

CONFLICT OF PARENTS ON SOCIAL MEDIA TOWARDS THEIR CHILDREN ONLINE SCHOOL ASSIGNMENTS DURING THE COVID 19 PANDEMIC

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Abstract

Since the Corona Virus has been detected in Wuhan, China on the last week of December 2019, the system of teaching and learning changes directly from face to face interaction become online interaction. This online interaction is not only creating positive impact such as stopping the virus distribution but it also gives many serious problems, which is one of the is language problem. Teachers and parents must provide their time to communicate through online social media about the children task during their working hours. This research was a phenomenology research using non participation observation technique where the data were analyzed by using pragmatics identity method. Data were collected from the conversation of teacher and parent published on social media such as Whatsapp, Facebook, and Twitter discussing about the student's task. The research shows that the parents use their language expressively to show their opinion or information about their children 'assignment whether in the form of anger, bad mood and impolite words. Although the school party could understand the parent's condition but the teacher must send the assignments and parent should get involved in order to make a running teaching and learning.

Key words: Social Media, Conflict, Online School Assignment, Covid 19

Abstrak

Sejak Virus Corona terdeteksi di Wuhan, China pada minggu terakhir Desember 2019, sistem belajar mengajar berubah secara langsung dari interaksi tatap muka menjadi interaksi online. Interaksi online ini tidak hanya berdampak positif seperti terhentinya penyebaran virus tetapi juga menimbulkan banyak masalah yang cukup serius, salah satunya adalah masalah bahasa. Guru dan orang tua harus menyediakan waktu untuk berkomunikasi melalui media sosial online tentang tugas anak selama jam kerja. Penelitian ini merupakan penelitian fenomenologi dengan teknik observasi non partisipasi dimana data dianalisis dengan menggunakan metode identitas pragmatik. Data dikumpulkan dari percakapan guru dan orang tua yang dipublikasikan di media sosial seperti Whatsapp, Facebook, dan Twitter yang membahas tentang tugas siswa. Hasil penelitian menunjukkan bahwa orang tua menggunakan bahasa mereka secara ekspresif untuk menunjukkan pendapat atau informasi tentang tugas anaknya baik dalam bentuk amarah, mood yang buruk, dan kata-kata yang tidak sopan. Meski pihak sekolah bisa memahami kondisi orang tua namun guru harus mengirimkan tugas dan orang tua harus dilibatkan agar proses belajar mengajar berjalan.

Kata Kunci: Media Sosial, Konflik, Tugas Sekolah Online, Covid 19

INTRODUCTION

Since the corona virus has been detected in Wuhan, China on the last week of December 2019, the victims of the virus keep increasing in the various countries. The

virus does not only attack China or Asia, but it develops to Australia, Europe, America and even on Africa continent. The rapid movement of the virus makes many countries have not been ready about how to

cure the victims and even until right now, the cure has not been found yet.

Because of the corona virus, there are many impacts felt by the societies such as economics, job, communication, and also education. Since the symptoms have been known there are many public activities have been closed such as supermarket, theater, crowds, school and universities. The people who still come out without urgent or important reason are sent home verbal and non verbal. In some countries, those people get some physical punishments because they do not obey the rules or the regulation of the government.

Nowadays, some countries have been able to avoid the covid 19 distribution. In indonesia, the virus is still growing up where there 287 thousand people become suspect of corona virus, 215 thousand people have been cured and 10.740 people are dead (www.covid19.go.id). The numbers keep raising constantly from day to day. Likely, it is quite difficult for Indonesia to be free from the covid 19 attack for now.

Consequently, Education Ministry of Indonesia releases a Letter of Decree Number 3 in 2020 about the Covid 19 Protection in Education unit where is clearly stated that education process of teaching and learning must use online system or learning (Wahyudi. 2020). The government introduces Blended learning or Massive Open Online Course to fulfil the teaching and learning requirements. The school and the universities also are prohibited to use face-to -face interaction since then. It must provide the student with e-book or online materials that are free to download or read whenever the students need.

