CHAPTER I

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1.1 Background of the Study

Language takes on important roles in human life. People need language to express conversations, interviews, and teasing (Hudson, 1980:106). Therefore, language is a means of communication among the people of a society (Keraf, 1984).

Before stepping out a little further, it would be a good idea to see what is meant by communication as a system. Finocchiaro (1974:3) views communication as the passing of human thought, ideas, and experience of the world they live in. Effendy (1981:67) defines it as a process of transmitting messages between men. Communication can also be seen as dialectic between social and personal knowledge, between what the languages "knows" and what individual speakers know (Riley, 1985:1-2).

The communication via speech in a society is regarded by most members of a society as a truism. They take it for granted that they are able to understand what they are listening to and getting across what they want to (Kreckel, 1981:3). Therefore, we need to understand the pattern of communication since we speak differently in different social context.

Since language is always associated with a certain culture, it is important to analyze communication pattern or speech acts in certain group of society. It

will avoid misunderstanding among speakers. One way to understand the pattern of the communication is by analyzing speech acts. In speech acts, language is seen as a form of acting. John Austin (1976) concludes that all expressions of language must be viewed as acts. Speech acts themselves can be categorized into three parts: locution, illocution, and perlocution. There are many types of illocution acts. One of them can be used as an expression of the emotions, for example, when we thank other people because of his help, this is expressive because in this case, it expresses the speaker's psychological attitude toward some state of affair.

Yet people have to be careful in using language. It can cause people to fight or to quarrel (Pateda, 1994:4). It is also true to the swear words or *kata pisuhan*. When a person is scolded with *diancuk, gendeng,* or *jangkrik*, he will directly be angry and beat the one scolding him like that. As it is known that swear words or *kata pisuhan* are generally offensive and cannot be considered appropriate for any occasion. This is actually an interesting language use phenomenon, which has not been intensively investigated.

Based on the reason above, the writer would like to investigate the use of swear words by third grade students of SLTPK. St. Stanislaus I. The writer would like to apply the speech acts theory in analyzing the swear words from the aspects of the forms and the function of the words.

1.2 Statement of the Problem

With reference to the background of the study, this research is intended to answer the following question: What are the forms and the functions of the hidden meaning of swear words uttered by young people in the third grade students in SLTPK. St. Stanislaus I during a conversation?

1.3 Objective of the Study

Considering the problems stated above, the objective of the study is formulated as follows: To identify the forms and the functions of swear words, which are uttered by young people in SLTPK. St. Stanislaus I during a conversation.

1.4 Significance of the Study

The writer hopes that the result of this study will be able to enrich the reference of discourse analysis especially the use of swear words. Besides that, the writer wants to show the usefulness of using the speech act theory in analyzing the communications. By understanding the swear words, people can avoid misunderstanding and understand the language better because they know the hidden meaning of swear words. In addition, the result of this study is also expected to arouse greater interest for the readers in studying discourse analysis.

1.5 Theoretical Framework

This study is based on the theories of Discourse Analysis, which covers speech acts, style of speech, power and solidarity, taboo words, swear words, definition of word, phrase, sentence, and the personality of teenagers. They will be used as underlying theories to answer the problem and to analyze it.

1.5.1 Speech Acts

Speech acts are acts characteristically performed by uttering expressions in accordance with sets of constitutive rules (Searle, 1969:37). In speech act theory, language is seen as a form of acting. Speech act theory has had a strong influence on the field of discourse studies as this theory focused on the question of what people are doing when they use language. Another linguist, Pratt (1980: 234-235), says that speech acts are the utterances, which are treated as performing an act by a speaker in context with respect to an addressee.

Utari and Nababan (1992:35) state that the effects of the utterances to the addressees are the most important things in communication. Therefore, when people communicate to one another, they have to pay attention to the participants, the time, the topic, the way they do the conversation.

In this study, speech acts refers to the acts of speaking. Speech acts are divided into three kinds namely:

1. Locution

   It is the physical act of producing an utterance or the production of the utterance or the acts themselves. For example: "Get out!"

2. Illocution

It is the act, which is committed by producing an utterance; by uttering a promise, a promise is made; by uttering a threat, a threat is made. In other word, it is the function of the utterance. For example: "Get out!" functions as commanding, ordering.

