

CHAPTER I INTRODUCTION

1.1. Background of the Study

Interaction has an important role in communicating in human life. The interaction in society determines the harmonious relationship among people. Brown (2001:165) states interaction is the heart of communication. It is expected by having a good interaction; every individual in the community can avoid the conflict and give a peace among them.

One way to optimize the interaction among societies is by using polite language. It is needed so that the harmonious relationship could be achieved. Since a school is a place where normally found that people who are stakeholders in a school, including students, teachers, headmaster, vice of headmaster and all staffs must utter language politely. Moreover, a place where polite language is really needed is in the classroom interaction of a school. Both teacher and students are expected to utter polite language in order to maintain the harmonious relationship among them moreover to avoid conflict. If the interaction goes well, the knowledge which is transferred by the teacher will be received easily by the students. The good interaction among them will create an enjoyable atmosphere in the classroom with a friendly relationship so that the students become more effective in studying the subjects.

In addition, if the teacher speaks politely to the students, those students will do the same thing as the teacher does. It will be easy for students to imitate;

the teacher is hoped to speak politely and show the moral virtues in that classroom.

Nowadays it seems to be disruption in the classroom interaction where politeness is ignored and impoliteness is more likely to be used by the students. Culpeper (2005:38) defines impoliteness as a communicative strategies designed to attack face, and hereby cause social conflict and disharmony. The phenomenon of impoliteness is to do with how offense is conducted upon the language. The language impoliteness will cause the social conflict and disharmony between teacher and students.

Language impoliteness which is uttered by male and female students is different one to another based on the cultural and social attributes. Since gender, which refers to cultural and social attributes among men and women, seems to have a close relationship with impoliteness. Sometimes some utterances which they utter convey language impoliteness. There must be different between male's utterances and female's utterances. Even it is generally acceptable that women talk more than men, it is showed that men lead to speak impolitely than women. Lakoff (1975:45) states that women are more polite than men and powerlessness of women is reflected in both the ways women are expected to speak, and are spoken of". In addition, it is also claimed that women are 'better' speakers than men. They are more polite and less forceful.

Students who utter language impoliteness to their teacher happened in classroom interaction. Classroom interaction plays an important role in teaching and learning process. It functions to build a pleasant atmosphere in the classroom

and encourages students become effective communicators (Dagarin, 2004: 128). In a classroom interaction, the communication of intra-gender is absolutely happened. Even it is believed that men are more impolite than women. However, the fact does not always occur like that. It might be possible for both male and female students talk impolitely to their teacher. The same situation happens also among students at SMP Negeri 1 Beringin, Kab. Deli Serdang. They utilize the impolite language while interacting with their teacher. It can be seen by following:

An English teacher explained the rules of studying English at her class. Unfortunately, a female student did not agree with her rules.

Teacher: *"Jadi kalau sama saya, saya minta kalian semua ini aktif berbahasa Inggris, at least you can mix antara English and Indonesian. Harus ada bedanya kalian dengan anak kelas VII, your junior"*. (So, if it is with me, I ask you all to actively speak in English, at least you can mix both English and Bahasa. So there must be a difference between you and the students of VII class, your junior.)

However, one of female students interrupted her.

Student: *"Ya gak bisa gitu lah Ma'am, kami kan bukan orang Inggris, ga mungkin bisa dipaksa-paksa ngomong kayak gitu"*. (Of course we can't do that, Ma'am. We are not British, it is impossible for you to force us speaking like that one.)

Based on that context, it can be seen that the female student spoke impolitely by stating disagreement to her teacher's statement. That utterance makes it become impolite referring to the context. The social context in the classroom interaction makes the teacher should be respected. However, in that context, the female student states her disagreement to her teacher. According to Culpeper (1996:356), some output strategies of positive impoliteness are use taboo words, and state disagreement. Therefore, based on the student's statement,

it could be stated that stating disagreement is one of output strategies of positive impoliteness which means to damage the addressee's positive face.

Another example of language impoliteness uttered by male student to the teacher can be seen by the following:

A teacher entered the classroom informing that she couldn't be with them for a few minutes teach the students because she had to meet one of the student's parent.

Teacher : *"Saya tinggal sebentar ya, ada orang tua siswa datang menunggu saya diruang BP. Kalian kerjakan saja dulu LKS kalian, lanjutkan tugas yang kemaren itu. Jangan ada yang keluar-keluar. Ketua kelas tolong catat siapa yang ribut."* (I'll leave you for a while, ok. There is a student's parent comes waiting for me at BP's room. You please do your LKS, continue the last assignment. Don't go outside. The class monitor please notice who makes a noisy)

One of male students made a joke to that teacher,

Student: *"Enak lah ibuk, ngajar gak ngajar tetap gajian."*
(How lucky you are, teaching or not you always get your salary)

In that situation, the student did negative impoliteness strategy since he ridiculed his teacher. According to Culpeper (1996:356), some output strategies of negative impoliteness are frighten, and condencend or ridicule. Therefore, based on the student's statement it could be stated that ridiculing the addressee is one of the output strategies of negative impoliteness. Negative impoliteness is used to damage the addressee's negative face. The negative face is used by the speaker in order to be not to be disturbed.

These phenomena of language impoliteness in the classroom context are important to be studied. By doing the research on male and female students in uttering language impoliteness; it can be known clearly whether male or female students utter language impoliteness dominantly.

In line with Culpeper's (1996) theory of impoliteness, the researcher is very much interested in conducting a study in the perspective of sociolinguistics on types of five impoliteness strategies namely; bald on record impoliteness, positive impoliteness, negative impoliteness, sarcasm or mock impoliteness, and withhold politeness.

1.2 The Problem of the Study

The problems of the study are formulated as the following:

1. What types of language impoliteness are uttered by male and female students to the teacher in the classroom interaction?
2. Why are the language impoliteness uttered by the male and female students in classroom interaction realized the way they are?

1.3 The Objective of the Study

This research is aimed at examining the language impoliteness uttered by male and female students to their teacher in the classroom interaction. The objectives of the study are elaborated as follows:

1. To find out the types of language impoliteness which are uttered by the male and female students to the teacher in the classroom interaction.
2. To describe the reasons of using language impoliteness which are uttered by the male and female students to the teacher in the classroom interaction.

1.4 The Scope of the Study

The main aspect of this study is to describe the language impoliteness uttered by male and female students to the teacher in the classroom interaction. In this study, it will be focused on the student's utterances to the teacher in (a) instruction (teaching and learning process) and (b) classroom management.

1.5 The Significance of the Study

The findings of the study are expected to be useful theoretically and practically.

1. Theoretically, the findings of this study will be useful as a reference for lecturers, teachers, and students in communication which lead towards how to deal with impoliteness, how impoliteness may potentially be countered, controlled, and managed.
2. Practically, the findings of this study will expand and enrich the application of the impoliteness theory as proposed by Culpeper (1996) specifically the spoken language uttered by male-female students in the classroom.

- a. For students

Students both male and female are hope to be more polite in speaking to their teachers. This will make enjoyable learning atmosphere. This also can avoid conflict and disharmony between and among them.

b. For teachers

Since students who are still young like to imitate the teacher, thus the teacher is hope to speak polite to the students. This also can make enjoyable learning atmosphere and can avoid conflict and disharmony between and among them. Moreover, the teacher must be able to manage and control the students in order to make the students speak politely to their teacher.

c. For readers

For those who want to conduct further in depth study in language impoliteness, the findings of the research would be the valuable related findings in language impoliteness.

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