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## *Abstract*

This research examined the impoliteness gestures used by instructors and students. The researcher observed and interviewed some students in the classroom while she gathered the data, and she used a qualitative research approach to analyze it. The research was conducted at the second semester of Junior High School in 2023/2024 academic year. The findings indicate that teachers and students both used disrespectful language during instructing. In presenting the information, the pupils preferred that the teacher use crude language. They said that using obscene language made it simpler for the pupils to comprehend the information the teacher was teaching. They claimed that using a variety of teaching methods and the teacher's language improved students' learning and comprehension significantly. According to Culpeper theory (1996), there are five strategies of impolite strategies used by students and teachers in the class. Those are (1) bald on record impoliteness (2) positive impoliteness (3) negative impoliteness (4) sarcasm or mock politeness and (5) withhold politeness.

*Keywords: English Classroom, Impoliteness, Interaction*

## **A. Introduction**

We are aware of the close connection between language and communication. It is inextricably linked to one another. We desire for communication as humans. We speak with one another to exchange knowledge or convey meaning. Regarding this, Mahmud, (2017) states that communication refers to the process of transferring or sharing ideas from one to another. People interact with one another in regular activities.

Sometimes we consider that impoliteness more broadly, the people in Europe consider that the impoliteness does not taboo anymore. Actually, in abroad they consider that there are several habits in Indonesian which is considered impolite to them, vice versa. So, it is just about habits in their respective spheres of life. For example, smile (Rusian), in Indonesian smile is a good attitude. If they pass each other, it signifies that they are friendly. Meanwhile in Rusian, they consider that it is impolite thing, because if you smile at other people especially strangers it seems "tempting". Another example is giving a tip or thanks money in (Japan). In Indonesian giving a tip or thanks money is one of appreciate their work. However it's different from Japan, it's an insult, it's because Japanese society the habit of not expecting more in return and have

provided the best service. From several examples above, we can conclude that abroad has a different impolite meaning supported by the environment and mindset.

Talking about the impoliteness, maybe the most important things is not about what the academic should, can or actually do by way of labels but what non-academic did. In English learning activity the students used English in their conversation, as a foreign language that used by Indonesian people, so actually they can change the harsh word into English. Impoliteness is an utterance that is showed by the people in the interaction. Impoliteness has negative meaning for the people who hear it. The language that showed by the people express with many expressions. Impoliteness and politeness is utterances that expresses about what the people says in interaction. In the impoliteness, there are definitions, face threatning act, and types of impoliteness to explain impoliteness clearly and more detail.

In teaching learning activity the interaction must be essentially happened. There are 3 interactions in the clas that are teacher with their students, student to student and students to teacher. Classroom interaction began in 1960's, the definition of classroom interaction actually focused on the language that used by the teacher to their students, especially the teacher's questions and the student's responses, turn allocation and teacher's feedback behaviour. These several features will be checked on how they can be build the interaction and opportunities the between the students with the teacher in language production. The interaction between the teacher and the students in the classroom is the formal language that means must to be polite. It will be signed that they are educated people. But in this classroom there are so many different dispositions and personalities, it's the reason not easy to be a teacher, the teacher must learn about psychology to understand the student's personalities.

In offline language classroom, teacher can easily evaluate the student's personalities including how they build interaction in the class. Culpeper (1996) presents a model of impoliteness that is basically Contrast Brown and Levinson a model of courtesy. Culpeper faces Brown and Levinson strategies and translates them to describe rudeness and they are meant to attack the listener's face rather than be it trying to save them. Thus Culpeper analyzed rudeness like the rudeness of a bald head, positive rudeness, negative rudeness, sarcasm or mock politeness and refrain from politeness. In addition, Recognizing the intent of rudeness is very important problematic because they must be concluded in communication (Culpeper, 2005). Therefore, what was considered intentions to attack the faces of others is perception a goal that may be entirely hypothetical. The aims of this research is to identify the student impoliteness in the English classroom and the gestures of the student when in the classroom. In the classroom the language that used is formal language or polite language, it will be sign that you are educated.

