

Impoliteness Expressions of Students and Teachers in English Classroom Interaction at IAI Al-Amanah Jeneponto

¹Ekawati, ²Sudharmono

^{1,2}Institut Agama Islam Al Amanah Jeneponto, Jl. Prof. Dr. H. A. Rajamuddin, MH. Kelurahan Empoang Selatan Kecamatan Binamu Kabupaten Jeneponto
e-mail: ¹weka02237@gmail.com, ²sdgsimung@gmail.com

Abstrak

This research focused on investigating students and teachers' impoliteness expressions. The researcher collected the data by conducting classroom observations and interview and analyzing the data by adopting a qualitative research. The research was conducted at the second semester at IAI Al-Amanah Jeneponto in 2023/2024 academic year. The result shows that the students and teachers used impoliteness expressions in teaching. The students preferred the teacher to use impolite expressions in delivering the material. According to them, using impolite language made the students easier to understand the material delivered by the teacher. They argued that teaching method and including the variation of teacher's language in teaching gave a significant improvement to the students' achievement and understanding. According to Culpeper theory (1996), there are five strategies of impolite expressions used by students and teachers in the classroom. Those are (1) bald on record impoliteness (2) positive impoliteness (3) negative impoliteness (4) sarcasm or mock politeness and (5) withhold politeness.

Keywords: *Impoliteness, Students and Teachers, Classroom Interaction.*

INTRODUCTION

We know that communication and language have a strong relationship. It cannot be separated to each other. As human beings, communication is our needs. We communicate to each other to exchange information or to transfer meaning. Regarding this, Mahmud, (2017) states that communication refers to the process of transferring or sharing ideas from one to another.

Interaction occurs in daily activities between the people. Dagarin, (2004) states that interaction is mainly achieved by two means of resources: language and non-verbal means of expression. It means that the people interact with other people to express ideas and feelings through both verbally and nonverbally. The interaction also should appear in teaching and learning process in classroom. Interaction in the classroom is an essential part of teaching and learning process. According to Içbay (2008:1), through interactions in the classroom, the participants share what they know, what they feel, what they think and what they plan to do. The interactions in the classroom are supposed to be polite. To make communication comfortable and to enable students enjoy conversation. In the classroom context, especially in a discussion-interaction process, it is important for students to use a formal language as an appropriate language used in classroom interaction. Moreover, for student postgraduate spoken skill, it is important for them to use formal language to interact among them in the classroom.

The phenomenon of impoliteness is to do with how offense is conducted upon the language. The impoliteness language will cause social conflict and disharmony between teacher and students. Language impoliteness which is uttered by male and female students is different one to another based on the cultural and social attributes. Students who utter impoliteness to their teacher happened in classroom interaction. Classroom interaction plays an important role in teaching and learning process. It functions to build a pleasant atmosphere in the classroom and encourages students to become effective communicators (Dagarin, 2004: 128).

Thus, the interaction in the classroom cannot be avoided by polite and impolite expressions which are used among students and teacher. The teachers will dominantly use polite expressions

to explain the material while informal language used to attract students' attention. Whereas students prefer impolite expressions to communicate with friends in order to gain information completely.

LITERATURE REVIEW

A study conducted by Omar and Wahid (2010) which focused on "A Pragmatic Analysis of Impoliteness in Some of Harold Pinter's Plays". This paper aimed to find out the role of impoliteness in interactional communication and its function in Pinter's plays. This research analyzed three plays of Pinter and examines how impoliteness is used to reflect the relationships between the characters. The research found that bald on record and positive impoliteness strategies are used frequently more than others. They also showed the impact of two World Wars on modern man's life. Impoliteness leads to a development in character and plot.

A study proposed by Laitinen (2010) with the study on "The use of impoliteness strategies in the American TV-series House MD". It examined impoliteness strategies in the American TV series House MD. The analysis was qualitative and it focused on verbal impoliteness. In her research, she found that bald on record strategies and sarcasm were the impoliteness strategies that House used most frequently. She also took a brief look at the patients' responses to House's impoliteness and noticed that most of the patients ignore House's impolite, sometimes extremely insulting expressions.

A research was conducted by Eric J. Dalton Spring (2013) with his study on "Impoliteness in Computer Mediated Communication". This thesis investigates to what degree the collectively established conventions of these CMC discourse patterns act as identity markers that help enculturated net users to further established identity and communicative solidarity within their discourse communities.

