

# CHAPTER I

## INTRODUCTION

This chapter discusses the background of the study, the research question, the research objective, the theoretical framework, the significance of the study, the scope and limitation of the study, the definition of key terms, and, the organization of the Thesis.

### 1.1 Background of the study

In a foreign English class, accents, different linguistic rules, and pronunciations often become a learning barrier which creates funny impressions, especially to native speakers, and people who are familiar with the target Language. These sorts of funny impressions ultimately gave rise to the idea that linguistic errors in English conversation can be used as materials for research. These humorous linguistic errors are considered stereotypes due to their labeling characteristics towards certain nationalities and became the main idea of a TV series in the United Kingdom, entitled *Mind Your Language*.

*Mind Your Language* TV Series tells the story of a Foreign English teacher with a class of students from diverse nationalities. The diverse origins of the students were namely India, China, Egyptian, French, Spain, Italy, Russia, Japan, Pakistan, Greece, Hungarian, Sweden, and Poland. The purpose of this study is to analyze the linguistic stereotypes and their relation with the humorous aspects of the TV series.

To master a certain language, it is necessary to learn four language skills, and as the most prominent and frequently used skill in communication, language

learners are expected to develop their speaking skills. Nevertheless, it is undeniable that oral communication with a native speaker can sometimes be difficult. Despite having adequate speaking skills, many problems often arise are the cultural aspect and the lack of exposure to the target language. These problems occur between foreign students and the teacher, which makes two-way communication not run well (Ningsih, 2022, p. 294). In the light of the *Mind Your Language* TV Series, These sorts of miscommunications in English Conversations among foreign students and English educators are the idea and a significant aspect of humor.

Many of the scenes in the series showed irrelevant communication between the English teacher, Mr. Brown, a Britain gentleman (meaning that he is also a native speaker), and his students of different nationalities, who certainly did not speak English as their primary language. *Mind Your Language* is a British sitcom that premiered on ITV. The program was produced by London Weekend Television in 1977. The researcher chooses to observe *Mind Your Language*, despite being outdated, the series's comedy is still relevant and laughable to the audience nowadays. The concept of the series also remains relatable to the increasing importance of English as an international language. This is evident through its adaptations which emerge and gain popularity in the near present, such as *Kelas International* from Net.TV of Indonesian Private Television Industry. The series is produced by Stuart Allen and as previously mentioned, tells the story of foreign students of plural nationalities and their English teacher (Marganingsih, 2013, p. 3).

This research will provide significant benefit because through the TV series, readers can learn from the mistakes of language usage made by the actors and actresses in the series. The researcher chooses the *Mind Your Language* TV series as the object of observation to involve the English classroom setting which creates a connection to the field of education. Secondly, the series' genre is a comedy, which provides a pleasant atmosphere for those who want to learn native English.

The usage of the English language as a humorous context in the *Mind Your Language* TV series is deeply related to many aspects of humor; stereotyping being the most apparent. Humor presented in a conversation is two-way communication, in which two subjects must understand the meaning. According to Priana "Humor makers and connoisseurs of humor must understand each other so as not to cause failures in communicating and generate stereotypes in certain groups" (Priana et al., 2019, p. 200).

Abbas mentioned that (2019, p. 136) the English word "humor" comes from the French that is "humur" which appeared in the 16th century. Humor is an unbalanced temperament or personality trait that refers to any behavior that deviates from social norms. Acceptance of humor is strongly influenced by the culture, norms, and rules prevailing in society. The production of humorous content will be acceptable in the community if it is in accordance with the culture and norms prevailing in the group of people who enjoy TV programs with a comedy genre. Humor TV programs can be rejected if they do not comply with the norms prevailing in society (Priana et al., 2019, p. 200).

Humor has the potential to be used in learning. In humor, there are complex multidimensional characteristics. This is very dependent on a language teaching approach which can accommodate learning through humor. If the approach taught is correct, then humor can attract students' attention in language classes, especially in classroom conversation learning (Neff & Rucynski, 2021, p. 9).

