

CHAPTER I INTRODUCTION

1.1 The Background of the Study

Brown (2001: 165) stated that interaction is the heart of communication. In this case, interaction has important role in communication in human life. It can be seen that the interaction is a kind of action that occurs between two or more objects that give effect between each other where they mutually share information and establish social relations.

Interaction in society is a condition which determines the harmonious relationship among them (Soemarjan, 1999). It shows that the harmony in society is a condition in which the social institutions truly serve and complement one another. A harmony condition will give peace to every individual in the community because there is no a conflict of norms and values in society. Therefore, interaction should optimize the politeness strategies in order to create harmonious relationship among them.

A good model of interaction could lead to the development of society which is moving to a more advanced and modern one. Actually a good interaction can be done through education and should be started from school, as ideally school, spesifically classroom, is the setting where politeness is educated and where the relationship between teachers and students, and students to students should be well established. It must be effective and polite. If the class interaction goes well, the knowledge that is given by the teachers will be received well by the students. As Dagarin (2004: 128) stated that the function of the interaction in the

teaching learning process is to establish a pleasant atmosphere in the classroom with friendly relationship of students and encourage the students to become effective communicators especially in second language learning.

Then, Rivers (1987: 9) states that through the interaction, the students can improve their language store as they listen to 'authentic linguistic material' or even the output of their fellow students in discussions, joint problem solving tasks, or dialogue. Through interaction, the students can use any language they have. It will also help students have competent role in critical thinking and share their views among the peers. Beside that, if the teacher interacts politely to her students, the students will do the same thing as the teacher does. As students need to imitate the teacher can and should serve as role models who teach character and moral virtues in the classroom (Lumpkin, 2008: 46).

However, the fact does not occur that way. Nowadays there seems to be a disruption in classroom interaction where impolite utterances are more likely to be used. This phenomenon can be found in daily classroom interaction where teachers perform impolite speech events. This is unfortunate due to the role of teacher as a good model for the students.

Furthermore, Kuriake in Alia (2008) said that Indonesia has a lot of teachers that still use the violence as the effective way to control students. It showed that teacher produced impoliteness. This kind of impoliteness in the classroom can be defined as negative attitudes in-context-behaviors which are associated, along with the participants who give rise to them Culpeper (2011: 31). In utilizing the impoliteness, the teacher applied impoliteness strategies that

Culpeper (1996) proposes, namely: bald on record impoliteness (strategy performed as clearly and boldly as possible), positive impoliteness (a strategy designed to damage the addressee's positive face wants), negative impoliteness (a strategy designed to damage the addressee's negative face wants), sarcasm or mock impoliteness (a strategy performed with the use of obviously insincere strategies), and withhold politeness (the absence of politeness in situations where it is expected).

These impoliteness strategies applied by the teachers in the classroom will lead to the situation where they are attacking each other's face. This will affect the harmony of the classroom interaction. In responding to the impoliteness, Culpeper (1996) mentions that there are four ways in responding the impoliteness, namely: not responding, accepting responding, countering offensively, and countering defensively.

Based on researcher's observation, some of teachers at MTS Negeri Tanjung Morawa also utilized these impolite strategies to attack the students' face. Some of teachers interacted impolitely with their students, even though they should produce the formal one, impolite utterances as can be seen in the following excerpt.

Context : *The teacher was angry to his students because their students did not finish the task given by the teacher.*

T : *memanglah kelen, peer gak dikerjain. **Taik kelen semua.** (menampar siswa menggunakan buku) ('You. Tasks were not done. **You all piece of shit.**' (slapping the students by using the book))*

S : *udah dikerjain pak, tinggal 2 lagi yang belum siap. ('We've done, Sir, but two more that are not finished yet')*

T : ***gak ada alasan** ('No reason')*

S : *diam ('silent')*

From the conversation above, teacher was teaching in class VIII-1 on Tuesday, February 24, 2015 at 11.10 until 12.20 a.m. It can be seen that the teacher produced impolite utterances when he spoke to his students. The teacher was angry to his students because their students did not finish the task given by the teacher. The teacher should not have said utterance '*taik kelen semua*' to his students in the classroom because it was a taboo word. Then, he also ignored the students when the students responded the teacher by producing the impolite utterances '*gak ada alasan*'. All of the teacher's utterances showed positive impoliteness where it was designed to damage the students positive face wants.

In this case, the students also utilized the impoliteness by responding '*udah dikerjain pak, tinggal 2 lagi yang belum siap*' which showed the defensive counter strategies in which it was intended to show direct contradiction. However this defensive moved heightened the emotion of the teacher that he proceeded by saying '*gak ada alasan*'. Then, the students did not respond the teacher, just silent after listening the teacher spoke. Related to the context in which the teacher was angry to the students because the students did not finish the task given by the teacher, the teacher produced impolite utterances to show his anger. This case was produced to vent negative feelings.

As previously mentioned, this kind of behavior by the teacher can be imitated by the students. It can be seen in this following case where the student uses impoliteness during communication.