Generally, online learning is a kind of learning where the teacher and student do not stay in one room and they communicate by using software or tool connected to internet in order to make communication. Finch and Jacobs (2012) comments that all

forms of teaching and learning where the student and instructor are separated geographically and temporally. In addition, Nguyen (2015) confirms that internet has made online learning possible, and many researchers and educators are interested in online learning to enhance and improve student learning outcomes while combating the reduction in resources, particularly in higher education. Online learning is a form of distance learning or distance education (Bartley & Golek, 2004). So that, learning process can be done without having face to face between educator and learners so as to the learning process will be easier and flexible because they (educator) will update teaching material on an ongoing basis (Yendra and Friends. 2018)

Parsad, Lewis, & Tice (2008) on National Center for Educational Statistics (NCES) have already stated that online learning impacts for meeting students' demands for flexible schedules (68%), providing access to college for students who would otherwise not have access (67%), making more courses available (46%), and seeking to increase student enrollments (45%). It means that determining online learning during Covid 19 has already been proper to keep learning and improve the knowledge.

Through the online learning, all of the teachers send the student's assignments. Those assignments have the due time or limited time. Sometimes the assignments in a form of reading, writing, making video and listening and making conclusion. These conditions absolutely make the parents get headache and difficulties to handle it. It is because their job does not only to make the children assignments but they also must handle the house activities such as cooking, cleaning house and dress and many others. They become more angry because the assignments must be submitted soon and it makes them really stress to do it. In addition,

some of the children could not understand about the assignments.

Those terrible conditions make the parents express their mood or their feeling towards social media such as Whatsapp, Facebook and Twitter. They think that these task could not be handle by their won children. They also must get involved on doing and submitting the assignments. The conditions force them just to sit in front of the net book or laptop to help and guide their children to submit the assignments. Finally, they almost could not do anything for the house activities.

This research was focused on the form of expressive speech act and also the function of the expressive speech act itself. It was limited on the using of expressive speech act used by the parents on social media during the Covid 19. The subject of the research was the expression of parents towards their online school student assignment on social media.

Literature reviews

There are some studies that have already discussed about the problems of teaching and learning during covid 19 causing or creating conflict. Ingrid and friends (2020) discussed about the Linguistics Diversity in a Time of Crisis: Language Challenges of the COVID 19 Pandemic where the research shows that a mismatch between language and linguistics repertoire could create disaster problems on communication or information. Then, Peter and friends (2020) on their research also finds that there are some negative outcomes appear during teaching and learning process in covid 19 pandemic such as anger, anxiety and stress where the number of it keeps increasing during teaching and learning. The conflict appears significantly between the parties.

METHOD

Research design is mainly used to get the data, analyze the data, present the data and find out the findings towards some methods and techniques. It is really important in order not to get wrong step or procedure of conducting the research. It was a qualitative research where it means that the research is based on the phenomenon. Qualitative research is more likely to give a deep and subtle analysis of phenomena in society with its obvious advantages (Mengmeng,2018). It is also added by Satori (2009) where qualitative research has characteristics by describing a real situation, but the report is not merely a report of an event without a scientific interpretation. It means that qualitative research describing the real situation or phenomenon through a scientific interpretation.

This research applied for method of collecting data, analyzing data and presenting data. Sudaryanto (1988) states that method of collecting of data could be divided into two such as participation method and observation method. These method could be derived into participant observation method and non participant observation method. This research used non participant observation where the researcher does not involve on creating the data. Method of analyzing the data used identity method focused on pragmatic identity method where it was focused on the hearer or listener. At last, method of presenting the data used informal method where the data were presented through words. Data of the research were the expression of parents on social media towards their online school assignment given by school teachers during Covid 19. The expressions were in the form of words and sentences delivered to the teachers because of the many and difficult assignments given by the teachers.

