

ROSIDA TIURMA MANURUNG,
DADANG SUGANDA & DAVIDESCU CRISTIANA

NEGATIVE LABELING TOWARDS TEACHERS AS EXPRESSION OF VIOLENCE IN MODERN LITERATURE

ABSTRACT: Previous to 1960, the literatures recognized teachers as highly respected figures. Upon seeing a teacher from far away, a student would hurriedly run to reach him/her and would lead his/her bike. It was considered an honor to help teachers in one way or another. Time and time in the past literature, teachers are labeled in such ways that the students would kiss their teachers' hands to show them respect. The students would not hesitate to give their selves away to help cut their teachers' grass. However, it is no longer the case in today' literatures. The literatures repeatedly make fun of teachers, as well harassing and paralyzing them. It is ironical. Teachers have lost their positive label and are labeled negatively as the product of indecent behavior from the part of the students. Schools are becoming the fields for channeling violent attitude and behaviors to ruin the good image of a teacher. In this work, teachers labeling in the past and today' literature are compared. Literatures from 1960s and 2000s become the sources of data. Language expression is analyzed with the help of Critical Discourse Analysis using the method of contrasted descriptive and analysis, while data are collected by the technique of library study and interviews. It is expected that the result of the research help put the teachers' label (already fading away, corrupted, and falling onto pieces) on its early respected place again. Teachers with positive image are always needed and cannot be compromised. With the positive label of teachers, the process of studying and teaching can be performed more conducive, effective, interactive, and optimum. Positive labeling of teachers need to be started in today literature. Poets and authors have the central role to give appreciation for the teachers.

KEY WORDS: Teachers labeling, violent expression, 1960s' literature, today' literature, contrasted analysis, and critical discourse analysis.

INTRODUCTION

In today literature, teacher figure has shifted. Formerly, it was high, noble, and respected; now, it is corrupted, even poisoned. Where does the positive label go? Most students show no respect now to their teachers, as well underestimate and look down on them. What's going wrong to have caused such negative labeling where the profession is highly burdened? They must teach and share their knowledge with sincerity, while still having to be patient with their students and transform them into useful human beings for the nation. It is a too burdened a job considering having to still make them (the students) smart while facing indecent act from the part of the

students. A job that sucks.

In the past, teaching was a highly respected profession. Teachers used to live in wellbeing. During the Dutch administration in Indonesia, teachers used to receive more income as opposed to government officers. Their profession was highly prestigious. Their position was considered high.

What has been happening from 2000s up to now? The profession of teaching is viewed as insignificant and marginalized. A teacher with teaching hour 24 hours weekly is only paid IDR 900,000 (nine hundred thousand Rupiah Indonesia or less than USD 90) monthly. Just slightly higher than the national basic/standard payment of labor.

Rosida Tiurma Manurung is a Ph.D. Student at the Postgraduate Program of Literature Science, Majoring in Linguistic UNPAD (Padjadjaran University) in Bandung, West Java, Indonesia; and Prof. Dr. Dadang Suganda and Prof. Dr. Davidescu Cristiana are the Lecturers at the Faculty of Humanities UNPAD Bandung. Corresponding author is: rosidatm@gmail.com

What about honorary teachers? Theirs must be even worse. Teachers are also demanded to plant good values in their students' life besides teaching them. When students are behaving indecently, teachers are the first to be blamed by the society, not the students or the parents. It is also the case when the students fail the national exam. Teachers become like scapegoats. It is too ironic.

NEGATIVE LABELING AS EXPRESSION OF VIOLENCE

Language is also used as a tool to express self. Language expression is a tool to reveal openly everything in our minds, at least to establish our existence. The motivations behind the expression of self is various, among others is to get attention from people and to release emotional tensions.

Discourse can be utilized as a ware to determine someone' or a group status who is under a certain authority or social order. Discourse can be used to register A as immoral, B as moral, C as the violator, D as the enforcer, E as civilian, etc. It is clear that discourse is used to label status, authority, sanction, or punishment, etc. In discourse, status legitimating is done by labeling.