## **B. Literature Review**

Impoliteness is an utterance or a behavior when it comes to gathering in other community. Impoliteness is a new comer in the intercultural society, Impoliteness prioritize meaning of an utterance. The people will hear how a person says an utterance to others. If they feel the utterances is not polite usually the people will says an utterance like sarcastic utterance. That is the reason why impoliteness can happen in a community. Impoliteness can be seen in intercultural interaction. *Bortfeld (2002)* explains if impoliteness is an utterance that is spoken by

the person to other person and other person respond it with negative reaction. When the people come to the new region or new country, the people sometimes says polite utterance to interact with native inhabitants. But it is different when the people have live there too long. The people will say impolite utterance to the native because they are too familiar and says the impolite utterance in their daily activity.

*Bousfield (2008)* explains if the impoliteness can happen because inability polite utterance to handle the confrontational interactions among others in social society. It means that impoliteness can happen because the people are unable to handle their emotion to resolve a problem. Besides that, the people are too bored to speak politely so they speak impolite to make other people afraid to them. Inability of politeness can be reduced if people want to find a solution of the problem. This way can make impoliteness prevent so impoliteness no longer do by other people.

*Culpeper* connects the use of impoliteness with power. *Culpeper (1996)* states that impoliteness is more likely to occur when the speaker is more powerful than the addressee. When the speaker is in a higher position he or she can use impoliteness more freely since he or she might have the means to “a) reduce the ability of the less powerful participant to retaliate with impoliteness and (b) threaten more severe retaliation should the less powerful participant be impolite”. *Bousfield and Locher (2008)* states that the discussion of power is critically relevant to the phenomena under scrutiny: firstly, there is and can be no interaction without power; secondly, and more pertinently, impoliteness is an exercise of power as it has arguably always in some way an effect on one’s addressees in that it alters the future action environment of one’s interlocutors.

According to *Magford (2008)*, there are some factors influencing style in communication, such as social status, age difference, gender difference, social distance or familiarity and situation. The first aspect is social status. *Richards and Schmidt (2010)* define status as higher, lower, or equal position, particularly in regard to prestige, power, and social class. The status of people, when they are communicating in speech or writing is also important as it may affect the speech style they use to each other. In other words, the speech and treatment of people will be different between the people in same status with higher or lower status. The second aspect is age difference. *Mizutani and Mizutani in Mahmud (2010)* state that differences in age will influence the formality of speakers and hence the degree of politeness. It has become a rule in Japan that older people talk in a familiar way toward younger people, and younger people talk politely to older people. In contrast, people of the same age commonly use familiar speech styles in conversation. Furthermore, the third aspect is gender difference. Men and women are different in their speaking especially in politeness. Women talk more than men, talk too much, are more polite, are indecisive or hesitant, complain and nag, ask more questions, support each other, are more cooperative than man.

The fourth aspect is social distance or familiarity. *Akerlof in Suzila and Yusri (2012)* defines social distance as the extent to which individuals share beliefs, customs, practices, appearances, and other characteristics that define their identity. Furthermore, the ways of people in speaking determined by how familiar a person to interlocutors. The more distant the interlocutors are, the more polite they are likely to talk. Conversely, the more familiar they are, the less polite they talk, marked by very familiar language and less polite expressions. Finally, the last aspect is situation. In formal situation, people will talk politely whereas in informal

situations, speakers tend to use a more familiar style or less polite of speech. Furthermore, people also change their style of speech depending on the situation, even when talking with the same person but in different situation.

In conclusion, impoliteness can be defined as a response from person when the people do an interaction. The interactions will have a negative impact with disharmony relation to each other. Impoliteness is also related with face change or face threatening act. It can happen because in impoliteness face threatening act is a way to see someone who has impolite utterance.