FINDINGS AND DISCUSSION

Since the Indonesian government has introduced the system of online learning, many education parties try to take a part for teaching and learning process. The schools are required to use online materials and teaching. Finally, with the limited ability and knowledge, school teachers apply the online teaching to their students. Any materials are shared in online system and parents are asked to download and study the materials. Teachers just requires the students to finish the assignments where sometimes it does not consider the student condition. Many complaints has already occurred since then verbally on social media because the teachers also communicate with the students and their parents through the media and complaints are easily shared to public.

The datum of research was started from the following conversation where the conversation occured on Whatsapp. A mother seemed getting angry because she had been sick with all of her child assignments and it made her complaint to the student advisory about the teacher giving the assignments.

- Mother* : Please, tell to the teacher.
Advisory : Okay, Mom. Please Use laptop and Google Chrome.
- Mother* : ***I have just wanted to slam the laptop. Likely, I want to charge the psychiatric therapy to this school. If those assignments have been giving me headache, I would stop doing that. It is only my child become a student, while I am not. Then, why should I be busy for doing that?***
- Advisory* : ***be patient Mom. Please, try again. I am sorry. Thanks***
- Mother* : ***I don't want to try. You are welcome***

The context shows that the mother has just reported her problems to the student advisory because it has made her become headache. Although the advisory gave some solutions, the mother does not want to listen him anymore. The mother expression belongs to the expressive speech act. It is because the mother expressed her feeling to the advisory of her rejection not to do her child assignment to go. It is proved through her words saying slamming the laptop. It is showing of her anger to the condition and the teacher.

Locutionary act of the mother belongs to the declarative sentence where she stated her feeling about the condition. She showed her emotion about the assignments making her to be busy. "*Why should I do that?*" is an interrogative form where the utterance is started by using question word *Why*. Illocutionary act of the utterance means she hates to do her children assignments and does not give many or difficult assignment to the student. It is not only the student getting busy to do that, but it is also for the parent. Consequently, it gave her serious problem on her head. Although she also had an interrogative form of locutionary act, but the meaning is not asking but it is to empasize that the assignments are not for parents. Then, the advisory replied her utterance by saying "*be patient Mom, please try again*" as perlocutionary act. Actually, he still asked the mother not to give up and helped her child to do the homework. It was a must for her because it was absolutely related to the grade of her child on the school. On the contrary, the mother did not understand about the advisory suggestion through her perlocutionary act. That was why she said "*I don't want to try*" where it means that the mother does not want to do the assignments anymore. The mother expression belongs to direct speech act because she directly

expressed her feeling and condition to the advisory. It is clearly found on her expression charging the school for psychiatric therapy. She also rejected directly the advisory solution by saying “ *I don't want to try*”. she clearly means for that.

Next datum comes from the following conversation on Whatsapp where a mother seriously complained to the school advisory about the number of the assignment and how to answer it.

Mother : *Mr. please, you really inform it to the teacher not to give the assignments so difficult. Don't create problem. If he/she wants to give the assignments, please make a tutorial video for students while explaining to them. How come a mother also explain the subject to the children. Teachers give the assignments and the explanation is so simple. Do they think that I am a shaman who knows everything directly? It straightly understands about the teacher ideas. Teacher is only master in one subject but I, a house wife who graduated for long time ago and was also not interested on learning, am asked to do the assignments make me get headache.*

Advisory : *Okay Mom. We get your complaint.*

Mother : *please, inform it and do not just get it. I am so stressed and because of it I ate 6 pieces of baked bread. If it*

makes me fat, it gives me problem.

From the conversation above, it can be seen that the mother complained to the advisory because the assignments were so difficult, less instruction and explanation, and time-consuming.

Generally, the mother's locutionary act belongs to imperative, declarative and interrogative forms. Imperative is started by requesting to the advisory to inform to the teacher about the problems. The utterance was like “ Mr. You really inform to the teacher”. Declarative form can also be found on the utterance like “Teachers give the assignments and the explanation is so simple”. She declares the core problem to the advisory through the utterances. There is an utterance belonging into interrogative i.e. Do they think that I am a shaman who knows everything directly?.