Jalaluddin Rakhmat (2005:108) mentions that labeling is a form of euphemism, with significant difference. If euphemism is inoffensive as a substitute for uninteresting phrase, (for example "effort to control and rehabilitate" to substitute for the phrase *exiling*), labeling is on the other hand applying offensive phrase to a person, a group, or a symptom.

During the era of Nazi in Germany, for example, the Jews were labeled as "parasites", "troubling animals", and "bacteria". By so doing, Jews were considered no human being, but disease that must be busted and terminated.

In Indonesia, labeling also happens all the time. Language expression, inside which labeling occurs, for example, labeling to indicate insignificance, such as *kroco* (slave), *wong cilik* (lay people), or *tikus got* (mouse). Labeling in authority is showing when they use the phrases, such as *anti-Pancasila* (anti-ideology), *koruptor* (corruptor), *ekstrem kiri* (left

extremist), *ekstrem kanan* (right extremist), *anti-pembangunan* (anti-development), *anti-reformasi* (anti-reform), *pro-kapitalis* (pro-capitalist), and so on (Depdikbud RI, 2004).

Language is strongly used as a tool to express. A philosopher, John Dewey, reveals that words can express idea (cited in Rakhmat, 2005). So, it's not only words submit to our mind. Our mind also submits to words. Hence, words can influence how we think, remember, and perceive.

In America, labeling has always been phenomenal. For instance, the terms like *nigger*, *darky*, *honky* "orang kulit putih" (white man), *white boy*, *the little woman*, and *broad* "wanita" (women) are labeling on status that ridicule and humiliate.

Based on its application, labeling is done with certain intention, be it positive or negative. Some examples of labeling positively are *gagah* (handsome), *bersih* (clean), *jujur* (honest), *pemberani* (bravemen), *aktif* (active), and *kreatif* (creative). Some examples of labeling negatively are *lemah* (weak), *ceroboh* (careless), *pasif* (pasive), *pemabuk* (drinker), *pemalsu* (counterfeiter), *pembalak* (loggers), and so on (Depdikbud RI, 2004).

During 1960s, positive labeling towards teachers was bold. Teachers were adored and respected. Their attitude and way of thinking were taken as examples of good ones. Their words were considered orders to be taken. The students honored them higher than their parents. They didn't stare at their teachers when speaking with them. Instead, they bowed and spoke with low voice, always nervous and sweat.

Students of today have changed and their behavior shift into labeling their teachers negatively. Teachers are no longer figures to be followed. The students are inclined to look down on their teachers due to great money they have paid for the teachers. Teachers are viewed no more than paid people. This becomes a dilemma on the part of the teachers. In one hand, they eagerly seek to be labeled positively by the students, but on the other hand, they have to eat, to rent a house besides many bills to pay. They still have to work extra hours by giving extra courses in various places.

In some places, teachers don't hesitate

to drive people on a bike for money. Hence, economic problem is one reason behind the downfall of teacher's image. In addition, bad influence of culture coming from abroad and technology advances are also believed to cause the shift on students' behavior which manifest itself in forms such as fight, bikers gang vandalism, drugs use, and immorality. The spirit of labeling teachers negatively seems to have dominated the students now.

To gain back the positive label, teachers are required to have big hearts to fight for improved performances, competences, and professionalism. Smart and broad minded teachers can always "hypnotize" and amaze their students. In return, their students will respect them. Pursue of money has always been keeping them from doing so and causing the negative labels. *Will the teachers be left alone?* In no way. The noble duty of teachers should be paid with high appreciation. No longer can no-payment-over-their-work be let happen.

To quote Fairclough & Ruth Wodak (1997), critical discourse analysis seek through languages used how existing social groups fight and propose their own versions. Based on critical discourse analysis order, texts of today's literatures will be analyzed from language expression perspective. Texts will be interpreted and represented by using power expression.

Language is a tool for expressing political power, putting aside people, political jokes, realizing political violence agenda, selling out conflicts, chaos and spirit of sectarianism. Language expression is searched with the use of critical discourse analysis model by Fairclough & Ruth Wodak (1997), with language unit taken from political discourses, violence expression, critical texts study, and inter-textual analysis which covers texts level, discourse practice, and socio-cultural in representing parties in conflict who are inclined to use language expression containing violence.

