

Proceedings

The 5th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership

Theme : Education Innovation in Globalization Practice

22 September 2020
Postgraduate School - Universitas Negeri Medan



Supported by :



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**Schedule of The 5th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2020
 Postgraduate School, Universitas Negeri Medan**

22 September 2020

(Indonesian time)	Activities	PIC/Moderator
07.00 – 08.30 (am)	Preliminaries	committee
08.30 - 08.45 (am)	Opening Ceremony 1. MC Speech 2. Indonesian National Anthem 3. Pray 4. Chairperson Report 5. Welcoming speech of Director of Postgraduate School 6. Welcoming speech and official opening of Rector of Universitas Negeri Medan 7. Photo session	MC (Dr. Anni Holila Pulungan, M.Hum & Sofianto Gultom, S.Pd)
08.45 – 09.25 (am)	Keynote Speech 1: Prof. Dr. Syawal Gultom, M.Pd (Universitas Negeri Medan– Indonesia)	Dr. Rahmad Husein, M.Ed
09.25 – 10.05 (am)	Keynote Speech 2 Prof. Emmanuel Manalo (Graduate School of Education, Kyoto University, Japan)	Prof. Amrin Saragih, PhD
10.05 – 10.45 (am)	Keynote Speech 3 Dr. Susan Ledger (Head of Education, Murdoch University - Australia)	
10.45 – 11.25 (am)	Keynote Speech 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD
11.25 – 12.05 (am)	Keynote Speech 5 Assoc. Prof. Yuri Uesaka (The University of Tokyo - Japan)	
12.05 – 13.30	Break	
13.30 – 15.30 (pm)	Parallel Session 1 (divided to 19 parallel rooms)	Moderator/Operator
15.30 – 15.35 (pm)	Break	
15.35 – 17.00 (pm)	Parallel Session 2 (divide to 19 parallel rooms)	Moderator/Operator
17.00 – 17.10 (pm)	Cloosing	committee

**Proceedings of the 5th Annual International Seminar on Transformative Education
and Educational Leadership (AISTEEL 2020)**

Preface

The fifth Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) was held by virtual seminar on 22 September 2020. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Educational Innovation in Globalization Practice”.

The fifth AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan - Indonesia, Kyoto University - Japan, Murdoch University – Australia, Prince of Songkla University – Thailand and from The University of Tokyo - Japan. In addition, presenters of parallel sessions come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination. The plenary speakers have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

There are 180 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 104 of them were accepted for published by Atlantis Press indexed by International Indexation, while 54 papers are published by digital library indexed by google scholar..

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 5th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) for their outstanding contributions. Thanks also given to Atlantis Press for producing this volume.

The Editors

**Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk**

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Types of Rudeness in the Classroom Context

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Abstract—This research deals with rudeness in the classroom context among students interaction. The objective of this study was to analyze the types of rude language used by students in the classroom context interaction. The research was conducted by using descriptive qualitative design. The data of this study were the utterances of students which are gathered from the verbal interaction done by students in the classroom. The data were collected by observation and interview. The technique of data analysis was interactive model. The result shows that all types of rudeness occurred in classroom context interaction, namely rudeness of word, rudeness of action, and inaction rudeness. Then, the dominant was rudeness of word. Rudeness occurred due to the habit of students in communication and thought that it was acceptable.

Keywords: rudeness, students, interaction

I. INTRODUCTION

Interaction, communication and language cannot be separated from human social life. These three elements develop as the development of human civilization itself. Interact among the member of society lead them to do communication, and of course language as the media to convey and share the information, experiences, or idea to a wider social group member. One of the place where the interaction exists is in the school environment. Interaction at school environment occurs in many places, one of them is interaction in the classroom [1]. Classroom as the place where students spend most of their time during the school time. By the existence of both interaction and communication in the classroom may help students in improving and increase not just their knowledge but also their relationship among the classroom social members and more expectation that the classroom interaction experience will lead them to build more competence in a wider social environment especially the communication. Through the interaction, students can improve their language store as they listen to 'authentic linguistic material' or even the output of their fellow students in discussions, joint problem solving tasks, or dialogue[3].