### **C. Research Method**

This research used qualitative design. this design relies on observation as a means of collecting data. Based on the type of information, the people can took a field note and make a record that with audio records. Qualitative research aims to answer the questions that concerned with understanding, developing of the meaning and experience of human's life. We collect the data through interviewed several students in sixth semesters according to their experience. The data of this research is contain of impoliteness. Participant is an important aspect in every research. Without having participants, the researcher cannot do this research and got the data. According to Creswell (2012:214), participant is a role adopt when the researcher take part in activites in the setting observe, participants are groups of individual that participants in research project.

In collecting the data, the researcher needed the instruments. Instrument isa tool used by researcher to gather the information which is needed in the research. In gathering the data in the field, the researcher was did some steps. First, the researcher prepared observation, because the instruments of this research were audio recorder and field notes. After that, the researcher observed students who have impoliteness in the class by audio recorder. Then, during the observation process, the researcher wrote the field note for getting additional information.

Each participant completed a questionnaire based on Culpeper's strategy for utilizing impoliteness by responding to 7 closed-ended and 3 open-ended inquiries about their experiences with English learning class .In accordance with Culpeper's classification of impolite techniques, the data is collected and categorized. Data was collected by distributing a questionnaire to the study topic, and replies from the students were then analyzed. Five different classification techniques were used to the group of datain the findings. There was obviously recorded rudeness as well as positive, negative, sarcastic, and withhold politeness. Analyzed is the aim behind the use of any impoliteness.Finally, the data was evaluated and conclusions on the research's findings that matched the research issue were reached.

### **D. Findings**

In this chapter, the researcher described the data related to impoliteness utterances that spoken by students in classroom interaction at senior high school in medan. Impolite utterance is an utterance that used by someone to deliver their mean to other people but in impolite or innapropiatelanguage. After the researcher did five times observation, the researcher found the strategies of impoliteness utterance that used by students in classroom interaction. This chapter deals with the analysis, research finding, and interpretation of data of the study. There are five

strategies that the researcher conducted. The strategies were Bald on record impoliteness, Positive impoliteness, Negative impoliteness, Sarcasm or mock impoliteness, and Withhold impoliteness

### **1) Bald on record Impoliteness**

According to Bousfield (2008), Bald on record impoliteness is a strategy that using by the people when a person utters something to someone but the people uses face attack firstly. It means this strategy is a first thing when people see a impoliteness. Bald on record impoliteness can be happen because there are some discommunications which end with hatred.

#### *First situation*

The situation of first data was student (2) came to student (1) chair. When student (1) was focusing saw her teacher explained the lesson, student (2) disturbed student (1). Student (2) pinched student (1) arm and student (1) was so angry with what student (2) did. Student (2) said the impolite utterance to student (1) firstly. It was because student (1) againts what student (2) did to student (1). Student (2) said impolite utterance with used face attack to student (1) and after that, student (1) replied what student (2) uttered to her with impolite utterance too. Student (1) replied that with used face attack too to show their anger to student (2). After they said the impolite utterances, student (2) back to his chair and saw his teacher explained the material.

From the first data, what the student (1) and student (2) say is impolite utterance using bald on record impoliteness strategies. That is because they use face attack when they utter impolite each other. And that is in accordance with the theory that explains the bald on record impoliteness strategy. The theory explains when the people says impolite utterance to other people, the people uses face attack to deliver what they mean likes their anger, their pain or what their feel to other people.

#### *Second situation*

The situation in the second data was student 1 sat beside student 2. When teacher explained the material, student 1 and student 2 talked about something. When they were talking, student 1 hit student 2 head with a book. Student 1 hit student 2 spontaneously. Student 2 instantly said impolite to student 1 and student 2 used the face attack to student 1. Student 2 said impolite utterance to showed his angry and his pain to student 1. After that, student 2 did not want to talked with student 1 and back to the teacher who was explaining the lesson.

In the second data, what the student (2) says is impolite utterance use bald on record impoliteness strategies. Based on the theory which explains about bald on record impoliteness, student (2) uses bald on record impoliteness strategy when he say impolite utterances to student (1).

