

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of Study

Interaction, communication and language can not be separated from human social life. These three elements develop as the development of human civilization itself. Interact among the member of society lead them to do communication, and of course language as the media to convey and share the information, experiences, or idea to a wider social group member. Brown (2001:165) states interaction is the heart of communication. Interaction in society is a condition which determines the harmonious relationship among them (Soemarjdan, 1988). In interaction civility represents the social norms and rules that must be followed in order to positively and productively relate with others. Interaction as the media for people to communicate each others, then Brown also states that being interacting means communicating. The terms; interaction and communication are interchangeable. Interaction is embodied in communication and vice verse. Respect, courtesy, tolerance consideration, and a rational approach to conflicts are behaviors which expected to be occur in interaction.

One of the place where the interaction exists is in the school environment. School is expected to be the place where the interaction occurs not just among the school members, such as teacher to teacher, teacher to students, students to students, but also the interaction and communication between school members to the society around them. It is expected that by having a good interaction will avoid the conflict and create a harmonious atmosphere which help students to increase their achievement and have a new experience. Interaction at school environment occurs in many places, one of them is interaction in the classroom. Classroom as the place where students spend most of their time during the school time. By the existence of both interaction and communication in the classroom may help students in improving and increase not just their knowledge but also their relationship among the classroom social members and more expectation that

the classroom interaction experience will lead them to build more competence in a wider social environment especially the communication.

Interaction in the classroom helps students to build a communicative competence. 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 the interaction students has chance to gain information or experience as social member and share it to others by using their own language. Here, communication by using an appropriate language will show the student as the individual who has been educated and expected to be able to show it in society. Locher and Watts (2005: 9) say 'individuals invest in negotiating relationships with others, does not elicit explicit comments: in most interactions, we do what is expected, we say what is appropriate, because we approach situations with prior knowledge: we know what to expect and how to behave because of past experiences of similar contexts'. Interaction with people from different background lead the participants to know the norms and respect each other. Culpeper (2011), just as in face to face interaction, individual participants will have different understandings of the norms of interaction, regardless of conventionalised rudeness tokens. So, the use of polite language and do not have a meaning that will appear conflict is very expected in order to make them usually to use it in their daily live or at least to decrease the use of rude or impolite utterance in communication then practice civility in their social interaction.

Unfortunately, there are many utterances used by students ignoring the politeness concept of language especially in school environment. The words they used refer to rude and impolite language. Often their utterances build a conflict which involve the school members, such as students, teachers, conselling teacher, etc due to the use of language to mock, offense or intentionally to hurt someone feeling, such as use taboo words, dirty, abuse, and other inappropriate language to attack the addresse and unintentionally these words seems as verbal bullying. Rudeness and impoliteness occur accidentally or intentionally, we assume the term based on the context or situation at that time.

The appear of rude language itself can not be separated from technology. Technology improvement contribute to the students language development, such as the use of internet. Teenagers – young people between the ages of 13 and 19 have been identified as the generations with the highest internet use since the late 1990s (Kraut, Lundmark, Patterson, Kiesler, Mukhopadhyay, Scherlis, 1998). Due to students as adolescence who has a transition period from children to adult then need to be watched in their development fase. Beside that, there are another aspects which also participate to students language development, such as environment, television, peer relationship, family, or the background of the student itself. Through interaction with family, peers, teachers, and caregivers, children learn communicative competence, or how to use language appropriately and strategically in social situations (Hymes, 1967).

The use of inappropriate language in the classroom can be seen from this situation when teacher asked a female student to write in the whiteboard then a male student said “*Jelek kali tulisannya!*”, here the male student intentionally mock the hand writing of his classmate. This situation automatically present conflict among them and may create a disharmony in the classroom. Another example of using inappropriate language as exemplified in the situation when two students talk but there is misunderstanding occur among them.

- Y : *Orang ga' da salah kau apain. Benci kali aku nengok kau!*  
 ‘I’m not false, but you hit me. I really hate to see you!’
- AP : *Muka kau kayak septitenk!*  
 ‘Your face likes a septictank!’

From the dialogue above both students used language to express their emotion. Y was angry to AP due to something that he did to him which disturb him while studying. Then, AP also responded by saying sentences that also mocks Y face. Using language that opposite to the concept of politeness in classroom interaction seem a phenomenon today. It is rude language. Even school as place where the education exists and polite language should be more practiced but students still use rude language and ignore the polite language itself.

Rudeness occur in student interaction. This of course create uncomfortable situation among them, whether it is just a joke or to mock their friends. Rudeness

is speech or action that offends someone else then making them uncomfortable or inconvenienced (Rondina and Workman: 2005, p. 3). It means that the attention of rudeness in interaction cannot be ignored, in order to avoid any misunderstanding, to build a good relationship or civilization among the participants of the interaction in order to appear a harmony in socialization.

In Indonesian language the words '*ga ada otak kau*' (You don't have brain), '*tolol or begok*' (stupid), or mock their friends by using name of animals such as '*monyet*' (monkey), and others are familiar to be used as the expressing of the speaker's emotional which indicate to rudeness even the speakers has a close relationship the utterances do not follow the polite principal. This is as a common thing occurs in our daily conversation and interaction. Beside rude language, rude behavior also always occurs among the students. This can be seen from many cases that involved students as the perpetrators of violence for their schoolmate even in school or public area in the television or others social media. This automatically presents a worries due to the students as the young generation and educated people that should explore the good attitudes or manner in order to lead the society around them to the good living.

Rudeness may occur cause there is an intention to make other inconvenienced, whether to someone who has close relationship or not. Being indifference and obey the rules of society such as do not have a good social manners and intentional discourtesy as the message behind rudeness (Segarra, 2007).