Unfortunately, there are many utterances used by students ignoring the politeness concept of language especially in school environment. The words they used refers to rude and impolite language, then lead the appears of conflict among them, as exemplified in the situation when two students talk but there is misunderstanding occur among them.

Y : *Orang ga' da salah kau apain. Benci kali akunengokkau!*

'I'm not false, but you hit me. I really hate to see you!'

AP : *Mukakau kayak septitenk!*

'Your face likes a septictank!'

From the dialogue above both students used language to express their emotion. Y was angry to AP due to something that he did to him which disturb him while studying. Then, AP also responded by saying sentences that also mocks Y's face.

In language the words '*gaadaotakkau*' (You don't have brain), '*tolol or begok*' (stupid), or mock their friends by using name of animals such as '*monyet*' (monkey), and others are familiar to be used as the expressing of the speaker's emotional which indicate to rudeness even the speakers has a close relationship the utterances do not follow the polite principal. Rudeness may occur cause there is an intention to make other inconvenienced, whether to someone who has close relationship or not. Being indifference and obey the rules of society such as do not have a good social manners and intentional discourtesy as the message behind rudeness[4].

Rudeness in the classroom context are necessary to be studied due to the fact that many utterances ignoring the politeness concept and appear rudeness in interaction used by students. Based on the fact that students have many differences, such as family background and living area. Interaction between them in the classroom is an interesting part to study especially the language used which may unity them or appear conflict among them, such as the using of rude language. This research intends to describe the types of rudeness used by students in the classroom interaction.

II. REVIEW OF LITERATURE

A. Rudeness

Rudeness exist in society interaction, even in education area, the place where an appropriate language and behaviors are expected to be more exist, such as in the classroom interaction. This lead to the appears of problem among the students as the classroom member or students and teacher

which may disturb the teaching learning process. Rudeness as a face threatening act (FTA) when it occurs will appear discomfort feeling and it violence a socially sanctioned norm of interaction for the social context where it occurs[5]. And describes how people are intentionally rude in order to obtain power or vent negative feelings.

Politeness and impoliteness/rudeness as two sides of the same coin^[4]. We find manners which are not suitable or contra to the norms and rules of a society, then we call it as impoliteness and sometimes rude. But, they are truly different. Terkourafi confirms main difference of impoliteness and rudeness in her definition which views impoliteness as intentional and sometimes accidental due to the hearer's linguistic incompetence unlike rudeness which is constantly intentional. In other words, intention as the main part. An attitude or utterance which intentionally refers to the emergence of conflict and farther away from the value of politeness is identically to rudeness. Rudeness is as the opposite of politeness, as in Brown and Levinson's politeness framework idea that politeness is normative and rudeness is eschewed even when engaging in 'face threatening acts' (FTAs) such as making a complaints or refusing a request^[4]. Meanwhile, Culpeper[7] suggested that the terms rudeness could be reserved for cases where the offence is unintentional caused (a matter of relational mismanagement). Someone is rude when his/her behavior is opposite of politeness of the social community and the words or utterances may embarrassed and offend others which cause conflict or disagreement, such as utterances which offend sex and other bodily functions[8].

Rudeness can be said as the action whether in verbal or behavior which make the listener has discomfort feeling aims to the displease situation and may lead to the present of conflict in social interaction. Rudeness occurs when the speaker has motivation and intention to say and do something that appears disharmony atmosphere among the speakers. Intention is the point in differ rudeness and impoliteness. Then, this also cannot be separated from the norm and relation of the society where it occurs. Rudeness exist in society interaction, even in education area, the place where an appropriate language and behaviors are expected to be more exist, such as in the classroom interaction. This lead to the appears of problem and dispute among classroom member, which may disturb the teaching learning process. Segarra (2007, p. 141) classify rudeness into three types, they are rudeness of word, rudeness of action, and inaction rudeness.