#### *Third situation*

The situation of third data was student 1 came to student 1 chair. Their teacher was not in the class so their teacher orders the students to made the exercise. Some students made the exercise and half student was not make the exercise. Student (1) disturbed student (2) when student (2) made the exercise. Student (1) disturbed student (2) with pinched her arm and took her book. Therefore, students (2) was so upset and uttered

impolite to students (1). After hearing what student 2 said to him, students (1) left her with happy faces.

In the third data, what student (2) utters is impolite utterance uses bald on record impoliteness because student (2) utters that utterance use face attack to student (1). Student (2) utters that utterance because she is so upset with what student (1) do to her. Based on the theory about bald on record impoliteness strategy, student 2 utters that utterance while using theface attack. Student (2) uses the face attack to make student (1) scares to her and make he not bother her again.

## **2) Positive Impoliteness**

Mullany and Stockwell (2012) defines positive impoliteness is a strategythat using the people to ignore or say a disrespectfully to someone but with a positive face. It means this strategy is a way to say a dislike thing to someone but people do not say that clearly. The people just show fake smile, fake word, fake utterance, and others but the aim is to show disrespectfully. The students say this utterance because they bored answer their friends question, they unlike because their friends borrow their equipment not say permission, and their friends always talk with them when students study in the classroom

### *First situation*

The situation in fifth data was student (1) sat beside student (2) when their teacher explained the lesson about recount text. When the teacher was explaining material about recount text, student (1) was seen always looking at student (2) who was studying. Student (1) invited student (2) to talked because student 1 looks bored in class and looks like someone who doesn't know what to do. To get rid his boredom, student (1) continues to invite student 10 to chat by asking several questions continuously. Student (2) was uncomfortable with what was done by student (1). Not to show his uncomfortable, student 2 answered these questions with false answer to make student (1) not know about her uncomfortable.

The fifth data shows student (2) uses positive impoliteness strategy. Based on the strategy of positive impoliteness student (2) uses this strategy to not show his uncomfortable to answering questions from student (1). Although student (2) always answers with the same answer, student (1) still asks the questions continously. That is make student (2) use this strategy to student (1). Student (2) not show his uncomfortable clearly but he says fake answers to student (1)

## **3) Negative Impoliteness**

Thieleman and Kosta (2013) defines negative impoliteness is a strategy to say how people dislike to someone clearly. It means that these strategies one of the things that can make the violence be happened. This strategies one of disharmony aspects in a interaction. In this strategy, the people show some impolite things such as frighten, scorn, ridicule, and others.

### *First situation*

In the situation was student (1) asked permission to his teacher to go to the toilet. The teacher did not give student (2) the permission. However, student (2) saw the teacher allowed his friend to left from the class. Student (2) went to the teacher again by saying a sentence that was not appropriate for a student said to the teacher.



The data shows student (2) uses negative impoliteness strategy to his teacher. Based on the theory about negative impolite strategy, student (2) uses this strategy to show his anger clearly with says the impolite utterance. Student (2) is so upset with the attitude of his teacher who acted unfairly on him. Student (2) said these utterances in a high tone. It is very clear that student (2) uses a negative impoliteness strategy in his utterance. That is because student (2) says these utterances in an inappropriate utterance to the teacher with a loud tone

#### **4) Sarcasm or mock Impoliteness**

Thielemann and Kosta (2013) defines sarcasm or mock impoliteness is a strategy that said by someone to satirize or offend someone. The students used this strategy with some words that aim is to offend other students or teacher with a joke so other students and teacher will get angry to the students. This strategy shows a dislike to someone but with funny or entertaining condition.

##### *First data*

The fifteenth data situation was student (1) saw student (1). Student (1) always saw student (1) when she studied, talked with her friends and talked to the teacher. Student (1) felt annoy with what student (2) did. Student (1) sat not too far from student (2) chair. Student 1 said the utterance to deliver what student (2) felt to student (2) clearly. It was also made other students heard the utterance and laugh when they heard the utterance.

