AN INVESTIGATION OF DEPARTMENT OF ENGLISH EDUCATION STUDENTS' AWARENESS TOWARD ENGLISH TABOO LANGUAGE

Thesis

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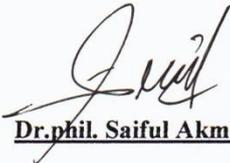
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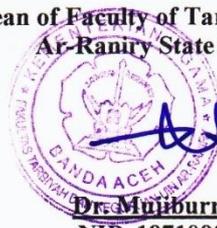Member,   Member,

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Banda Aceh, January 30, 2017

Rizky Mairina

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menyatakan bahwa sesungguhnya skripsi yang berjudul **"An Investigation of Department of English Education Students' Awareness Toward English Taboo Language"** adalah benar-benar karya asli saya kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

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ABSTRACT

This study investigated the Department of English Education students' awareness toward English taboo language and the sources of where the students know the English taboo language from. The population of this research was the students of Department of English Education who already took the Cross Cultural Understanding class. Furthermore, 60 students were selected as the sample of the research through simple random sampling. To elicit the data on the selected sample's awareness toward English taboo language, a three-page questionnaire was used as the instrument of data collection. The answers of the questionnaires were presented in the percentage calculation and discussed in narrative explanation. The results showed that the students' awareness toward English taboo language was moderate and the source of where the students know English taboo language were mostly from *movies,* followed by *friends, internet, social media, television, songs, books, radio, and newspaper.*

CHAPTER 1

INTRODUCTION

A. Background of Study

Language and culture are inevitably related to each other. Culture has important role in language learning. Learning a language is also learning the culture (Gao, 2006, as cited in Choudhury, 2014). Learning a language but ignoring the culture could lead to misunderstanding in the communication process (A. Rahman, 2004). It makes the comprehension of the target language's culture become an essential part when it comes to language education (Frank, 2013).

One of the goals of learners who study English as Foreign Language or the so-called EFL learners is to be able to communicate in English contextually. To do so, students must understand the communication style of the target language. The communication style will vary according to the societies' cultural background. The majority of English-speaking countries are catagorized as the low-context cultures (Frank, 2013). It means that their communication styles are straightforward and direct. Low-context cultures' people are undoubtful to express their feeling. Therefore, the EFL learners need to pay attention to the words the speaker uses in order to achieve communicative competence and to avoid potential problems.

Among so many words that exist in English language, there are some words placed under the category of taboo. According to Steiner (1967, as cited in Burduli, 2014), taboo means any restrictions that do not bring punishment other

than anxiety and embarrassment resulted from deeply-rooted customs violations. Allan and Burridge (2006, as cited in Anggita, 2015) explains that taboo originates from social prohibition on a person's habit which can cause discomfort, danger and damage. Wardhaugh (1986, as cited in Naini, 2013) also defines that taboo is a way where a society expresses its objection of certain types of behavior considered to be harmful to its members.

In language, taboo is related to things that are not said. It is more specifically associated to words and expressions which are not used (Trudgill, 2000). Mbaya (2002, as cited in Anggita, 2015) notes that taboo words are words marked by their indecency, awful character, and the absence of morality which better not to be used so that it will not harm people. According to Oxford Advanced Learner's Dictionary (2000) as cited in Holster (2005, p.1), taboo words are "*words that many people consider offensive or shocking, for example because they refer to sex, the body or people's race*".

Despite the negative effects given in the practice, English taboo words are used by native and non-native people in their daily conversation. Hence, being exposed to English taboo words is sometimes unavoidable. It is shown in television, written in internet, uttered by people and sung in songs. Due to the fact that English taboo words are easily heard or found, understanding it becomes essential especially for language learners. Thus, students will be able to understand the real communication world of English and have a complete comprehension of language and one of its elements, taboo words.

Several research on this topic have also been conducted by other researchers. A research by Natalia Burduli (2014) examined whether students had general knowledge about taboo words and taboo expression including its meaning and usage. She also investigated how much the students understand English taboos and how frequent they used them. Using questionnaire that consists of 10 questions, the researcher found that the taboo topic seemed to be quite new for the students. The percentages show that only few taboo words are known by the students. But almost all of them showed great desire to find out and learn more about it.

The second research was conducted by Afshin Soori and Zahra Sherafat (2015), who invited 100 Iranian EFL learners to participate in the research to see whether there is any statistically significant difference between Iranian male and female learners regarding the perception of taboo words in the term of gender differences. The result of the study showed that females had lower opinion of taboo words used as against men. Men use taboo words more frequently, while women more severely.