The existence of rudeness also occur in classroom interaction of MTs Al Washliyah Km 6 Medan. The students which classified as adolescence still need guidance and direction to speak to others and responsible to what they say.

But, it is often to find that the students speak rude to others as the example below:

Situation : A male students borrowed a ruler to one of his female classmate, but he didn't give it back soon.

K : *Wei... kembalikan rol aku, awas kalo hilang!* 'wei...give back my ruler, don't be lost'

A : *Kepala otak kau!* 'damn you'

From the example above both students intentionally used rude language to show their emotion. K used rudeness because of her disappointment to her

classmate who do not give the ruler soon to her, meanwhile she also needs it, then say something that threatening if her ruler is lose she will do something bad to A. Then A responds to show his inconvenience toward K's threatening. The rudeness used in the example above is belong to inaction rudeness, where A should thanks to K for lending the ruler, then apologize due to give it back late. But he doesn't do that.

Being rude do not just by saying something impolite but it also touch about behavior of someone towards other people "if someone is rude, they are not polite in their behavior towards other people" and "rude is used to describe words or behavior that are likely (Culpeper: 2008). There are many conflict which caused of the language used by the speaker is inappropriate and threaten the listeners' face. Rudeness proper it leads to the conclusion that the speaker did have a face threatening intention. Rudeness is contrary to impoliteness, and a face-threatening intention to the interlocutor is as the characterised of it (Terkourafi: 2008).

There are some international journals which touch about rudeness in interaction or rudeness in literature then lead and gave contribution to this study. Mohammed and Abbas (2015) in their research entitled "Pragmatics of Impoliteness and Rudeness" explained the two concepts of impoliteness and rudeness in George Bernard shaw's Pygmalion by applying Culpepers model of impoliteness and Segarra's Classification of rudeness. This paper differ which is a matter of intentionality, clarify which one is intentional and which is not. Then, they conclude that rudeness is always intentional while impoliteness, on the other hand, is either intentional or accidental. Furthermore, impoliteness sometimes emerges as a reaction to a rude behavior.

Although stated that impoliteness comes as the response of rudeness, but the fact that rudeness will cause rude reaction, and then impolite also contribute to the occuring of rudeness reaction itself, beside that rude language usually to be used in communication, and this occur in the classroom context, as the example below:

Situation: When a student is writing, then his friend disturbing him by take his pen impolitely, then the reaction of him is angry and hit his friend by saying '*ku tumbok kau nanti*', rudeness of action occur in this situation where student do something bad to his friend to express his angry. This situation automatically appear conflict among them, whether the friend intentionally disturbing or not, but the uncomfortable feeling occur among them.

The phenomena of rudeness language in the classroom context are necessary to be studied due to the fact that many utterances ignoring the politeness concept and appear rudeness in interaction used by students. Different from the research before, this research will focus to the rudeness occur in the classroom, especially the verbal rudeness of students. Based on the fact that students have many differences, such as family background and living area. Interaction between them in the classroom is an interesting part to study especially the language used which may unity them or appear conflict among them, such as the using of rude language. However, being rude (outdegree) is a characteristic of a student originating from rural area rather than of a student being actually a resident of rural area (Bekiari, Deliligka, Koustelios: 2017).

This study aimed to examine the using of rudeness by students of MTs Al Washliyah km. 6 Medan. Known that students as teenagers are having a transition period from childhood to adulthood. Teenagers are thus sensitive, susceptible to change and being confused with their own identity (Gustin: 1967, cited in Chaiwsu 2004). This lead to the appear of conflict or mental problems which need attention by parents and teachers.

Students of MTs Al Washliyah are divided into two categories, they are students who come from Medan and stay at home with their family, and other students come from another districts outside Medan and stay in the orphanage of Al Jami'atul Washliyah km. 6 Medan, and they are as the dominant students. Here, the rudeness utterances in the classroom interaction use as a face threatening acts which relate to speaker' intention as Terkourafi purpose.

## 1.2 The Problems of Study

The problems of the study are formulated as the following:

1. What kinds of rude languages are used by the students in the classroom interaction?
2. How are the rude languages realized in the classroom?
3. Why are the rude languages realized is the ways they are?

## 1.3 The Objectives of the Study

This research is aimed to examine the language rudeness used by the students in the classroom interaction. The objectives of the study are elaborated as followed:

1. to analyze the kinds of rude languages which are used by the students in the classroom interaction.
2. to describe the realization of rude language used by students in the classroom interaction.
3. to explain the reasons of using rude language which used by students in the classroom interaction.

## 1.4 The Scope of the Study

The main aspect of the study is to describe the rude language used by students which limited only in the classroom. In this study, the researcher only focuses on the students rudeness strategies during their interaction in the classroom when the teaching learning process is going on, which based on Segarra theory, namely (1) rudeness of word, (2) rudeness of action, and (3) inaction rudeness, that related to research problems.

## 1.5 The Significant of the Study

The findings of this study are expected to offer significantly theoretically and practically.

Theoretically, the research findings of the study are expected to enrich knowledge about the theory of linguistic rudeness, especially the use of rude language in the classroom. Then, to get information of what rude language used in classroom, so that it can be reference in conducting relevant studies.

Practically, the research findings are expected to be valuable for teachers, in order to able guide their students in to have good behavior and language in their interaction, and do not use language which may appear conflict among them and others. The findings are also expected useful for sociolinguistic lectures to know the development of linguistic theories, specifically about rudeness, so that they can inform it to their students. Beside that, for parents, as the model for their children in order exemplify a good language and manner to lead their children having a good attitude and build civility in their interaction.



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