In the twentieth datum shows student (1) utters impolite to student (2). Student (1) utters impolite utterance uses sarcasm or mock impoliteness strategy. The theory of sarcasm or mock impoliteness strategy explains if the people utters or says joke to other people, it just to make other people satirize or offend with the people. These theories can be related with what student (1) utters to student (2). Student (1) says the utterance to satirize student (2) because he does not like about what student (2) do in the class. It is also be a joke for other students who hear it. Other students laugh with what student (1) utters to student (2). Student (2) responds it normally. Student (2) does not respond it seriously because she know if what student (1) say is a joke to her.

#### **5) Withhold Impoliteness**

Thielemann and Kosta (2013) defines withhold impoliteness is a strategy shows the impoliteness in different way. This strategy explain in the interaction, politeness have impoliteness too. It means not all politeness is a good behavior. An example is when people silent when other people say thanks to the people. Because when people not respond when other people say, the people will argue if people do not have a polite manner. The people cannot silent when other people say thanks or say anything to us.

##### *First situation*

The situation was student (1) asked his book to student (2). Student (1) was so upset with student (1) because student (2) did not return his book. When student (1) asked his book, student (2) was making an exercise that teacher gave to him. Student (2) did not answer student (1) question. He just still made his exercise and did not look student (2) face.

Data shows student (2) uses withhold impoliteness strategy. When student (1) use this strategy, student (2) does not look student (1) face. Student (2) just focused on his

exercise. It is very suitable with the theory that explains about withhold impoliteness strategy. The theory explains if someone uses withhold impoliteness strategy, they will respond what other people say or ask to him with hmmm utterance or not responding at all. It is make what student 24 utters is impolite

### *Second situation*

In same situation with twentieth and twentieth one datum, the situation oftewentieth two datum was teacher asked to student (1) where student (2) wants to went. When teacher asked the question to student (2), student (1) just silent and he still out from the class. Student (1) did not respond the question which teacher gave to him. Student (2) still out from the class and he came back to the class after 25 minutes.

Twentieth two datum shows student (1) uses withhold impoliteness strategy to his teacher. When student (2) uses this strategy, student (1) does not respond the question from his teacher. Student (2) just silent and not respond the question from his teacher. It makes what student (1) utters or do is impolite. It is also suitable with withhold impoliteness strategy theory. The theory explains someone who use this strategy will have the disrespectful to other people because they do not answer what people says or ask to them. So, from the theory explanation, what student (2) did to his teacher is an impolite because student (1) does not respond what teacher asked to him. Student (2) just keep silent and still out from the class.

Based on data analysis, the researcher found the research finding that students uttered strategies of impoliteness when students got interaction in the classroom. Students uttered strategies of impoliteness to their friends and to their teacher. Students always repeated impolite utterances that have been said before even though teacher has gave a warning to students. Some students usually used the strategies to give their emotion from anything what they seen in the classroom and to disappeared, they bored in the classroom. In the observation, the researcher find 30 impolite utterances that students uttered in the classroom interaction. The students who utter impolite utterances feel enjoy and do not feel guilty. Teacher always angry and give a warning students who utter the impoliteness, but they feel deterred by what they uttered. When teacher gives repeated warnings, the students still freely speaks the utterance of impoliteness.

The researcher gave the interpretation based on data description and data analysis. The information have been interpreted that strategies of impolite utterance uttered by students in classroom interaction at senior high school in Medan. From the data that researcher got students uttered five strategies of impolite utterance. They were bald on record impoliteness, positive impoliteness, negative impoliteness, sarcasm or mock impoliteness, and withhold impoliteness. The researcher combined the research based on five strategies of impoliteness in order to make the reader be easy to understand about the result or finding of this research.

