

CHAPTER I

INTRODUCTION

1.1. The Background of Study

In this era of technological advancement, some people may want to express their emotions and feelings through language that has a great influence, both in happy and angry states. People sometimes use words that are considered bad language but are really not worth using. Using forbidden words is a technique to communicate or express feelings. Usually, humans swear by forbidden words because it is the most powerful how to express their dissatisfaction. Since the beginning, Taboo's words are found in society and are well known in online games. Even now, forbidden phrases are increasingly being used in all ordinary situations by both young people and parents, including students at SMPN 3 Kualuh Leidong. Advances in technology that are increasingly advanced today, such as online games have an impact on the use of forbidden words. Many people have been persuaded by these forbidden words and accept them as gifts. They use the term prohibition not only in social networks, namely online games, but also in daily interactions with other people. For example the term "brainless" refers to someone who has no thoughts.

Taboo is a type of sociolinguistic study that can be found in all cultures. Sociolinguistics is a study of our daily lives-how languages work in the normal conversations and media we encounter, and the existence of social norms, policies, and laws dealing with languages. Yallop.,et al(2006:21). Sociolinguistics can also be used in communicating or in other words make a conversation. Sociolinguistics provides guidelines for communication by showing which

language, linguistic diversity, or linguistic style we should use. Speak or communicate with certain people. Sociolinguistics is interdisciplinary in nature. As we define, people working on sociolinguistics studies can come from a variety of disciplines, including linguistics, sociolinguistics, anthropology, psychology, and education.

Taboo language is impolite and should be avoided at all costs. Sexuality, excrement, Supernatural death and many aspects of social life are taboo subjects. Forbidden or forbidden violates conventions and religion is referred to as a taboo. According to Batistella (2005:72) suggests four types of taboo words, epithets, profanity, vulgarity, and obscenity. Here, the data when the writer analyzes the types of taboo words from sentences used by students in communicating at school during the teaching and learning process.

Table 1.1. The Taboo Language Used by Students in SMPN 3 Kualuh

Leidong

No.	Initial of Students	Data in Indonesian	Data in English	Conclusion	Types of Taboo
1.	DR	Ihh, <u>jalang</u> kali lo kau.	Ihh, you are a bit*h	In this sentence, the student uses the contraindicated bitch to annoy the person who is annoying him. The word was spoken with anger, so it became an emotional word. And again to insult his friends.	Epithet
2.	SM	<u>Kulempar nanti kau ke neraka</u> lah!	I will throw you to the hell!	The speaker's goal is not to look down on anything related to God or religion, but it can be used to express an emotional response to a particular subject.	Profanity
				used to humiliate or	

3.	SM	<u>Montok</u> kali bahl badan nya	Her body is plum	ridicule something or individually called or explained Inappropriate words	Vulgarity
4.	AM	<u>Persetan</u> dengan mu	Fuck you man !	is commonly used because it involves a rejection of taste, disgusting, disrespectful and repulsive to morality	Obscenity

Based on the data obtained above, we can identify several examples of types of taboo words used by students, according to Curse (2000 :84). They can achieve these goals more effectively if they use forbidden language because language is a tool that everyone uses. The following are the functions of forbidden words: such as humour, catharsis, or showing strength. According to Wardhaugh (2015: 239) claims in this case, the words of prohibition are ignored because they have many purposes. Such to draw attention to oneself, to show contempt, to be provocative, to mock authority.

The reason why the writer raised the title of this research is because the writer sees the influence of online games that can be played not only by one person but by many people or even teams. This affects everyone's emotions so that without realizing it when playing online games, someone unknowingly often expresses his emotions through forbidden words or in other words taboo language. Students who play online games are no exception. Based on the background above, the writer chose "The Taboo Language Used By Students at SMP N 3 Kualuh Leidong in Online Game".

1.2. The Problems of Study

Every study has its limitations. It confines the discussion limitations that are relevant to the research subject at hand. The study's problem is formulated as follows:

1. What types of taboo are used by students at SMP N 3 kualuh Leidong when playing online game?
2. What is the function of taboo are used by students at SMP N 3 kualuh Leidong when playing online game?

1.3. The Objectives of Study

There are two research subjects that are consistent with the above research questions:

1. To find out the types of taboo used by students at SMP N 3 Kualuh Leidong when playing online game .
2. To find out the function of taboo by students at SMP N 3 Kualuh Leidong when playing online game.