1. Rudeness of Word

Rudeness of words takes place when someone curses; uses street language; keep interrupting others while they are talking; says very dirty jokes; or ask people he does not have an intimate relation with personal questions.

2. Rudeness of Action

This types covers those actions (verbal-non verbal) used to disdain and belittle people like disregarding others' feelings and opinions; insult and underestimate hearer like disrespecting others' feelings and argument; being uncivil with others; or neglecting the basic rules of etiquette.

3. Inaction Rudeness

This type is about what a person does not do rather than what he does. It includes the omission of necessary behaviors like neglecting people while they are talking; not being responsive of others' help requests; or being indifferent and careless. For example, do not saying thanks after being helped.

III. METHODOLOGY

The study applied descriptive qualitative research design by describing the phenomena of language in society. In this case, the answers of the research problem in this study are answered by giving explanation or describing rudeness in students interaction. The data was the utterances of the students which gathered from the interaction done by students in the classroom. The study was conducted in MTs Al-Washliyah Km. 6 Medan and the participants were the eighth grade students. The data of this study were the transcripts of the recorded utterances which had been gathered from the conversation between students in the classroom interaction. The data were analyzed by applying Miles, Huberman and Saldana^[6] analysis model which consisted of three steps namely: 1) data condensation, 2) data display, and 3) conclusion drawing and verification. The data were synthesized based on Segarra's theory.

IV. FINDINGS AND DISCUSSION

After analyzing the data, there are three types of rudeness used by students in their interaction, the most dominant is rudeness of word, then followed by rudeness of action, and the last is inaction rudeness.

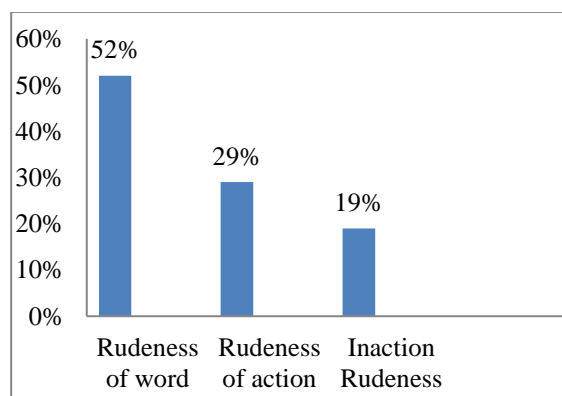


Fig. 1. The Percentages of Rudeness

From the chart can be seen that the dominant rudeness used by students is rudeness of word. Rudeness of word was 52%, and it occurred due to show the intention and spontaneous of students in response rudeness. Even say rude words, but sometimes students believe that it is not rude due to the habit of used it in daily communication in the environment and thought that it is acceptable.

Data 1

Context : RN got angry because her pen was taken by HY without permission.

- RTI : *Eh mintalahpulpennya!*
'Give me the pen!'
HSR : *Ted, Ted pulpentadimana?*
'Ted, Ted, where is the pen?'
RTI : *kalohilangpulpenkutengoklahya, mampuskau!*
'If my pen lost, you'll dead.'
HSR : (no respond)

Above data is one of the rudeness of word occurred in the students' interaction. "*mampuskau*" is one of the student's utterances in expressing her emotion and annoying directly to the listener. The word '*mampus*' has negative connotative meaning to death, in other words speaker cursed listener and wanted to do something bad to him by threatening him. '*mampus*' was categorized as rude word for its meaning that may drive the listener have negative feeling, stated it in high intonation, showed facial expression that showing anger, then uttered it clearly and directly. Speaker used the word to show her emotion and disappointed to the listener for what he has done, taking the pen without permission.

Data 2

Context : EH was writing in the whiteboard. RH asked for the unclear writing.