Illocutionary act of her utterances mean that she expresses her angry feeling to the advisory about the assignments. It is proved by her utterance such as assignments is difficult; creating another problem, taking her time, and explaining to her children while she also does not understand about the subject. Through on her interrogative question, she also wanted to emphasize that she did not know about what the teacher gave to her child as the assignments. Her time as a house wife was taken by those activities and she must pretended as a teacher because of it.

Perlocutionary act is a comment from the hearer where on this conversation is the advisory. He understood what the mother said and that was why he said that he got the points. On the contrary, the mother did not satisfy with his comment. It can be seen from her arguments about eating fried bake that make her become fat. She wanted him to seriously inform it.

From the direct or indirect speech act, these utterances belong to direct utterance. The mother did not hesitate or became afraid of the advisory. She said everything clearly and frankly as her feeling. It can be seen that most of her suggestion straightly to the topic of the problem.

Next datum, from the conversation where *A mother complaining about her involvement during her child assignments and she says that it is not her job as a house wife.*

Parent : *Miss, I am not a teacher. You are likely fun sending the assignments and also asking us to teach our children. We pay the school fee so that the teacher teaches our children. Don't send the assignments because it makes me sick.*

Teacher : (no comment)

From the context above, it can be seen that the mother showed her anger to the teacher because the teacher just sent the assignments as she wished. She even did not consider that the assignments had given problems also to the parent.

Locutionary act of the utterances is declarative utterances and imperative utterances. Declarative utterances are like '*Miss, I am not a teacher*'. It is clearly she stated the problem. The imperative one can be seen from the utterance "*Don't send the assignments because it makes me sick*". Here she requested that the teacher kept sending the assignments.

Illocutionary act of the utterances is that the mother did not want to get involved about her child assignments to go. Then, she also wanted to expresses that those assignments had made her stressed a lot to do it. There is no perlocutionary act from those utterances.

From the type of direct or indirect speech act, it is clearly seen that the mother using direct speech act in order to express her stressed feeling toward the teacher. She meant what she said and straightly informed to the teacher about her complaint. It can be seen from her utterance using "*I am not a teacher or even it makes me sick*".

In addition, it also elaborated more in another following conversation where a teacher is asking her student to study about how to catch a ball at home. Unfortunately,

Teacher : *student is studying about how to catch the ball. It is because not all of the students can do it correctly Mom.*

Parent : *we don't have ball at home. Don't ask something weird. Finishing this assignment has made me stress.*

Teacher : *I am sorry Mom. It is not weird. It is for grossmotor activity of IGTK. Just use the simple material at home. If you don't have it, it is okay.*

Parent : *we have pan.*

From the context of the conversation above, it can be seen that the teacher was explaining about an assignment of catching a ball activity by student but the parent complained where she did not have ball to do the activity.

Locutionary act of the mother expression belongs to the declarative and imperative form. Declarative form is such as "*we do not have ball at home*". This utterance tries to declare or state the problem. Imperative form is for example: "*Don't ask something weird*". Here, the speaker requested the teacher not to give something difficult for the assignment.

Illocutionary acts of the utterances are to show an anger to teacher about the activities conducted by the parent because of their children assignment. Parent also had been stressed about the assignments given by the teacher.

Perlocutionary act of the utterance, the teacher utterance, is that he also understood about the parent's problem and anger, but the activity is a must to do for the student. That was why he said the assignments was not weird and just used the simple material at home. Anyway, the parent did not care about the idea or opinion. That was why the parent said "we have a pan" where it means she needed to handle the kitchen job and it was totally not the school job.

After that, the next datum shows that a parent is writing her feeling on her social media. She is likely getting bored and angry about the condition where she must get involved in order to finish her child assignment.

Parent : *It has been 4 days for online class and it makes me hyper-tense. Every morning. Do you know why? naughty children? No. It is ZOOM Schedule + Submit Assignment. The schedule are all open. If you want to have a meeting, then you must update before the Day. So the mother job is Refresh APPS EDMODO from 7.30 to 13.00!!! We can not manage the kitchen. We need to check the class every hour. It is the first grade student. How come can he check the schedule, move the link of Zoom? Please pretend for the teacher to be*

a parent. Even for having pup is a satisfying.

