

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Corona Virus Disease 2019 (COVID-19) was detected in China in December 2019, spread throughout the world within a few months and was declared a pandemic by the World Health Organization (WHO) on 11th March 2020. It also has hit Indonesia since March 2020. It affects 90.2% of students worldwide, in which 1.57 billion students are absent from school and 191 countries including Indonesia. This condition is what makes the government to change the overall conditions of learning and teaching in Indonesia by forming a new learning and teaching system namely online schools or home studies were conducted from March 2020. According to Chambers, Varoglu and Buddeberg (2016) online learning is one part of Online and Distance Learning (ODL), an umbrella term that refer to a variety of learning practices: e-learning, distance learning, learning through correspondence, flexible learning and Massive Online Course Movement/MOCM. There are four characters of ODL itself, they are: the separation of teachers and students both in time and space, the use of technology, learning experiences that are more individual and include two-way communication and wider networks.

In online learning, teachers can learn together at the same time through various platforms such as Zoom Application, Google Meet, Google Classroom, WhatsApp (WA), Telegram and other platform. Online learning is carried out by various levels of education, starting from elementary, junior high school, senior high school and college levels. And it is in line with *Surat Edaran Nomor 4 Tahun*

2020 tentang Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran COVID-19 which says learning from home through online/distance learning is carried out to provide a learning experience for students without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation, learning from home can be focused on life skills education, including the Covid-19 pandemic, activities and assignments from home may vary according to the interests and conditions of each student, including considering access/learning facilities at home, and learning activity products from home are given qualitative and useful feedback from the teacher, without being required to give quantitative scores/values. To support this situation, the Ministry of Education and Culture of Indonesia has also set various policies, such as cooperating with TVRI to broadcast learning from home programs and allowing using *BOS (Bantuan Operasional Sekolah)* in online learning and buy internet credit. So, the teacher can ensure students take part in learning at the same time, even in different places.

In online learning system during pandemic Covid-19 resulted in extraordinary changes to all levels of education, one of which is about character education. Schools are an important component to implement positive values in the development of character education for students. Schools also as a second place to carry out socialization and structured education when compared to activities at home that are relatively incidental, so schools have an important role in realizing students to become students who have good personalities in accordance with the values of the nation's character. Unfortunately, from observation that found the students especially in seventh grade often say impolite

language, such as mock their friends, change their friends' name, and have high intonation when they were uttering their opinion during online teaching and learning process through Zoom. It is very serious problem because impoliteness happened during the main activity. Dagarin (2004) believes that interaction is mainly achieved by two means of resources: verbal and non-verbal, so that the participants can interact each other to express ideas and feelings through both verbally and nonverbally in both polite and impolite way.

Besides the fact above, it also conducted an interview to get information from the English teacher and other subjects in seventh grade about impoliteness that uttered by students. The teacher said that impoliteness does not only occur in English online learning, but also in other subjects or at home. Impolite expressions cannot be avoided by the students in online learning because of some factors, they are the students in seventh grade do not have good language skill because the teachers and students met only within a certain time so the teachers do not have specific time to teach the students' characters; the student's environment can't be good role model in shaping students' as we know that the students will spend time at home or in the neighborhood so that the attitudes of parents, family and friends that do not reflect the norms of politeness will be easily imitated by children; the parents conveyed the right to the teachers to educate their children because they are working outside from morning to evening; and the use of mobile phone for game online and social media.

Impoliteness is an utterance or a behavior when it comes to gathering in other community. According to Walaszewska and Piskorska (2012), impoliteness is an utterance that produce disharmony between individual and other people in

social interactions. It means impoliteness is an utterance that causes a disharmony relationship between individuals. In doing this study, Culpeper (1996) proposes the strategies of impoliteness, namely: bald on record impoliteness, positive impoliteness, negative impoliteness, sarcasm or mock impoliteness and withhold politeness. This impoliteness phenomenon can be found in online learning. The situation happens among students at SMP Ar – Rahman Percut.