This research provides academically crucial for the awareness of comedy series usage as a medium to learn English. Referencing native English TV series brings a pleasant impression to the class as there is humor involved in it. Nonetheless, *Mind Your Language* commonly use stereotypes in its jokes, which, instead of entertaining, may offend other people. The researcher wishes to provide explanations regarding the matter, of how stereotypes can create humor moreover bring benefits to the development of language education, especially for foreign learners.

Based on the statement above, the purpose of this study is to describe the humorous aspects contained in the *Mind Your Language* TV series. The study also wishes to focus its discussion on how stereotypes in such TV programs form humor toward Foreign English learners. Thus, the researcher concluded that the title of this study is *Linguistic Stereotypes in "Mind Your Language" British TV Series*.

## **1.2 Research Questions**

From the previously mentioned background of the study, the research questions in this study are as follows:

1.2.1 What types of linguistic stereotypes are found in *Mind Your Language* TV series?

1.2.2 How do linguistic stereotypes add a humorous effect in *Mind Your Language* TV series?

### **1.3 Research Objectives**

Based on the research questions above, the objective of this study is to analyze the types of linguistic stereotypes found in the series. Firstly, the researcher will read the conversation snippets of *Mind Your Language* TV series several times to identify the linguistic pieces. The pieces then will be analyzed and categorized into linguistic stereotypes

Furthermore, the linguistic stereotype categories further elaborate on the humorous aspects of the conversation snippets. The linguistic stereotype analysis can help the researcher understands the context of the conversation snippets in the series, clarifying what made jokes in the series funny.

### **1.2 Theoretical framework**

#### **1.2.1 Linguistic Stereotype**

A linguistic stereotype is a tendency to categorize and judge other people based on the output of the language they use. An example is the use of an accent which is a more prominent sign of categorizing one's ethnicity than one's appearance. There are two phenomena, namely linguistic stereotypes and reverse linguistic stereotypes. Linguistic stereotypes are language cues that direct

assumptions to judge individuals. Inverse linguistic stereotypes are linguistic preconceptions that seem to influence someone about the language events being explored (Deutschmann & Steinvall, 2021). This research emphasizes more on linguistic stereotypes where language becomes a cue to direct assumptions to assess individuals.

#### 1.4.2 Genre Analysis

Etymologically, the word "genre" is derived from the French word "genre" which means "a kind of". In English academics, genre analysis has a long tradition of use in the study of literature, where it has been used to refer to conventional types of literary texts. Genre is a different type of text that has a connection with the social context. Both also state that a genre is staged because there are steps to achieve a specific goal, and is goal-oriented because there are reasons for the use of the genre. (Kusumadewi & Cahyono, 2021, p. 354). Genre analysis is defined as the study of linguistic behavior located within an institutionalized academic or professional environment. Genre analysis is a significant approach to text-level analysis. Analysis of different genres has been very popular in Applied Linguistics due to its rich pedagogical implications for English classes for academic purposes (EAP) and English for specific purposes (ESP). Examination of the patterns and characteristics of each genre proved to be very useful for preparing language learners (El-Dakhs, 2018, p. 48).

#### 1.4.3 Classroom Conversation

Speaking can be interpreted as the delivery of one's intentions (ideas, thoughts, contents) to others using spoken language so that the intention can be understood by others. The further purpose is so that what is conveyed can be understood by the opposition. Ultimately, speaking, or in this case, the ability to speak is the ability to pronounce words to convey or express intentions, ideas, ideas, thoughts, and feelings that are arranged and developed according to the needs of the listener so that what is being conveyed can be understood by the listener. Classroom conversation itself is the study of linguistics which observe conversations carried out in classes to reveal students' understanding of the subject (Puspitasari, 2021, p. 70).

### **1.5 The Significance of the Study**

The purpose of learning English is so that individuals can communicate efficiently and effectively in accordance with applicable ethics. English is an international language, the representative language used to communicate with global citizens. English opens a chance to build connections with people around the world, enabled one to gain knowledge outside the limitation of national or native language, and bridges possibilities for cultural exchanges. This importance then started a race among all the nations in the world to master English, namely by involving English learning in education. However, English is a language, and language is a culture—which is more complex to be taught to a foreigner than regular academic subjects.