From the utterance above, it is seen that the mother had been stressed to help her child in order to finish the school online assignment. Locutionary act of the utterances are combining between declarative and interrogative. Declarative form is started by stating that the assignments has made the made become hyper-tense. She obviously expressed her bad mood condition about the assignment given. There are also interrogative utterance like "Do you know why? Naughty children? How come can he check the schedule, move the link of Zoom?" Those utterances using the question words to strengthen the idea.

Illocutionary act of the utterances are clearly expressing that the mother hate to do assignment of the children. She did not want to handle with the computer where it made her sick and finally she could not handle the kitchen jobs. She also wanted to say that the teacher just sent the assignment as he wished without considering the ability of the student and the age of the children itself. There is no perlocutionary act of the utterance.

Then, from the direct or indirect of the utterances point of view, it is clearly stated that the mother uses direct speech act in order to express her feeling and condition about the online assignment given by the teacher. She frankly spoke that she got hyper-tense from the online assignment. In addition she also said about having pup to the people where it meant this activity was not so good to be written or delivered on the public, but she still wrote it in order to let people know how busy and time-taking of doing the children online assignment.

Based on the previous data above there some findings that can be stated towards the data shown and analyzed. First is social media clearly helps the parent,

especially mother, to express their stress feeling, boring condition and anger situation about the school online assignments given by the teachers on teaching and learning during Covid 19.

Second is from locutionary act point of view, it is found that the parents likely use various type of sentences in order to express their feeling such as declarative, imperative and interrogative. This means that the parents could not stand anymore with the condition during Covid 19 related to the online assignment system. They really free to talk or express of their feeling to the school parties. There is no moodles type used on the conversation because parents want to make the school party understand and get the points right away.

From illocutionary act, it is found that most of the utterances have function to show stress, hate, anger and dislike and complaint about the online assignment conducted by the school during Covid 19. This kind of system has made parent just focused on helping the children to finish the assignment. They could not do the kitchen job where this job is the main job for them actually. Anyway, making the assignment, and submitting on the online system have taken the parent time of doing other job, except online assignment.

Then, in relation to the perlocutionary act, most of the hearers (teacher/advisory) could understand about the parent condition or situation in order to finish the online assignment. They also must send the assignment in order to show that the teaching and learning process is running. That is why they keep sending the online assignment.

At last, from the point of direct or indirect speech act, all of the parents use direct speech act in order to communicate their feeling though the social media. It has some reasons for them to do so such as difficult jobs to do, lack of materials, time

consuming, can not understand about the topics, late to do the kitchen jobs and even no resting time. These such condition, off course, force them to say directly and frankly to the school parties. They hope that by telling it straightly to them, the assignment number could be considered. It is because the parent job is not only doing the children assignment, though it is actually the children job, but also to do the house activity. It could be added with the stress and afraid of corona effect towards their family.

At last, parents also consider the economical condition of the family during Covid 19. It could make them headache. That is why complaining, showing anger and stress, being impolite and speak frankly and honestly must be used during the communication.

CONCLUSION

Having analyzed the data, the researcher makes some conclusions. Covid 19 has already changed the way of communication of people on expressing their feeling or idea. Speaking is more expressively and breaking the manner of communication between speaker and hearer. Expressive speech act occur because the parent condition or situation is not normal where they must do many jobs on the lacking of money or having economical problems. Parents uses various types of sentence (locutionary act) signify that they want the hearer could understand what they feeling towards the situation happens. Most of the functions of the utterances (illocutionary act) are merely to identify the stress, anger, boring and hate of doing the online assignment of their children given by the teachers. Although the teachers or school parties comprehend the problem (perlocutionary act), they keep delivering

the assignment to the student. It is also a sign of a running teaching and learning.

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Further reading

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