All of the utterances in this data above show the students utters impolite utterance uses sarcasm or mock impoliteness strategy. Students' use this strategy does not know about the condition when they use this strategy. Students who use this strategy believe if



this strategy will not make someone can be offended. Students use this strategy also with their teacher. From the data, it is clear the students use sarcasm or mock impoliteness strategy in classroom interaction because students say the utterance to make their friends or their teacher will be offended to them

### ***Factors influencing impoliteness in English classroom interaction***

The first factor is social status. Here, the status as a teacher or educated person was a factor of the use of impoliteness by teacher. Here, the teacher has power and freedom to spoken politely or impolitely to students. This finding is equal as stated by Culpeper (1996). Impoliteness is more likely to occur when the speaker is more powerful than the addressee. In this study, the teacher used his social status as a teacher or educated person to give instruction to students directly. It is signed with his clear instruction and high intonation when instructing. Beside that, the teacher also tried to belittle, ridicule, humiliate, and frighten the students. This finding is taken from students through interview. Then, in their admissions, the students tend to spoken politely to the teacher and spoken familiar or impolitely to their classmate. In addition, Laitenen(2010) states that participants may have unequal power statuses, or they may have a conflict of interests. It follows that one can be freer to use Impoliteness.

The second factor causing impoliteness in classroom interaction was age. The students revealed that they spoken politely to their teacher because teacher is older than students. While, different treatment showed by students to their friend who is in the same age. They tended to be spoken impolitely to their friend in the classroom. Mizutani in Mahmud (2010) affirm that the differences in age will influence the formality of speakers and hence the degree of politeness. It means that the older people tend to speak more politely to older people than when they speak with the younger people.

The third factor causing impoliteness in classroom interaction was social distance or familiarity. The social distance in this case is teacher closeness with her students. The teacher employed impoliteness verbally to her students because she felt familiar; it means that the possibility of impoliteness occurred is higher. Culpeper (1996) states that a powerful participants has more freedom to be impolite, because he or she can reduce the ability of the less powerful participants to retaliate with impoliteness and threaten more severe retaliation should the less powerful participant be impolite. So, the researcher thinks that the social status and age are teacher power to damage the students face. The ways of people in speaking are determined by how familiar a person to interlocutors. This is relevant with Mahmud (2010), the more familiar they are, The less polite they talk, marked by very familiar and less polite expressions.

It is worth noting that the factor most effect impoliteness is social distance or familiarity. The people tent to speak more politely with the stranger people conversely, they will speak less polite to the familiar people. However, the speech style of people tends to be more politely eventhough with the familiar people, for instance, in the formal place. In the formal situation, the people will speak more politely in formal situation. For example, in the classroom interaction during lesson is a kind of formal situation. But, the researcher found that impoliteness used by both the teacher and students in the classroom during lesson. The teacher and students assume that they used impoliteness in the classroom because they are familiar with others.

## Conclusion

Student impolite utterances strategy is the way of students to eliminate their boredom in the class. It means, the students can use vulgar or slang language to eliminate their boredom in their classroom. The students can utter impolite utterances with use five strategies. There are the strategies of impoliteness which can be used by the students such as : Bald on record Impoliteness, Positive Impoliteness, Negative Impoliteness, Sarcasm or mock Impoliteness, and Withhold Impoliteness. The students use these strategies to other student and to the teacher. Moreover, based on the analysis, the researcher found students impoliteness in classroom interaction based on five strategies of impoliteness in interaction. The impoliteness that were done by students in interaction is to eliminate their boredom in the class so that they utter impolite utterance to their friends. And also, students utter impolite utterance to give strength or power when they get the interaction with their friends or their teacher.

Based on the research findings and conclusion of the study, the researcher would like to give some suggestion: First the teacher for proposes to the English teacher, students often utter impoliteness because some factor. If the students utter impoliteness, teacher must hear it and give a warning to them. Second, for students, students should hold their emotions in the class so that there is nothing happen that can disrupt the learning activities. Therefore students can manage their emotion when they are doing the interaction with their friends in the classroom. The last, it is suggestion for the reader as an additional knowledge about the impoliteness utterance in interaction, and they can avoid that utterance in interaction in order to make a good relationship with others.

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