Materials for study in this work take the form of violence expression in various literatures as found in newspapers. Language expression containing violence will be analyzed based on Critical Discourse Analysis (CDA).

When perceived from CDA in formal settings, various kinds of terms to persuade positive expression concerning unity,

orderliness, nation advancement, ideology of unity, archipelago perspective, taking off, national discipline, introspection, self-awareness, openness, and so on (CS, 2000).

In the opposite, there are terms which sell out words expressing violence state, such as conflict, enmity, chaos, and sectarian spirit. For example, anti-development, left and right extremes, GPK (*Gerombolan Pengacau Keamanan* or Disorder and Troublemaker Group), SARA (*Suku, Agama, Ras, dan Antar-golongan* or Tribe, Religion, Race, and Inter-groups), involved, non-native, embarrassing nation, disturbance on peace, subversion, unconstitutional attitudes, inconsistent, outsider movement, steering, to steer, free ride, pitting, delirious, social jealousy, etc.

As Dom Camara Helder (2000) put it, it seems that when violence meets violence, it is very much like a circle with no obvious point to cut off. Violence is "*any avoidable impediment to self-realization*" (Galtung, 1990:37).

Violence is everything that keeps people from actualizing self naturally from which he/she can actually escape him/herself besides to put aside the violence directly and indirectly, be it personal or collective including violence in language. In this work, today literatures are prone to violence expression

STUDY ON TEACHERS LABELING IN LITERATURES

By reading literatures, sketches of life happening around us will be obvious to our eyes, besides we can detect values. At the opposite, negative elements and immorality occurring around the globes can be recorded in literatures. Literatures from 1960s era and today differ significantly when put in contrast to each other.

In this study, it is found that teachers labeling in 1960s and today are opposite to each other. The following data and analysis shows us about them.

First, Positive Labeling on Teachers in Era of 1960s. Literatures from era of 1960s shows as following:

"There I saw Mr. *Ajar*, an angel, standing in front of the class, and his students, young angels. Wow, what a wonderful scene to see" (cited in *NM*, p.42).

Table 1:
 Data on Teachers Labeling in the Eye of Students as Found in Literatures from Era 1960s

No.	Positive Labeling on Teachers	Students Behavior	Representation and Interpretation about Teachers
1.	Very much like angels (holy)	Peaceful and exciting	Teachers are labeled angels (holy), which raises meaning that teachers have holy and soft hearts, have certain characters on their faces. Students feel secure around their teachers, along with peace, being calm, and free from any fear.
2.	Called as Master	Uphold their Masters very highly	Labeled as Masters, teachers are considered leaders, place for service, figures that have many faithful followers who will give their selves away to service, and highly respected.
3.	Rewards await those who help their teachers	Help teachers with enthusiasm	Teachers labeled as place for those who have rewards in heaven is a noble way of interpreting. Doing so is the dream of every student.
4.	Highly respected	Place where students can ask everything	The label “highly respected people” implies that teachers are charismatic, authoritative, a figure that makes students bow, obey, respect, and afraid of making them disappointed and hurt.
5.	Helpers	Owe their teachers	Labeling teachers as helpers implies that teachers have ability to ease their students’ burdens, figure willing to help in trouble, ready to help fix problems and difficulties, and to get rid of pain in any time. Teachers with good manners of speaking and behaving always have idea to help solve students with problem. Teachers are associated with curing drugs.
6.	Their advice are worth listening	Their advice calm the mind of the students	The label implies that whatever the teachers say has some wisdom and virtue in it. Their words and thinking have valuable lessons worth caring, listening, carrying into action. Teachers are considered godly whose advices worth listening and following up.
7.	Worth respecting	Kiss their hands with respect	The label implies meaning that they are loved, adored, needed, upheld, and respected. The students can also reflect on the virtues.

A young man desired to master sword skill. Someone had told him that there was a famous sword Master who had never been beaten. The Master now stayed alone on top of a high mountain. Becoming so determined, the young man managed to make a long trip and hiked the rugged mountain to reach the Master. He finally reached the place, and learned that the Master was already very old, skinny, but full of authority. “*Master, please teach me your sword skill*” (Anonym). “Then, everyone will mind, Teacher. No one would give away himself over to help work the land. But, for you, Teacher, we will do whatever you tell us. For us, we know for sure that there are great rewards awaiting those who help his teacher” (cited in *K1*, p.34).