1.4. The Scope of Study

In this study, the writer will focus on analyzing taboo language. So, the writer will focus on the types of taboo words based on the theory of Batistella in Lestari et al., (2019). proposed four types of taboo words, namely epithets, profanity, vulgarity, and obscenity. The writer will analyze the types and functions of taboo words spoken by students at SMP N 3 Kualuh Leidong while in the school environment in the teaching and learning process.

1.5. The Significances of Study

The findings of this research are expected to be useful theoretically and practically.

1.5.1 Theoretically

This study can be used as a reference for further researchers interested in discussing taboo words. In addition, the results of this study are expected to enrich the information available to readers. what is classified as taboo language, and what is the function of pronouncing taboo words.

1.5.2 Practical

The findings of this study can be used to:

1. Teacher

The findings This study helps teachers know what they understand about it types of taboo words that should not be spoken in order to guide their students in carrying out the teaching and learning process.

2. Student

The findings This research is awaited provide a new perspective in communicating politely without having to say inappropriate words or also called taboo language and will respect others more.

3. Institution (School)

The findings of this study are expected to be added value for institutions or schools to develop and encourage teachers' understanding in communicating, especially during the teaching and learning process.

CHAPTER II

REVIEW OF LITETARURE

2.1. Theoretical Framework

In this chapter, the writer discusses this study which contains several theories that discuss the process of this research. The discussion includes taboo words, types of taboo and the function of taboo words. In addition, the conceptual framework for the analysis of this research is also provided by the author.

2.2. Sociolinguistics

Sociolinguistics is the study of our everyday lives – how language works in our casual conversations and the media we are exposed to, and the presence of societal norms, policies, and laws which address language Clark & Yallop (2006 :21). Sociolinguistics can also be used in communicating or in other words to make a conversation.

Sociolinguistics gives us a direction of communication by showing the language, linguistic diversity, or linguistic style we have. Should use if we speak or communicate with certain people.

As for sociolinguistics for life, there are many, because language is a means of verbal communication for humans. In its use, sociolinguistics provides knowledge of how to use language in society. Sociolinguistics provides knowledge about the various variations of language that exist in society without exception. Sociolinguistics is the field that studies the relation between language and society, between the uses of language and the social structures in which the users of language live. It is a field of study that assumes that human society is made up of many related patterns and behaviours, some of which are linguistics.

For language teaching, sociolinguistic learning has many benefits. That is, sociolinguistic knowledge can be used in communicating or interacting. Sociolinguistics provides guidelines for us in communicating by showing the language, variety of languages, what language styles we should use when talking to certain people. The benefits of learning sociolinguistics in language teaching are to determine the language variations that appear in schools, the existence of language errors that occur due to the influence of language contact so that errors arise, as well as communication misunderstandings. So we should have known it from the start.

2.3. Taboo Language

Taboo has existed for a long time in the world and it is developing and changing as time goes by. In terms of language, taboo relates to both taboo words and taboo topics Ningjue (2010: 6). The most developed taboo in Polynesians in the South Pacific, but actually they have a presence in all cultures around the world for example in Southeast Asia, more specifically Indonesia. The use of taboo language is no longer a strange thing for all people around the world, it is not known for sure what makes them always use it or say it.

Taboos are commonly associated with something that is avoided and restricted in society, Allan & Burridge (2006: 1). Taboos result from the social urges of individual behavior that can cause discomfort, harm, or injury. Social taboo topics can change over time from time to time. But today, the term taboo is inextricably linked to the social interaction of both behavior and speech that should not be expressed. Taboos are actually related to something that is avoided and forbidden to speak.

According to Allan & Burridge (2006: 1), taboos result from social constraints on one's behavior and can lead to discomfort, harm and injury. People in society should avoid taboos that have vulgar meaning, as this can lead to discomfort, harm and injury. Taboo refers to forbidden phenomena in our custom in general, as well as language. For example, in English-speaking countries, it is tabooed to use words connected with sex or religion in China, seniority's names are forbidden to mention by juniority without a formal address. Making use of taboo language is a normal part of human behaviour. Cursing knows no age or social boundaries, virtually all people swear at one point of their lives or another. Learning crude words is part of natural childhood development and we continue to swear till we die, irrespective of our social background or level of education.

But what is certain is that the use of taboo language is no stranger to all levels of world society. Especially for teenagers who are going through a transition period. They are free to speak without the impact of what happens from what they give to the other person. In fact, not a few young people or students are accustomed to using taboo language to people who are older than them.