Impoliteness

People often express their feelings with impolite language that can cause conflict. They often cannot control their behaviour or language when they communicate to others. They do not think about politeness strategy but they prefer to perform impoliteness strategy to express their feelings.

Culpeper (1996) defines impoliteness as the opposite of politeness. His initial work is based on Brown and Levinson's theory of politeness. Furthermore, Bousfield (2008:272) takes impoliteness to be the broad opposite of politeness, in that, rather than seeking to mitigate Face-Threatening Acts (FTAs). According to Mugford (2008:375) impoliteness can be seen in terms of either breaking social norms or being deliberately offensive and disrespectful towards an interactant.

Culpeper presents a model of impoliteness that is basically the counter part of Brown and Levinson's politeness model. Culpeper takes Brown and Levinson's strategies and inverts them to describe impoliteness and their purpose is to attack the hearer's face instead of trying to save them. Culpeper (1996:356) takes Brown and Levinson's four super-strategies (bald-on-record, positive politeness, negative politeness and off-record) and inverts them to describe impoliteness: thus, Culpeper analyses impoliteness as consisting of bald on record impoliteness, positive impoliteness, negative impoliteness, sarcasm or mock politeness and withhold politeness.

FINDINGS

a. Bald on record Impoliteness

1. Extract 1: Asking to be quiet
- S6: *Ssstt, Diamko e (Be quiet)*
S7: *Ributna (It's too busy)*

Based on extract 1 above, it shows that student 6 (S6) directly attack their friends by saying *be quiet* and another students said *ributna*. In this case, student 6 and student 7 felt that the situation in their classroom was very busy and they tried to make it more comfortable. It indicates that bald on record impoliteness can be realized in the form of using direct, and clear.

b. Positive Impoliteness

2. Extract 2: Ridicule

T: *The richest man in this world. But not many people know why his wife left him. or do you know why his wife left him? Because of microsoft. Because micro and soft. Do you know Bill Gates, his wife left him. You know the reason is?*

S9: *No.*

T: *because microsoft, because of micro and soft.
(students were silent)*

T: *see, I can't, it's not funny yet.*

S&T: *Hahaha*

T: *you get my point?*

S9: *Yes, I got*

SS: *@@@,*

S8: *Sottako menger, @@@ (Sotta, Understand)*

S16: *anu tawwa microsoft, micro and soft, mengermi itu iyya. @@@*

T: *well, I know, some of you don't understand*

Based on extract 2, it shows that in the conversation above the student used word that are not supposed to be spoken in front of the teacher. He said *sottako menger* to his friend. It indicates the word changed the student's face with his word. Another example of negative impoliteness also can be seen in the following conversation, from the interaction of students and teacher in the classroom. The situation is during the English teaching and learning process.

c. Negative Impoliteness

3. Extract 3: Criticize

S1: *Kau itu begitu (You are like that)*

S2: *Laughing*

S3: *Kau deh bibirmu nyet (your lips, monkey)*

S2: *Laughing*

S1: *Make Upmu (your make up)*

Based on extract 3 above, it shows that the student criticize her friends's make up by saying "*Kau deh bibirmu nyet (your lips, monkey) and Make Upmu (your make up)*". In this case student 3 and student 1 did not think about their friend's feeling. They attacked their friends' face with impolite utterances. Therefore, it is impolite, especially in our culture. Calling people or someone with higher role without addressing their title or using sure name is considered as an impolite expression and do not respect the people.

d. Withhold Politeness

Extract 4: Being Silent

S6: *Ndri. Do you love me?.*

S9: *(Silent)*

Based on extract 4 above, it indicates withhold politeness with realizations by being silent because Student 6 (S6) with his self confident said "*Ndri. Do you love me?*" but Student 9 (S9) gave no response. Therefore, the student ignored her friend by showing her bad face and keep silent.

DISCUSSION

The result of this research was analyzed based on the strategies of impoliteness expression proposed by (Culpeper 1996). Based on the result of the analysis, it was found that in the classroom interaction in terms of impolite expressions, the students and teachers used *bald on record impoliteness*, *positive impoliteness*, *negative impoliteness* and *withhold politeness*. Whereas other strategy such as; *sarcasm or mock politeness* did not appear in teacher' utterances.

