CHAPTER I
INTRODUCTION

1.1 The Background of the Study

Language is the human ability to acquire and use complex systems of communication. Language is made up of socially shared rules. Language is the most important aspect in the life of all beings. Language is used to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain the culture. Language can be defined as verbal, physical, biologically innate, and a basic form of communication. Behaviourists often define language as a learned behaviour involving a stimulus and a response (Ormrod,1995).

The most impolite children tend to be those under the age of six, and for good reason, these children are in a stage of development of their power of attention. Often, they actually do not have the power to shift their focus of attention from what interests them. What impolite behavior is regarded, as when the child does not politely greet someone they did not expect to see, is often the child engaging in developmentally appropriate behavior. That is, sustaining the point of focused attention on something that interesting.

Moreover, according to Mugford (2008), language learners have the communicative right to be rude if they want to, as long as they are aware of the consequences of their actions. And to be able to do so, parents need to take the lead by preparing learners to communicate in pleasant, not so pleasant, and even abusive interactional and transactional situations. Preparation involves helping

learners identify potentially impolite practices and offering ways of dealing with impoliteness. Mugford also illuminates the parents, by not teaching the impoliteness aspect of language, are potentially allowing language learners to be dominated by the target language users.

Impoliteness is a negative attitude towards specific behaviours occurring in specific contexts (Culpeper 2011, 254). He adds that it is sustained by expectations, desires and/or beliefs about social organisation, including, in particular, how one person's or a group's identities are mediated by others in interaction. Situated behaviours are viewed negatively—considered "impolite"—when they conflict with how one expects them to be, how one wants them to be and/or how one thinks they ought to be. Such behaviours always have or are presumed to have emotional consequences for at least one participant, that is, they cause or are presumed to cause offence.

Impolite linguistic behaviour can be seen as speech acts that attack the face of another (see Culpeper, 1996). However, Mills (2003: 139) states that "… politeness and impoliteness cannot be taken to be polar opposites, since impoliteness functions in very different and context-specific ways." Thus, one could claim that politeness and impoliteness are complex concepts that need deeper analysis.

Culpeper (2011: 3) introduces impoliteness as a multi-disciplinary field of study. According to Culpeper (1996), scientific fields such as psychology, sociology, conflict studies, media studies, business studies, history and literary studies can be related to the field of impoliteness. Thus, impoliteness is a complex and multi-dimensional subject to study.

Locher and Bousfield (2008: 3) describe impoliteness like this: "Impoliteness is behaviour that is face-aggravating in a particular context". However, they then state that this definition is probably too vague and needs more elaboration. Locher and Bousfield (1996) continue by stating that one of the key elements that arises in impoliteness studies is that impoliteness is caused intentionally (see, e.g. Bousfield 2008: 132, Culpeper 2008: 36).

The phenomena dealing with impoliteness strategies come from different language users such as adults, teenagers, or children and it also relates to culture. In this study, especially children in three year old will be focus. It is in line with different subjects with different ages investigated so it produces different findings by those researchers.

In this research, the researcher will introduce a few important aspects and theories about impoliteness. Importantly in this study firstly, the researcher will try to define the term impoliteness that use by the three year old children. Secondly, the researcher will present how impoliteness use by the three year old children. and third, the researcher will present why the children use the impoliteness strategy.

At the age of three year, the children begin to pay attention to others in communication. They begin to imitate the language from people in their environment. They have mastered their first language as learners. Three year old typically display an unending thrist for knowledge and will have an innate curiosity and excitement about things in the world. They often ask questions about everything from why the sky is blue to where babies come from. But in this study will not elaborate about the history or background how the children found the

impoliteness, in this study just find out what kind of the strategy that used by the children in three year old in their activities, by listing and labelling the utterances by using the Culpeper's theory.

For example, the children of three year old sometimes use impoliteness strategy such the following :

Ibu tetangga : *"Adek kenapa?"*
Anak : *Apa au?*

In this case, the children imply something and infer some others without giving any celar linguistic evidence. The child know what the purpose of the question, but the child do not answer based on the question. The utterance will analyze by Culpeper's theory in impoliteness. In this study the researcher will choose five children in three year old to find the data.

This type of adult-child interaction, which may be recognized as naturally occurring, It seemed obvious that children mastered impoliteness forms as a part of language acquisition, because of they were motivated to be impolite, and hence socially accepted by people around them (Gleason and Ratner, 1998:376). For that reason, the researcher choosen five children of three year old as her subject. The children at the ages never investigated yet by other researchers.

1.2 The Problem of the Study

The problems of the study are formulated as in the following:

1. What are the types of impoliteness strategies expressed by three years old children at home?

2. How are the strategies implemented by the children?

3. Why do the children of three years old used the impoliteness strategy at home?

1.3 The Objectives of the Study

In line with the problem of the study, the objectives are:

1) To find out the types of impoliteness strategies that expressed by three years old children at home.

2) To find out how the strategies implemented by the children.

3) To find out the reasons of using impoliteness strategies by three years old children at home.

1.4 The Scope of the Study

In this study, the researcher only deals with the impoliteness strategies used by the three year-old children. And in this study, the researcher only focuses on the children's impolite utterances to (a) their peers and (b) people who are older than them. She doesn't include any other aspect like gender or environment.

1.5 The Significance of the Study

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

1. Theoretically, these studies are expected to be significantly relevant theoretical aspect and enrich the knowledge of children's language development, particularly the impoliteness strategies that used by three year old children.

2. Practically, the findings of this study could be more information for parents, teacher, and readers who directly touch this area in order to know

and how to deal with impoliteness, how impoliteness may potentially be countered, controlled and managed, especially for children in their golden age.