- Context** : *In the teaching learning process, I tried to disturb the girl outside*
- I : *suit suit (melihat cewek diluar kelas)* ('Suit suit' (looking at the girl outside of class))
- T : *hei...*
- R : *iss, udahlah ko kecil, jelek, gak pinter, mana adalah cewek yang mau sama kau* ('Issss, you are small, ugly, stupid, no girl liked you')
- I : *mana pulak (sambil ketawa)* ('Of course no' (laughing))
- OS : *hoooo (menyoraki I)* ('Hoooo (cheering I))
- T : *(senyum)* (smiling)
- R : *udahlah kau gendut, paok pulak, bisinglah* ('You're fat, also stupid, noisy')
- I : *ihh*

From the conversation above, Teacher was teaching in VIII-1 on Saturday, Tuesday, February 28th, 2015 at 09.05 until 10.45 p.m. R applied the negative impoliteness; condescend, scorn or ridicule, by saying *udahlah ko kecil, jelek, oon, gak pinter, mana adalah cewek yang mau sama kau*' and '*udahlah kau gendut, paok pulak, bisinglah*' when looking at I trying to disturb the girl outside. As Culpeper stated, the utterances above showed that R showed negative behavior and tried to damage the addressee's negative face wants through condescend, scorn or ridicule. The R's reason why she produced the impolite utterances was to get the power in which it occurs when there is an imbalance of social structural power. Besides that, after R had attacked I by applying impoliteness strategy, I tried to respond R by using defensive strategies in showing his insincere agreement and ignorance of the attack. The application of impoliteness in classroom interaction can be worse if the teacher allows it to occur and supports the production of impolite utterances as occurred in this phenomenon in which the teacher was just smiling when R attacked I.

The examples above show that impolite utterances often occur in classroom interaction from all aspects such as teacher to student, student to student, and student to teacher. This case could lead to disharmony among them. Besides that, it could cause psychological trauma, or students will hold a grudge, become more immune to punishment, and grow niche to vent anger and aggression against other students who are considered weak.

The unconsciousness of teacher in producing impoliteness during communication can affect to the students' mental and attitude. It can break down their mental. Not to mention, there is a tendency that students would unconsciously consider that this kind of behavior is acceptable and therefore try to imitate. They tend to produce impolite utterances and it will lead to the decrease of their value. In further process, it can cause to the less effective classroom interaction and influence the students' achievement in communicative competence.

Based on the phenomena above, it is interesting to investigate the use of impoliteness strategies as this area of study still remains unknown. The previous impoliteness researches mostly deal with the occurrence of impoliteness in television programs as what Laitinen (2010) and Nasution (2014) conducted. Laitinen M. (2010) focused on the use of impoliteness strategies in the American TV- series *House M. D* which had the same culture context. He analyzed by using Culpeper's strategies of impoliteness. Then, he found out that there were some impoliteness strategies which occurred in that case, they were *bald on record*, *positive impoliteness*, *negative impoliteness strategies*, and *withholding*

politeness. Nevertheless, it would seem *mock politeness* was not found in this study, while *bald on record strategies and sarcasm* were the impoliteness strategies that House used most frequently. In addition, it was found that the most of the patients completely ignored House's impolite, sometimes extremely insulting, remarks.

In line with Laitinen, Nasution (2014) applied the impoliteness model by Culpeper's strategies entitled "*Language Impoliteness in Jakarta Lawyers Club Talk Show*". In this case, Jakarta Lawyers Club had a similar community. Nasution would like to figure out what impoliteness strategies, types of attacks and responses occurred during the show. She analyzed the participants' utterances based on Culpeper's theory (1996) of impoliteness strategies. She found out that all impoliteness strategies occurred in the show with bald on record impoliteness as the most dominant strategy. Over four types of attacks, there were only two types appeared, quality and social identity face with the former as the most dominant one.

Based on the researches that have been studied by Laitinen (2010) and Nasution (2014), it can be seen that there are five impoliteness strategies developed by Culpeper found in those studies. Although five of the impoliteness strategies had been studied, American TV series House MD had different cultural contexts with Indonesian television shows and Jakarta Lawyers Club Talk Show had the similar community, while the class has unequal community even though the same culture context. Therefore, it is expected that the realization of typical impoliteness strategies in the classroom interaction could be found.

Therefore, this area of the study is an intriguing academic inquiry and it will focus on the impoliteness strategies in classroom interaction used by the teacher and students in order to find out what types of impoliteness strategies, what pattern of responses used during the communication in the classroom, and why they occur.

1.2 The Problems of the Study

Based on the background of the study above, the researcher formulates the problems as in the following:

1. What are the types of impoliteness strategy used by teacher and students in classroom interaction?
2. What are the pattern of responses used by teacher and students in classroom interaction?
3. Why are the impoliteness strategies used by teacher and students in classroom interaction realized the way they are?

1.3 The Scope of the Study

This study investigates impoliteness strategies used by teacher and students in classroom interaction. The focus is on types of impoliteness strategies, namely *bald on record impoliteness, positive impoliteness, negative impoliteness, sarcasm or mock politeness, and withholds politeness*. Further, investigation is on what the pattern of responses used by teacher and students in classroom interaction, and why the impoliteness strategies are used by teacher and students in classroom interaction.

1.4 The Objectives of the Study

The objectives of this study are to find out the answer of the research problems. To be more specific the objectives of the study are:

1. To find out the types of impoliteness strategies used by teacher and students in classroom interaction
2. To find out the pattern of responses used by the teacher and students in classroom interaction
3. To explain the reason why the impoliteness strategies used by teacher and students are realized the way they are.

1.5 The Significance of the Study

Findings of the study are expected to give some relevant contribution both

- a) Theoretically, this study is considered to enrich the theories of pragmatics and sociolinguistics, specifically to give a better understanding and new insight on how impoliteness strategies are related to the aspects of pragmatic study and it is usefully considered to provide the information of what type of impoliteness strategies, what pattern of responses used by teacher and students in classroom interaction, and why teacher and students use impoliteness strategy in classroom interaction.
- b) Practically, the findings of the study are considered to contribute information about impoliteness language in classroom interaction for students, lecturers, researchers, and also the government. Then, the findings of the study can be a guidance for those who are interested to gain a deep insight especially in classroom interaction discourse analysis.