2.3.1 Type of Taboo Language

Types of Taboo Word Batistella (2005 :72) suggests four types of taboo words, epithets, profanity, vulgarity, and obscenity.

2.3.1.1. Epithets

Epithets are characterized by the presence of several types of insults, such as: B. Bitch and Fagot (Jalang Dan Homo). Other references included as adjectives related to appearance and disability such as race, ethnicity, gender, sexuality,

nigger, dwarf and retarded, M*thertf*cker, T*t-Man Batistella (2005:72) . The adjective "son of a bitch" as a short but powerfully passionate speech provoked by frustration or anger, such as "What's your problem, bitch? Bitch to annoy those who worry about him. Desire." It is an emotional word because it is a word uttered with displeasure or anger, so the word bitch is used to express anger or to piss off a friend.

2.3.1.2. Profanity

According to Batistella (2005:72), blasphemy usually involves the misappropriation of what is considered sacred and thus can be classified as religious abuse. More specifically, Candle et al. (2015) Profanity as an expression involving the use of religious terms in a profane, secular, or reckless manner. The speaker's purpose is not to denigrate anything related to God or religion, but can be used to express an emotional response to a particular motive. Words belonging to this type include God, Jesus Christ, Hell. Damn, swear and terrible (Tuhan, Yesus Kristus, neraka sialan, sumpah dan sialan). Example: "Yeah, I need to save some money and get out of here. This nonsense is ridiculous."

2.3.1.3. Vulgarity

According to Batistella (2005:72), vulgarity and profanity have the same reference, especially to words and phrases that loosely involve sexual anatomy and excretory function. related to the level. In other words, it is claimed that vulgarity refers to the crude expression of street language, and that vulgarity is

used to humiliate or demean the thing or person being mentioned or described. .
And c*nt. For example, "Come on, bring your *ss to the stage."

2.3.1.4. Obscenity

Jay in doyle (2006:1) obscenity refers to expressions that are offensive, disrespectful, immoral, and prohibited from public use because they carry a disgust of meaning. Furthermore, according to Batistella (2005: 72), obscenity is defined as words or expressions related to sex-specific anatomy or sex and excretory functions, usually loosely expressed. Words associated with this type are fuck and shit. For example: "Okay, you're a genius. Next round, try to serve that clown." However, in this conversation, the word fuck does not really mean "fuck", but is used to reinforce the word "genius."

2.3.2. The Functions of Taboo Language

Taboo words are usually spoken for a reason. According to Wardhaugh (2015: 239) , taboo words are ignored on certain occasions Because it has multiple functions such as To Draw Attention to Oneself, To Show Contempt, To Be Provocative, and To Much Authority. To clearly explain what Taboo Words does, here is a brief description of what it does:

2.3.2.1. To Draw Attention to Oneself

Some people use taboo words to get the listener's attention. According to Turnip (2008), speakers must use strong and powerful language to arouse interest. Inspire an immediate reaction from your audience. That's why people use taboos. Words believed to be able to grab the listener's attention because of their strong connotations.

2.3.2.2. To Show Contempt

Using taboo language in a conversation between two people also shows disrespect. Humiliation means the impression that someone or something is utterly useless and not taken into account. In other words, when someone tries to belittle you by using taboo words, you anger them by saying words that hurt their pride. Here's an example: I said something stupid to you.

2.3.2.3. To Be Provocative

When someone utters taboo words, he or she may have an intention to provoke a certain response such as violation or anger from others. This is in line with Brown et al (2015) who says that verbal obscenity can be the most efficient symbolic process offered to protesters intended for inviting chaotic reaction. Taboo words are considered successful when the response is suitable with the speaker's expectation.

2.3.2.4. To Mock Authority

Sometimes people use taboo words when they are not satisfied with public images such as government and institutions. Brown et al (2015) They argue that verbal blasphemy conveys a grave hatred of social rule, defiance of authority, and arrogance of what is considered sacred. It can be said that it was because I wanted to express. Therefore, some people prefer to use certain taboo words intended to ridicule authority to show their distrust of government materials.