“We all can feel that Teacher is no longer here. No one else can do as much as he does. Only to him in this village we pay respect. Yes, it’s only to him. That’s it, Teacher” (cited in *K1*, p.75).

“I owe you, Teacher. I will never afford to payback till the day I die. Please, give me some more time to pay you back your kindness” (cited in *K1*, p.94).

Bang Maing was very happy to listen to Teacher Rahim, while he was admonishing him. [...] *Bang Maing* returned home with clear mind ever since (cited in *BdP*, p.8).

Teacher Rahim still smiled after *Koding* kissed her hands, then she asked them to sit (cited in *BdP*, p.109).

My Grandpa used to teach [...]. I still remember that he was respected highly by his village citizens. Everyone would bow respecting him when they met him on the street (cited in *PK*, p.32).

From the above data, we can make analysis on how the students represent their teachers which as follows (table 1).

Second, Negative Labeling towards Teachers Today. Today’ literature, especially well-liked fictions novel and teenage short story, recognize following data:

“He worries about me? For what reason? She thinks Mr. Daud will pounce me like a tiger?” (cited in *DM*, p.13).

[...] most teachers he knows are ferocious and rigid (cited in *K2*, p.13).

“This ain’t yours, you say? This is your bag! Oh, I know, all this time you play this robot toy”, snapped Mrs. Narlyn. “Sometimes also plays karambol, Mam!”, Samsul responded. “Geeerrrr

Table 2:
Data on Teachers Figure, *Guru*, in the Eye of the Students as Found in Today' Literature

No.	Negative Labeling towards Teachers	How Students Act	Representation and Interpretation concerning Teachers
1.	Fierce	Avoid	Teachers labeled “fierce” by their students usually speak loudly, has fierce face, and are quick to get angry. Most students don't like teachers such as them. The students always daydream about skipping classes with fierce teachers. They don't expect their coming. This negative labeling leads to disobedience on the part of the students and to skip classes. Once in a while, students dare to ambush teachers of that kind on the street and hurt them, even to the point of humiliating them.
2.	Rigid	Uncomfortable	“Rigid” labeling results in a figure characterized with inflexibility, stubbornness, and carelessness to the students and to the surrounding. A figure that is highly hated by the students. However, the students actually mistake consistency, obedience, and orderliness by the teachers with rigidity.
3.	Garrulous	Not care to the teachers; class in chaos	“Garrulous” negative labeling result in image that always cause dizziness. The students believe that this kind of teachers have fun in making up comment on everything every day. From the study material, to home assignment, to students' fashion, to class setting, and to the students characters. They consider those comments as forms of getting involved with their problem.
4.	Horrifying	Scared	“Horrifying” labeling cause uneasiness to the students, besides dread and reluctance to associate personally with the teachers.
5.	Horrible	Nightmare	“Horrible” labeling emerges rude and impolite meaning. Horrible teachers mean teachers whose comings are not expected. They must get rid of them because they are bad. They can damage peace, cause students to worry and relent.
6.	Talkative	Don't like	“Talkative” labeling is worrying, since teachers are considered nerd, arrogant, proud, and talkative.

...”, the class became noisy and chaotic like in the traditional market. Mrs. Narlyn became mad (cited in *O & F*, p.55).

“If Mrs. Nunik is our head class teacher, then we are in trouble. We know she is such garrulous. It's a nightmare” (cited in *BG*, p.17).

“How I long to choke her (Mrs. Nunik) on her neck. She is going to sit us on separate chairs” (cited in *BG*, p.17).

“I am not color blinded. She is the one who is old-fashioned. Witch, *Nenek Lampir*, Villager” (cited in *BG*, p.43).

“If *Nenek Lampir* had canine tooth, her bite will surely infect me. I smile to myself imagining she get crazy to bite me” (cited in *BG*, p.44).

“Not only once or twice I went through nightmares with her. Suddenly, the horror music start to play in my mind” (cited in *BG*, p.138).