- RH : *Ekainiapa?* 'Eka, what is this?'
RM : *kenapapaok?Juaraduapaok.* 'Why, stupid? Get second rank, but stupid'
RH : (silence)

From the data 2 speaker uttered the word 'paok', that is a slang language often used by students to indicate a stupid man, and do not know about the lesson that they studied. The speaker uttered it to mock RH, and accidently interrupted her. This was considered rude, for the intention of the speaker embarrassed the listener by repeated the rude word '*paok*' twice to her. He interpreted that the students who got the second rank must be clever and know about the lesson, as the matter of fact listener was not as he thought, so he called her 'paok' to show that it was useless even got the second rank but stupid. It has meaning that speaker uttered it to attack the listener's face directly and clearly to embarrassed her.

Data 3

Context : MRS wanted to make a joke to RTI by

taking her book when she wrote, this made RTI was angry to him. She then took MRS's bag, but it struck HSR's face.

- RTI : (Angry to RD then take his bag.)
HSR : *kayak setankau di kelasini.* 'You're like a devil in this class'
MRS : *hahaha* 'laugh'
CW : *Renkaubandel kali!* 'Ren you're so naughty.'
RTI : *apakau?*
MTA : *bandel kali kau.* 'You're so naughty.'
RTI : *kokaku, gara-gara orang inigangguin.* 'Why me?They disturbe me first.'

From the context above HSR uttered '*kayak setankau di kelasini*' to indicate RTI's behavior. '*satan*' is related to religion known as a creature that always annoy and tempts human being. He compared RTI as like '*satan*' or devil who always disturb human. The word is inappropriate and taboo to be said. This considered to rude. The utterance uttered with high intonation, showing angry face and directly attacked the listener's face. In this situation HSR used rudeness to show his anger cause of RTI's behavior toward him.

Data 4

Context : SB sang in the class loudly, unfortunately his classmatefeel disturbed about his voice, so she asked him to stop singing.

- WS : *UdahlahSubuh, udahnyanyikau, marahnantipenciptanya, Bodoh.* 'Please Subuh, stop singing. The writer will angry to you stupid!'
MS : *Orangnyanyikaumarahpulah. Siapa?Siapapenciptanya?Kau?Macamcanti kkalilahkaupenciptanya.* 'Who? Who's the song writer? Are you? As if you are too beautiful as the song's writer.'

The utterance '*UdahlahSubuh, udahnyanyikau, marahnantipenciptanya, bodoh*' uttered by WS with high intonation voice and annoying face by speaker to criticize MS for the way he sang. This utterances considered rude for careless to other's feeling of saying that could embarrassed someone and followed by the word '*bodoh*'. WS's utterance offended MS and replied by saying '*Macamcantikkalilahkaupenciptanya.*', in his mind the song writer must be a beautiful woman, compared to WS it is impossible that she is as beautiful as the song's writer. In other words he saw that WS was not beautiful. MS did rudeness of action by disregarding WS's feelings and stated that she was not beautiful as like the song's writer. MS did something that offend his classmate. He intentionally sang badly which was not only the hearer felt disturbing but also other students

around them. Beside that he also angry and loudly mock the hearer directly, without caring to her feeling.

Data 5

Context: The class was noise, then CN warn their classmate to keep silence.

- CW : *Woy bising kali mulutkelen!* ‘Woy, your mouths are noisy’
- HSR : *(tertawa, danmenunjukkanjaritengahkepada CW)*
‘laugh and show middle finger to CN’
- MTA : *Woydiamkelen!* (memukulkepala HY yang sedangbercerita) ‘Woy keep silence! (hit HY’s head who is talking.)’
- HSR : *Weitekak kali kau!*
(berbalikmenuduhtemannya yang lain)
‘wei you are so naughty! (accuseother students who make noise)’