Impoliteness expressions happened when teacher delivered the material. The teacher preferred using impolite language in the form of contraction in explaining the material. The phenomenon of impoliteness is to do with how offense is conducted upon the language. The impoliteness language will cause social conflict and disharmony between teacher and students. Language impoliteness which is uttered by male and female students is different one to another based on the cultural and social attributes. Students who utter impoliteness to their teacher happened in classroom interaction. Classroom interaction plays an important role in teaching and learning process. It functions to build a pleasant atmosphere in the classroom and encourages students to become effective communicators Dagarin (2004).

However, the previous finding did not provide any detail about the strategy of impoliteness expressions used by the students and teacher. Therefore, it is one of the novelties of this research that the researcher provides detailed information about what strategies of impoliteness used by students and teacher.

CONCLUSION

The most dominant teachers' polite expressions occurred in classroom interaction was full form particularly in asking question. The impolite expressions which occurred in classroom consist of five strategies which were *bald on record impoliteness*, *positive impoliteness*, *negative impoliteness*, *sarcasm or mock politeness* and *withhold politeness*. Whereas *sarcasm or mock politeness* did not appear in classroom interaction. Meanwhile impolite expressions which occurred in classroom particularly in student expressions were *bald on record impoliteness*, *positive impoliteness*, *negative impoliteness* and *withhold politeness*. Most of the impolite expressions uttered by the students. The result of the interview showed that the students preferred when the teachers used more impolite language. When the teacher used impolite language, the students feel more comfortable and closer to the teacher. The use of impolite expression also gives positive effect to the students particularly in avoiding boring situation in classroom. Moreover, the dictions used by the teachers in impolite language were more familiar with the student which made the students easier to catch the meaning of what the teacher tried to convey, as the students wanted the teacher to explain the material in the language which was easy to understand.

SUGGESTION

Based on the findings of this study on impoliteness expressions in English classroom interaction at IAI Al-Amanah Jeneponto, several strategic measures should be taken to create a more conducive learning environment. First, both teachers and students need to increase their awareness of the importance of politeness in communication through training sessions or seminars on pragmatics and communication ethics in English. Second, teachers should implement more interactive and positive teaching strategies, such as structured discussions and role-play activities, to help students understand the appropriate use of language in different contexts. Additionally, fostering a respectful classroom culture is crucial by establishing clear communication rules and encouraging constructive feedback. When impoliteness occurs, teachers should address it with an educational approach, offering alternative polite expressions instead of imposing direct punishments. Both students and teachers should also be encouraged to reflect on their communication styles, such as through reflective journals or group discussions. Lastly, character

education should be integrated into English language learning by emphasizing values of politeness, empathy, and mutual respect. By implementing these steps, classroom interactions can become more harmonious, productive, and supportive of effective learning.

REFERENCES

- Bousfield, Derek. 2008. *Impoliteness in Interaction*. Amsterdam: John Benjamins Publishing Company
- Culpeper, Jonathan. 1996. Towards an Anatomy of Impoliteness. *Journal of Pragmatics* 25 (1996) 349-367. Lancaster University
- Dagarin, M. (2004). Classroom Interaction and Communication Strategies in Learning English as a Foreign Language. *ELOPE: English Language Overseas Perspectives and Enquiries*, 1(1-2), 127-139. <https://doi.org/10.4312/elope.1.1-2.127-139>.
- Dalton Spring, Eric J.. 2013 *Impoliteness in computer mediated communication*. A Thesis Presented to the Faculty of San Diego State University. In Partial Fulfillment of the Requirements for the Degree Master of Arts in Linguistics.
- Icbay, Mehmet Ali. 2008. *The Role of Classroom Interaction in the Construction of Classroom Order; A Conversation Analytic Study*; Middle East Technical University.
- Laitinen, Melina. 2010. *The use of impoliteness strategies in the American TV-series*. University of Jyväskylä.
- Mahmud, M. (2017). Communicative Styles of English Students at the State University of Makassar. *GEMA Online® Journal of Language Studies*, 17(1), 223-238. <https://doi.org/10.17576/gema-2017-1701-13>
- Omar, Zeydan K. and Wahid, Sura Abdul. 2010. *A Pragmatic Analysis of Impoliteness in Some of Harold Pinter's Plays*. Number 8 Year 3 (2010). Anbar University.