- AF : *Alhamdulillah... akhirnya si aseng geleng datang juga.*
 (Alhamdulillah... finally *aseng geleng* comes)
 RA : *Miss... dia suka kali bilang saya gitu.*
 (Miss... he often calls me like that)

From the data above, “*aseng geleng*” is categorized as positive impoliteness because the student used another name to call her/his friend. The positive impoliteness is a way to show a dislike thing to someone but people do not show that clearly. Using call the other name is one of the output strategies of positive impoliteness proposed by Culpeper (1996). Another example also exists in online learning process. The student produced the impoliteness while interacting with the classmate. It can be seen by following example:

- ASJ : *Miss, yang mana tadi tugasnya?*
 (Miss, what page is the assignment on?)
 Teacher : *LKS, halaman 30, task 1, nomor 1 sampai 10.*
 (LKS, in Page 30, task 1, number 1 until 10)
 ASJ : (...)

From the data above, it could be seen that that the student does not give his/her respond when the teacher says which categorized as withhold politeness. It is supported by Culpeper (1996:356) states when people not respond when other people say; the people do not have a polite manner.

In doing this research, there were several previous researches concerned on impoliteness. Amaliah and Muslim (2020) conducted a research about

impoliteness in English as a foreign language virtual classroom. It aimed to investigate the experience of university students in using impoliteness strategies and its intentions. The result showed that the responses from 3 students were using impoliteness strategies in bald on record impoliteness, positive impoliteness, negative impoliteness, sarcasm and withhold politeness. In addition, Anggriani (2016) investigated a research about impoliteness used by haters in celebrities' Instagram. It was to describe the realization of language impoliteness which is used by haters in celebrities' Instagram. The result showed that the realizations of language impoliteness were done through be disinterested, unconcerned, unsympathetic, use inappropriate identity markers, use obscure or secretive language, seek disagreement, use taboo words, call the other names, frighten, condescend, scorn or ridicule, personalize/ pronoun, and other realizations were found, namely insult and similes. Then, Swantika (2016) examined impoliteness in Raditya Dika's and Roy Saputra's novels. It was to find out the reasons of using language impoliteness. The finding showed that in both novels shared some reasons, they are mock the others, to vent negative feelings, and to show power. In addition, there were some new reasons: to show disagreement, to clarify something, to show interested feelings, to show disinterested feeling, to show dissatisfaction, to threaten other's face and to make joke.

Considering the phenomena, the researcher is curious to do research at investigating the clauses contain with impoliteness that involves in English online learning. Then, based on the researches that have been studied, it can be seen that there are five impoliteness strategies developed by Culpeper found in those

studies. This study focused on the impoliteness strategies in English online learning used by students in order to categorize the types of impoliteness strategies, to elaborate the realization of impoliteness strategies and to describe the reasons of using impoliteness which are used by students in online learning through Zoom.

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 types of impoliteness strategies are used by students in English online learning through Zoom?
2. How are the impoliteness strategies realized by students in English online learning through Zoom?
3. Why are the impoliteness used by students in English online learning through Zoom realized as the ways they are?

1.3 The Objectives of the Study

The objectives of this study are to find out the answer of the research problems as follow:

1. To categorize the types of impoliteness strategies used by students in English online learning through Zoom.
2. To elaborate the realization of impoliteness strategies used by students in English online learning through Zoom.
3. To describe the reasons for using impoliteness which are used by students in English online learning through Zoom.

1.4 The Scope of the Study

This study focuses on students' clauses which contain with impoliteness that used by students of SMP Ar – Rahman Percut in English online learning through Zoom. The focuses are on types of impoliteness strategies, the realizations of impoliteness strategies and the reasons for using impoliteness by students.

1.5 The Significance of the Study

The findings of the study are expected to give some relevant contribution theoretically and practically. Theoretically, it is considered to provide theories and information about pragmatics and sociolinguistics, especially on what type of impoliteness strategies, what pattern of responses used by students and why students use impoliteness strategy. Meanwhile, practically the study can be reference and contribute the information about impoliteness for students, lecturers, and researchers.