Here, HSR and some noisy students disregard the feelings of students who want to study, instead of silence HSR did the impolite action. He intentionally showed his finger and indifferent toward the situation of the class. Related to culture, it is really impolite to show middle finger to someone else, it means an insulting to the hearer. After that he ordered other student to silence by saying “*weitekak kali kau!*” clearly with high intonation as if he didn’t make noise before. What he did categorized rudeness of action. This rudeness of action intentionally done by HSR, as the impact of it the condition of the class become uncomfortable. Meanwhile other student MTA also did the rudeness of action where he directly hit HSR’s head to ordered him be silence. He should warn HSR before hit him, because what he did may hard HSR and did not think about the effect of his deed. MTA clearly did rudeness of action to show his emotion with annoying face.

Data 6

Context : ZHR was angry to TD because he erased her examination answer in her answer sheet, then she reported it to the teacher.

- GR : *Teddyjangankauhapuslagijawabannyaya.*
‘Teddy don’t erase the answer anymore.’
- ZSS : *satusampaitigadihapusnyabuk.* ‘He erased number one until two, mam.’
- MTA : *manaadasatusampaitiga, bagusmuncongkauya Zahra!* ‘There is no number one to three, keep your mouth Zahra!’
- ZSS : *muncongkaulah! Inikan hilang jawabannyakaubuat.* ‘keep your mouth! The answer are erased because of you.’

In the situation MTA did rudeness of inaction, he didn’t recognize for what he did, even there were the proofs. Instead

of apologize, he scolded her then attack her back. “*Manaadasatusampaitiga, bagusmuncongkauya Zahra!*” was as the utterance that showed MTA was careless to what other’s feeling. ‘*muncong*’ means mouth. Mouth as one of part of body, but ‘*muncong*’ here as the rude word to indicate that the target language should pay attention to his words so as not to be careless. In this situation he has ignored ZSS feeling and other students in the class. Because of his action the situation of the class which should be quiet in examination, become noise. Speaker intentionally didn’t care about it even he showed his emotion by attack and speaking loudly to listener. In addition he didn’t respect to the teacher in the class. Apologize should be done but he didn’t, this considered rude because speaker didn’t do what he should do.

Another inaction rudeness in students interaction as seen from the situation below.

Data 7

Context : HY pulled ZHR’s veil while she was writing. ZHR was angry to him. Then AG followed HY to pull ZHR’s veil.

- HSR : *(pulls ZHR’s veil)*
- ZSS : *aduhanjing!* (memukul HY) ‘aw, fuck you!(hit HY)’
- HSR : *bukanaku, Agung!* (*kembalimenarikjilbab ZHR, danmemukulnya*) ‘it’s not me, but Agung! (pulling ZHR’s veil again, and reply hit her)’
- CW : *kenapa?* (why?)
- ZSS : *iniditareknyaajilbabaku.* ‘he pulls my veil’
- ARL : (following HY pulls ZHR’s veil)
- ZSS : *ompaanlah... anjingkaulah!* ‘fuck you!’
- ARL : *senyundanpergi* ‘smile and leave ZSS’

From the data above HSR intentionally made a joke by pulling ZSS’s veil, so she was angry to him. The utterance ‘*bukanaku, Agung*’ indicated that he didn’t admit his deed, and stated ARL who pulled the veil. Meanwhile even he didn’t pulled the veil first, ARL also pulled the veil and made ZSS getting angry. In this situation it was not just ZSS who was disturbed but also others in the class. What HSR and ARL did was categorized inaction rudeness for didn’t do what they should do, they must obey the class’s rule for not make noise, stop pulling the veil and apologize to ZSS.

V. CONCLUSION

It is found that all the three types of rudeness occurred in the students’ interaction namely: rudeness of word, rudeness of action, and inaction rudeness. The dominant types of rudeness is rudeness of word, then followed by rudeness of action and inaction rudeness. Rudeness occur in students’ interaction related to the habit of students in communication which influenced by other factors such as environment, family, peer, social media, and they thought that it was acceptable.

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