The above data shows expression of violence in the form of harassing teachers,

making fun of them, and humiliating them. The following analysis shows it (table 2).

When visited from labeling perspective, teacher figure shows significant difference as found in literatures from 1960s and 2000s. Literatures from 1960 still radiate positive labeling. Students still adored their teachers, respected them, and placed them in the high places. Students raced in helping their teachers for rewards from heaven. Teachers were place for seeking answers for asking questions about lessons, family, or even about fields. Thus, teachers were still considered experts, possessing much knowledge, and wise. In the eyes of the students and the society, teachers were higher than the parents, even other leading figures in the society. Having an opportunity to communicate and interact with them was still an honor. Hence, in literatures from 1960s, teachers' image was positive.

However, it is not the case today. Teachers labeling shows a shift into negative trend.

Teachers are ridiculed, humiliated, and become figure to be put shunned. Students no longer consider their teachers as partners to work with. They place them in negative places. Teachers are symbolized as horrible, evil, and dreadful figures. Teachers labeling by students is not a rumor. They set them as targets for violence.

Once, there was a student beating his teacher badly only because hurt of being reproved in front of class. In other time, there was a student caused his teacher's tire flat because given bad score on his lesson. In another time, a student threatened his teacher with knife to be passed on his exam. Moral corruption is accused to have caused the behavior degrade.

Young generation today seems to not care of everything, see money as more important than religion, and set aside good characters. Cultures from abroad and technology advances also have role in diverting teens' behavior. Noble characters are replaced with apathetic attitude, extremism, egoism that leads to crime, adultery, and sadistic acts.

Parents and teachers have moral and absolute obligation to filter influences of cultures and technology that bring negative effect, especially to teenagers (Djamarah, 2005). They must have such sensitivity to detect anxiety and emotional instability of teenagers. Parents and students must be close to each other and interact in harmony. Students don't need rigid rule but discipline that educate and personal approach that is sympathetic. Parents can persuade teenager to think seriously about their future and prepare to be responsible about it.

Teachers must fight seriously to make progress in their images. Negative, rigid, and terrifying label on their figure must be removed. The only way is to treat students as subjects not objects, that is by considering them as partners to work with in the learning and teaching process. Teachers must have positive label, be wise, and have wisdom. Anger can never help a teacher to be effective. He must invite his students to discuss problems in open sphere in order that problems be solved (Kusnandar, 2007).

Teachers labeling is a determining factor in education process. Teachers with no positive label will find it real hard to create conducive settings in the class and experience downturn in his value in the eyes of the students. Students will perceive them no more than paid people. The phrase "hero without award" will leave as they lose their positive label.

To encourage positive labeling, authors of today' literature are suggested to create examples on good values and morality in their writings so that their readers, especially the students, can improve their diverted behavior. Put the teachers on its place. Do not make fun of them.

In addition, every teacher must improve their performance and professionalism. Teachers are necessary to be proactive to advance their understanding and competences to get positive reception from the students. Smart teachers can always amaze their students and make them adore and uphold their teachers (Soetjipto, 2004).

CONCLUSION

From the research, some following findings can be achieved:

In literatures of 1960s, positive labeling towards teachers was bold and teacher figure was pictured positively, teachers were central and key to education. Teachers were labeled as though they were angels, esteemed, masters, worth to be honored for their words.

In this research, it is found that today' literature project a lot negative labeling towards teachers as expression of violence. Teachers are pictured as negative figure with no place. They are labeled as furious, garrulous, rigid, horrible, and terrifying.

Negative labeling towards teachers result in representation and interpretation that put teachers as victims of violence. Positive labeling on teachers can be established if only teachers are willing to approach the students personally and spiritually.

Negative labeling on teachers can actually be removed if only teachers expand their knowledge and proficiency to be more valuable. Technology advances and the coming of foreign cultures join in triggering the change and shift in young generation' morality.

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The Teachers of Indonesia
(Source: Photo Album of ASPENSI, 10/12/2013)

Negative labeling towards teachers result in representation and interpretation that put teachers as victims of violence. Positive labeling on teachers can be established if only teachers are willing to approach the students personally and spiritually. Negative labeling on teachers can actually be removed if only teachers expand their knowledge and proficiency to be more valuable.