms are taught naturally. This means learning language should not only refer to the classroom or one type of language, for example teacher. Learning language should also pay attention the social context and interactions used in the community members.

6. CONCLUSION

- 1) The way pupils of kindergarten on *Al Ihsan* school communicate to express gratitude vary. The use the word "thank" explicitly or smile. The word "thank" may be change into "*terima kasih*" in Indonesian version. Sometimes, pupils use Arabic word "*jazakumullah*" to say "thank" but in limited time, especially if heir teacher facilitates to say. Not all pupils use the word "thank" however. Some keep silent when they receive help or gift from others. The pupils actually understand that they have to say "thank". Pupils learn to say "thank" from their parents at homes. All parents under study state that they teach their children to say "thank" to express gratitude or help from others. The use of the expression "thank" had been taught by teacher through the pupils' activities during the lesson, also from parents. Parents teach their children by using the sample on children's daily activities. Both teacher and parents have similar way how to remind the children when they forget to express gratitude that is by saying say "say what?" to them, then they know how their self should be, that is by saying "thank you."
- 2) The factors that influence the pupils on using the expression "thank" include affective factors, internal and external. In this study, the internal and external factors influence some pupils who do not say "thank" when they receive the gifts. The internal factors are the feeling of embarrassment and their mood at that time. More over, the external factors are the condition and the situation

when they receive the gifts and the way how people gave them the gifts. So, it can be concluded that the pupils' parents background didn't give an impact by automatically to the pupils on using the expression thank.

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