3. Perlocution

It is the production of an effect through locution and illocution. In other words, perlocution is the effect on receiver. For example: upon hearing "Get out!" the listener will go out of the room.

1.5.2 Style of speech

People do not always speak exactly the same way. Different situation need different style of speech. Style of speech tells whether something which is being said is formal, serious, ironic, or humorous (Chaika, 1982:29).

1.5.3 Power and Solidarity

Forms, which indicate power, establish who has authority and how much that authority is. Forms, which indicate solidarity, establish the degree of intimacy in the relationship (Chaika, 1992:103). According to Holmes (1992:377) how well you know someone is one of the most important factors affecting the way you talk.

1.5.4 Taboo Words

Taboo words are frequently used as swear words. Taboo words can be used to release one's emotions (Estrict and Sperber, 1952:39). Trudgil (1974:29) says that taboo words are associated with things, which are not said, and in

particular with words and expressions, which are only used, in a restricted set of situations.

1.5.5 Swear Words

Swear words are words or expressions that reflect someone's feeling (Carner, Wallace, and Cameron, 1974:176). Swear words usually use terms, which the community regards as "dirty" words. According to Holmes (1992:297), swear words are also as an expression of positive politeness. Positive politeness is solidarity oriented. It means that swear words are also used to express solidarity. However, it depends on the context. If the words that are used show impoliteness, the words can be considered as taboo words. These swear words are influenced by affective or emotive words (Sudaryanto, 1994:83-85). It means that swear words appear because of affective touchness that arouse so strongly. They are used when someone is, for example, surprised, annoyed, regretful, etc.

1.5.6 Definition of Word

A word is a sound or group of sounds that expresses a meaning and forms an independent unit of language.(Oxford,199:1374).

1.5.7 Definition of Phrase

A phrase is a group of related words that does not include a subject and verb. (If the group of related words does contain a subject and verb, it is considered a clause.)

1.5.8 Definition of Sentence

Before elaborating too much on the nature of sentences or trying to define a sentence's parts, it might be wise to define a sentence itself. A sentence is a group of words containing a subject and predicate.

1.5.9 Personality of Teenagers

Adolescence is a complicated time in a person's life. It is the time when young people leave their toys behind and enter the world of adults. Often, an adolescent does not know where they fit in. They are expected to act in a mature fashion, yet they are not allowed to make many decisions. They feel like they are receiving a mixed message from their elders. As a result, teenagers rebel against authority.

1.6 Scopes and Limitation

The writer was only concerned with young people in SLTPK St Stanislaus I in JL. Residen Sudirman no. 5, Surabaya. Here, she analyzed Indonesian swear words such as *diancuk, gendeng, jangkrik*, and others. Besides that the writer analyzed swear words based on the speech act theory of Discourse Analysis, particularly the expressive acts. The criterion of choosing the subject is the closeness between the subjects and the writer. If they have a close relationship, it will make them to speak and utter the swear words freely and naturally. There are ten people, which their real conversations are recorded for this study. The writer recorded them for five times, each lasting for 7-13 minutes. All the setting in which the conversations took place was informal. The functions of the swear

words were inferred by the researcher from the contexts of the conversations. So, the findings will be subjective opinion.

1.7 Definition of Key Terms

To avoid misunderstanding, a key term used in this paper need to be defined as follow:

1.7.1 Swear Words

Swear words are a part of taboo language (Hudson, 1980:53). These swear words are uttered as the reactions of the realities that happen beyond people's expectations such as being annoyed, surprised and angry.

1.8 Organization of the study

This thesis consists of five chapters. Chapter one presents the introduction: the background of the study, the problem statements, the objectives of the study, the significance of the study, the theoretical framework, the scope and limitation of the study, the definition of the key terms and the organization of the study.

The second chapter reviews some literatures related to the study. It discusses the theories used in this study namely: speech act, style of speech, power and solidarity, taboo words, and swear words. This chapter also presents the related studies.

The third chapter deals with the research method, which consists of the research design, the subjects, the research instruments, the procedure of collecting the data, and analyzing the data.

The fourth chapter covers data analysis and interpretation of the findings.

The last chapter of this study presents the conclusion, summary and suggestion concerning the topic under study.