

CHAPTER I

INTRODUCTION

A. Background of the study

Language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language. Differences in language theories may affect the selection of teaching materials and differences in learning theories may affect the teaching methods. A method that is based on the assumption that we learn another language as a child learns his native language (L1) will differ from one based on the assumption that learning a foreign language is not the same as learning a mother tongue. It may be argued that the actual teaching of English in Indonesia may differ from the language english teaching in Malaysia or teaching English in the United States of America, in which people should learn English in the condition where the language is used for communication in their daily lives. (Setiyadi, 2006: 20)

According to Fauziati (2014) said, in particular areas, foreign languages were mainly taught for the purpose of understanding text (reading comprehension). In others, it was taught mainly to people who needed to use it for oral communication. Setiyadi (2006) said that English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. It is not

the case when people learn English in countries where English is spoken in the society, such as in the United States or Malaysia. Even though some people may disagree with the distinction between term second language and foreign language, it is not denied that the status of English in Indonesia is different from that in Malaysia. In Malaysia English is gained in the society where the people speak the language; In Malaysia English is a second language. In Indonesia English is learned only at schools and people do not speak the language in the society. English is really foreign language for language learners in Indonesia.

Politeness and impoliteness are the examples of the pragmatics phenomena, impoliteness as the focus of this study, the concept of impoliteness is a universal phenomenon which occurs among all cultures but its manifestation may vary from culture to culture. Even within the same culture, the manifestation of impoliteness may differ from social context to social context. This is because no linguistic utterance is potentially impolite till judged as such or otherwise by a particular society. However, impoliteness research has become popular only recently (cf. Bousfield, 2008; Culpeper; 2009; Saidi, 2015; Tajeddin et al., 2014; Culpeper et al., 2010) researchers have been working on describing how this phenomenon is manifested in different languages. Culpeper (1996) argues that impoliteness is very much the parasite of politeness. He makes a distinction between 'inherent impoliteness' and 'mock impoliteness'. In some instances the conjunction of act and context does give rise to impoliteness that may be said to be inherent, since it cannot

be completely mitigated by any surface realisation of politeness. The notion of inherent impoliteness irrespective of contexts only holds for a minority of acts. Mock impoliteness, or banter, is impoliteness that remains on the surface, since it is understood that it is not intended to cause offence. Leech in Culpeper (1996) argues that banter reflects and fosters social intimacy (i.e. relative equality in terms of authority and closeness in terms of social distance): the more intimate a relationship, the less necessary and important politeness is.

Bousfield in Bousfield and Locher (2008) said that impoliteness as constituting the issuing of intentionally gratuitous and conflictive face-threatening acts (FTAs) that are purposefully performed. Bousfield and Culpeper make the hearer's understanding of the speaker's intentions the key for impoliteness. According to Bousfield (2008), impoliteness is the broad opposite of politeness, in that, rather than seeking to mitigate face-threatening acts (FTAs), impoliteness constitutes the communication of intentionally gratuitous and conflictive verbal face-threatening acts (FTAs) which are purposefully delivered:

- a. Unmitigated, in contexts where mitigation is required, and/or,
 - b. With deliberate aggression, that is, with the face threat exacerbated, 'boosted', or maximised in some way to heighten the face damage inflicted.
- Furthermore, for impoliteness to be considered successful impoliteness, the intention of the speaker (or 'author') to 'offend' (threaten/damage face) must be understood by those in a receiver role.

According to Culpeper (2009) current definitions of impoliteness deploy the following concepts: face, social norms and rights, intention and emotion. They generally lean either towards the notion of face or the notion of social norms. With regard to face, quality face turned out to be overwhelmingly the most important type of face relating to impoliteness. Social norms as authoritative standards of behaviour are the basis of sociality rights. He argued that that these rights relate to morality, and that this is an important feature of impoliteness. Intentionality is criterial, however people take offence even if they know that the behaviour that caused it was not fully intentional. Emotions are key to impoliteness.

Kecskes (2015) argues that impoliteness may work differently in intercultural interaction than in L1 communication. Most of the studies have taken a cross-cultural approach (cf. Kecskes, 2015; Tajeddin et al, 2014; Chang, 2008; Culpeper et al, 2010) most of them argued that impoliteness may work differently in inter-cultural interaction than in L1 communication. Focussing on propositional meanings interlocutors may sometime be unaware of impoliteness because it is conveyed implicitly or through paralinguistics means that function differently for speakers with different L1 backgrounds. It means that there still a limited number of researcher have looked into the possible differences in the realization and performance of the impoliteness by EFL learners in L1 communication. Bearing in this mind the writer tries to cast further light on Indonesian EFL learners' perception of impoliteness. Against this backdrop, this study focused on Indonesian EFL learners' perception of

impoliteness realized in movie scene. Understanding these differences gives shed light on variation in the perception of impoliteness in speech act production, particularly impoliteness itself.

B. Limitation of the Study

In order to make this study easier to analyze the writer should limit the scope of the study. The scope of the study is limited to the Indonesian EFL learners such as students in Surakarta.

C. Problem Statement

In this study, there are two main problems regarding perception of impoliteness by Indonesian EFL learners as follows:

- a. How do Indonesian EFL learners perceive impoliteness in movies?
- b. What criterias do Indonesian EFL learners to judge impoliteness in movies?

D. Objective of the Study

In carrying this research, the writer formulates the objectives of the study as follows:

- a. To describe Indonesian EFL learners perceive impoliteness in movies.
- b. To describe criterias of impoliteness in movies by Indonesian EFL Learners.

E. Significant of the Research

In this research there are two main benefits as follows:

1. Theoretical Benefit

This research is aimed at understanding knowledge for the reader about the impoliteness especially in movies. Besides, hopefully the study is able to contribute to the development of linguistics. The subject of research or discussion in an effort is to explore their knowledge about impoliteness.

2. Practical benefit

- a. For the reader, this research gives more understanding about impoliteness by Indonesian EFL learners in movies.
- b. This research gives information which hopefully can be used to another researcher who wants to discuss related study.

F. Research Paper Organization

To make this research easier to understand, the writer categorize into five chapters they are;

Chapter I Introduction: There are some sub-chapter in this chapter such as; background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, research paper organization.

Chapter II Literary review: There are some sub-chapter in this chapter such as; previous study, theoretical reviews, (Impoliteness, Perception, Speech Acts, EFL learners) and theoretical framework.

Chapter III Research Method: There are some sub-chapter in this chapter such as; research type, research object, data and data source, technique of collecting data, data validity and technique of analyzing data.

Chapter IV Data Analysis and Discussion.

Chapter V Conclusion, Pedagogical Implication and Suggestion