2.4. Online Game

According to Irmawati (2016) online games are games that can be accessed by many players, where the machines used by players are connected by an internet network. Online games have several attractions that make students more happy to play than learn. The activity of playing online games has become a daily routine. In addition to interesting games, online games can also be addictive because when you are playing and then you lose, you will try to win again. From a sociological point of view, if students are addicted to online games, they tend to be egocentric and will prioritize their individuality. Students will automatically move away from the surrounding environment and will assume that the social environment is a place to play games and their lives are in cyberspace.

Online games have a positive impact not only on improving physical skills but also intellectual and fantasy abilities in students. The negative impact of online games for students is the neglect of activities or homework, using free time to play games and decreasing motivation to learn. Adams & Rollings (2007) defines online games as games that can be accessed by many players, where the machines used by players are connected by an internet network. Online games can be found in everyday life. In the past, online games could only be played using a computer. But now online games can be accessed using cellphones. That's what makes online games accessible to anyone because just by opening a cellphone, everyone can play online games both individually and in groups. However, behind that all online games can also provide advantages and

disadvantages. the author will provide information on what are the advantages and disadvantages of online games.

2.4.1. The Advantages of Online Game

According to Irmawati (2016) not always playing online games has a negative impact. There are also positive impacts of playing online games, including: Increasing Concentration requires a high degree of concentration when playing online games. The more difficult the game, the higher the concentration required. When concentration increases while playing, concentration on other things also increases, Developing thinking or reasoning power, by playing online games a gamer will develop problem solving skills, situation analysis, and mathematics. And also trained to make decisions quickly, then improve English language skills, In online games, the majority speak English. By getting used to speaking English while playing online games, you will come to speak English indirectly. In addition, online games can entertain, distract, and relieve stress. Basically, like all other types of games, online games are intended as a medium for entertainment and exhilaration. Finally, many players from different regions and countries can make new friends while playing online games. Sometimes players get to know each other and agree to play again at another time.

2.4.2. The Disadvantage of Online Game

According to Irmawati (2016) Behind the benefits obtained from online games, it is possible that there are also negative impacts from playing online games, including : Can make Excessive addiction and forgetfulness of all things.

Players can become addicted while playing online games as they have to play non-stop to keep up. When a player is engrossed in his game online, it consumes the player's time. Also, physical fitness can be affected if players are inactive and lack of activity when playing online games automatically.

During the teaching and learning process, it becomes difficult to concentrate, and during the learning process, the addicted gamer thinks more about the game, distracting from learning. Being able to reduce learning motivation, a gamer will become lazy to study or do school assignments. Can damage the eyes and nerves, playing games excessively will cause the eye lens to weaken. Finally, the lack of socialization, a gamer who is too engrossed in the game will forget about the surrounding environment, then there will be a lack of socialization with the surrounding environment.

2.5. Previous Study

On taboo phenomenon, There are many research that have been conducted. The first previous is Taboo language in Panay Malay of the Rabhan Bilik dialect of Haidir (2019). They analyzed the taboo language of people living in the village of Labuhan Bilik, Panay Tengah district, Labuhan Batu, Rantau Prapat. This study aims to describe the taxonomy of taboo words in the Malay Panay language. In this study, the term curse defined taboo language and defined it as (1) swearing, (2) blasphemy, (3) obscenity, (4) blasphemy, (5) verbal abuse, (6) insult, (7) (8) taboo language; (9) racial slurs: (10) vulgarity; and (11) slang. This result indicates that taboo words in Malay Panay society can be implicit or explicit. There are several categories of taboo words related to the

utterances of sex, death, excretion, bodily functions, religion, animals, obscure words, and illness.

The second research *Linguistic Taboos in Karonese Culture* by Barus et al (2018). They analyzed Local taboo wisdom in Karo language. The research was conducted in his five districts in Karo, North Sumatra, Indonesia. It was conducted using a qualitative approach with ethnographic techniques. Local knowledge data was obtained by means of interviews with nine key informants who were familiar with and used the Karo language and culture in their daily lives.

The third research is *The Functions Of Taboo Words And Their Translation In Subtitling: A Case Study In "The Help* by Darma & Pratama, (2016). He analyzed the film "The Help" to explore the functions of taboo words and how translators translate them into target languages. (3) disappointment, (4) disbelief, (5) fear, (6) anger, (7) figurative interpretation, (8) reaction to accident, (9) emphasis on related items, (10) adjective reinforcer, (11) insults, (12) anaphorative use of adjectives, (13) oaths, (14) curses, (15) unfriendly connotations and (16) offense Subtitles in all target languages, maximum two lines at a time indicated by. Translators produce suitable target texts according to the norms of the source language and acceptable target texts according to the norms of the target language.