English learning may cater to this difficulty with the right media, one which can provide cultural knowledge to the learners. Authentic English cinema production is a good learning medium. This thesis focuses on TV series with the comedy genre as an appropriate English learning tool. Authentic English comedy TV Series not

only familiarize learners with English culture but also creates a funny and exciting atmosphere.

Stereotypes can be used to see the language mistakes that foreign speakers make. Linguistic stereotype is an efficient monitoring tool when is not intended to offend a particular group or characteristic, therefore it is important to avoid offensive manners. Stereotype gives a humorous feeling, which learners can laugh about.

### **1.6 Scope and Limitation of the Study**

The scope of the study will be as follows: Discussing *Mind Your Language* British TV series, classroom conversation, and the usage of linguistic stereotypes. The study will only address 4 episodes of season 2 of the TV series— as per available data and transcription. The study only includes the use of linguistic stereotypes in the creation of humorous aspects in classroom conversation, where communication between students and the teacher occurred for teaching and learning purposes. The elements studied in this study are the humorous aspects from a linguistic point of view.

The limitation of the study will be as follows: This research will not discuss humor and its influence on stereotypes from a cultural point of view. This study will not address the advantages or disadvantages of any particular ethnic group in learning English or any other field. The study does not address the impact of humor on stereotypes which is not related to English learning.

### **1.7 Definition of Key Terms**

#### **1.7.1 Classroom Conversation**

Speaking can be interpreted as the delivery of one's intentions (ideas, thoughts, contents) to others using spoken language so that the intention can be understood by others. The further purpose is so that what is conveyed can be understood by others. Speaking or in this case, the ability to speak is the ability to pronounce words to convey or express intentions, ideas, ideas, thoughts, and feelings that are arranged and developed according to the needs of the listener so that what is conveyed can be understood by the listener. Classroom conversations are the science in linguistics that carried out English in a classroom so that it can be understood by the speaker and listener (Puspitasari, 2021, p. 70).

#### 1.7.1 Genre Analysis

Dudley-Evans (in Kusumadewi & Cahyono, 2021) described genre analysis as the study of structural and linguistic regularities. Genres in linguistics or what are called text types have a role in the group of discourses. Often genre analysis and discourse analysis have overlapping terms, because of the scope of genre analysis and discourse analysis but the genre has certain characteristics.

#### 1.7.2 Humor

Oxford Language defines humor as the quality of being amusing or comic, notably when expressed in literature or orally. Acceptance of humor is strongly influenced by the culture, norms, and rules prevailing in society. The production of humorous content will be acceptable in the community if it is following the culture and norms prevailing in the

group of people who enjoy TV programs in the humor genre (Abbas, 2019).

#### 1.7.4 *Mind Your Language* TV Series

*Mind Your Language* is a British TV Series that premiered in 1977. It was produced by London Weekend Television and directed by Stuart Allen. The series shows adult students from different countries with different social backgrounds, religions, and languages learning English as a foreign language in the same classroom (Marganingsih, 2013). The series focuses on Jeremy Brown, an English for Foreign Learner teacher who works at a school run by the principal, Miss Courtney, and his experiences educating the diverse students in the English class.

#### 1.7.5 Stereotypes

Stereotype is described as perceptions of a particular group. Stereotypes are views or beliefs whose accuracy varies, depending on the extent to which the individual sees traits in the members of the group (Sukmono & Junaedi, 2019).

### **1.8 Organization of the Thesis**

The Thesis is divided into 5 chapters (The first chapter elaborates on the background of the study, research question, research objectives, theoretical framework, significance of the study, the scope and limitation of the study, the definition of key terms, and the organization of the Thesis. The second chapter of this study discusses the reviews of related literature, and related theories, thus

connecting the research with the previous study. The third chapter consists of the research design, data and data sources, data collection procedure, data analysis procedure, trustworthiness, and triangulation. The fourth chapter elaborates on the findings and discussions of the study. Finally, the fifth chapter consists the research and provides recommendations.