The fourth study is *Taboo Words from 21 Jump Street Movie* by Gede & Kusumaningsih (2019). She analyzed the movie 21 Jump Street to categorize the types, functions, and factors that lead characters to use taboo language. In this study, two of her theories, the Michael Swan and Jay Timothy theories, were

used to analyze the data. The results of this study are her three. The first is that three types of taboo her words have been found. The second is her six functions for using taboo words. And the final reason why movie characters use taboo words is based on situations and competition.

The latest research is “Teaching Taboo in the Classroom” by Rață & Samfira (2017). They analyzed educational taboos in the classroom. This study aims to demonstrate the importance of teaching taboos in the classroom. This study defines taboos with the help of an English dictionary, a professional nutritionist, and senoiropodia. Next, list the etymology and typology of the word taboo (action/deed/behavior, thing, person, place, time, word), from traditional to modern. A limitation of this study is due to the lack of research on this material in Romanian literature

2.6. The Conceptual Framework

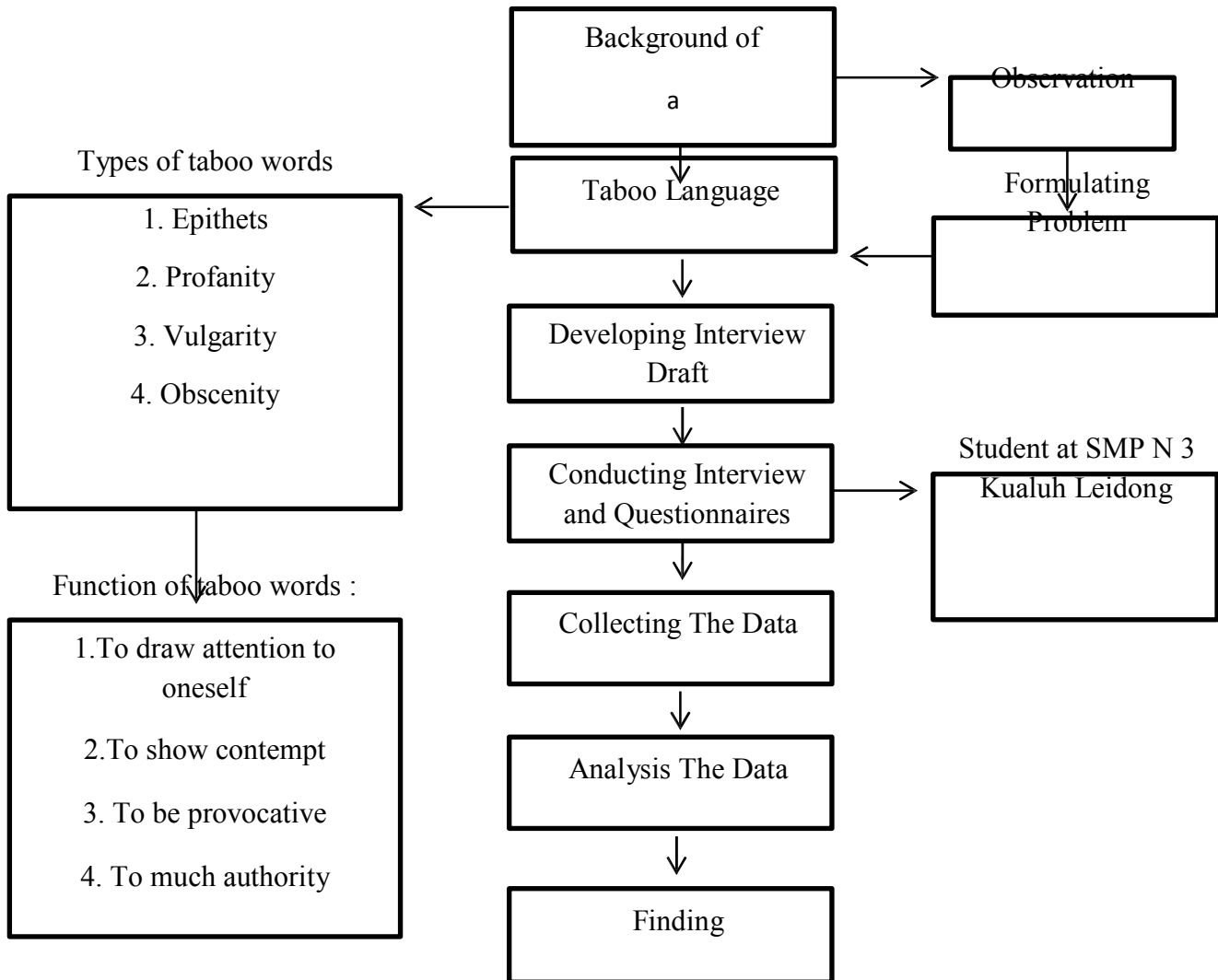


Figure 2.1. Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This study focused on taboo words commonly used by grade 8 students in class of SMPN 3 Kualuh Leidong. This study used qualitative methods. Qualitative Research Focusing on Natural Phenomena Croker (2009) next, this research is a descriptive analytical study. This study does not explain what was happening at the moment.

You can control variables, but report on what happens. Qualitative methods were studied that focus on understanding social phenomena from the perspective of participants by focusing more on a complete and detailed picture of interrelated variables. Qualitative methods aim to make sense of understanding, develop theories, and explore complex and detailed possibilities. Studies that considered qualitative methods cannot obtain or measure them using statistical methods or numbers.

This study used the content analysis method because the researchers found it to be a suitable method for text analysis. Analysis of studied was based on datasheet classification. The data sheet contains phrases that contain taboo words.

3.2. The Source of Data

The data is what is analyzed in this study, and the source of written data from this study's data source is 9th grade students at SMPN 3 Kualuh Leidong.

3.3. The Instrument of Collecting Data

Instruments were tools used to collect information. According to Creswell (2007: 84), in qualitative research, the authors function as data collectors, analyzing, interpreting, and reporting research results. As a result, data collection instruments assist researchers in collecting and organizing data more systematically and straightforwardly. Here, the data collection instruments that would be used in this study, questionnaires, interviewer audio recordings, recorder (Android Version), stationery, worksheets. The audio recordings would be collected and categorized according to the types and functions of the taboo words. From this data, it would show what would be analyzed by the author and would be the data for this research.

3.4. The Techniques of Collecting Data

In collecting the data, the writer used interview, and documentation method that is based on the recording. *Melitt (2011 :33)* it has been stated that engagement in the environment, direct observation, in-depth interviews, and documentation review are the primary methods used by qualitative researchers to obtain information. The techniques of collecting data, the writer takes the following :

1. The writer would observe the students' conversation during the break.
2. The writer interviewed and recorded students with questions related to taboo language.
3. After getting answers from students, a questionnaire is given in class in the form of questions related to taboo language.

4. Transcribing students' utterances which are classified as taboo language.
5. After the writer made the transcript, the writer translated it into English and analyzed the types of taboo words used in each sentence.
6. Next, the writer observes the function of the dominant use of taboo words by using data that has been collected through documentation.
7. After that, the writer concludes that the types and functions of taboo used by students at SMP N 3 Kualuh Leidong.

3.5. The Technique of Analyzing Data

Analysis after finishing the procedures of data collection. The writer was analysis the data using Miles and Huberman's approach, Miles & Huberman (2014: 31). The steps are:

1. Selecting, the writer selected the taboo language speech data from students
2. Focusing, at this stage the author focused on students who use taboo language in the eighth grade.
3. Simplifying, in this step the author converted the data into clauses (Indonesia to English).
4. Abstracting, in this process, the evaluated data mainly consists of the types of taboo words and their functions
5. Transforming, this is the last step in data compaction where in this step the writer analyzed each clause according to its type and function.

After that, the writer can make tabulating of the data, where the data have selected and focused in the first step and before concluding, the tabulating would

help the writer to conclude. The last of analysis qualitative data had known as concluding of the data. Starting from the first step until the last step, it is used to describe all of the data so that it would come clear. The conclusion could be able to answer the formulation of the problem that formulated from the beginning.

3.6. Triangulation

According (*Heale 2013*) Triangulation in research was the use of more than one approach to researching a question. The objective was to increase confidence in the findings through the confirmation of a proposition using two or more independent measures. The combination of findings from two or more rigorous approaches provides a more comprehensive picture of the results than either approach could do alone. Triangulation was typically associated with research methods and designs. However, there are several other variations on the term. Triangulation may be the use of multiple theories, data sources, methods or investigators within the study of a single phenomenon. This technique were used to confirm suggested findings, but it could also be used to determine the completeness of data.