Although there are many research set the interest in English taboo language, they are performed in many different institutions all around the world. It makes the former research become incompatible to the present situation. Furthermore, Dewaele (2004, as cited in Horan, 2013) states that research on multilingualism and language acquisition have revealed that taboo language is rarely covered as part of the Foreign Language curriculum. This contradictive situation that happens between the rising interest of English taboo language as the

research topic and the lacking of the discussion about it in language classroom itself, has encouraged the writer to conduct a study entitled "**An Investigation of Department of English Education Students' Awareness Toward English Taboo Language**". The research is intended to find out how far English Department students, as EFL learners, acknowledge taboo words in English despite the lacking of discussion about it.

In addition to the condition above, an event of writer personal experience added another reason to conduct this study. There was one time when the lecturer asked what "whore" means. Nobody in the class knew about it. The condition made writer question the Department of English students mastery of the real communication world which includes the use of taboo words in it. Therefore, the first step that we need to do to overcome the situation is to know first, whether learners understand about English taboo language or not. This study is hoped to serve a serious educational purpose and new knowledge that people might gain from it.

Finally, to produce a well grounded research, there are going to be five chapters following this paper of research. This chapter serves as an introductory explanation of the research. The second chapter will explain further about the review of related literature on this research. The research methodology will be presented in chapter three, while chapter four will chanel the analysis and discussion of the research findings. The last chapter which is chapter five will highlight the conclusions and suggestions drawn and made based on the findings.

B. Research Questions

Regarding the background of the study, researcher addresses two research questions as follow:

1. To what extent are Department of English Education students' awareness toward English taboo language?

2. How do the students acquire English taboo words?

C. Aim of the Study

The aim of the research are:

1. To investigate PBI students awareness toward English taboo language.

2. To find out the way the PBI students acquire the English taboo language.

D. Significance of the Study

Based on the objectives of the research, it is expected that the research would give benefit for the following parties:

1. To the Department of English Education students, it is expected that the research findings can enable them to appropriately select or highlight the use of English taboo language in language classroom and to understand it maturely.

2. To other researchers, it is hoped that the research can lead them to conduct further research on the same subject matter.

3. To readers, it is expected that they will gain a greater understanding about English taboo language through this study.

E. Terminologies

To provide a better understanding of the study, there are some terms that need to be clarified clearly as follow:

1. Awareness

Awareness is a relative concept. In language, awareness is "*explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use*" (Ellis, 2012, p.2). According to Cambridge online dictionary, awareness means "*knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience*". Merikle (1984) states that awareness thresholds will vary widely according to the characteristics demanded in a particular experimental situation. Therefore, in this research, researcher defines awareness as the condition where the students understand or have the knowledge of English taboo language.

2. English taboo language

English taboo language mean a sentimental, psychological, and sociocultural phenomenon that is restricted, because it is assumed that some harm will happen if it is spoken (Jay, 2009 as cited in M.uhlman, 2015). In general, English taboo language can be defined as words or phrases in English that are not

recommended to use because of the value which is considered impolite or offensive.

CHAPTER II

LITERATURE REVIEW

This chapter provides the brief explanation about literature related to the study. The explanation comprises definition of taboo and English taboo language, the concept of English taboo language, the importance of understanding English taboo language, swearing in English, euphemism, and the aquisition of English taboo words.

A. Definition of Taboo and English Taboo Language

The term "taboo" in English language was derived from the word "tabu" in Tonga language (Naini, 2013). A British sailor called Captain James Cook was the first to note about it when he was visiting Tonga in 1771 (Freud, 1999, as cited in Ningjue, 2010). He went there to study about the transit of the planet Venus across the Sun (Allan and Burridge, 2006). Cook observed many strange social phenomena when he came to the island in the South Pacific. He found out that some objects have their own specific usage. For instance, some objects can only be used by their chief or God, some are for common people, and some are for special purposes where some other objects are for general purposes only. This situation is what being called 'tabu' by the local people, which means to be holy or untouchable (Freud, 1999, as cited in Ningjue, 2010).

Today, there have been many evolved definitions of taboo. Steiner (1967, as cited in Burduli, 2014), noted that taboo means any restrictions that do not

bring punishment other than anxiety and embarrassment resulted from deeply-rooted customs violations. Gao (2013) provides the definition of taboo according to couple of dictionaries. *The New Oxford Dictionary of English* (2001) defines "taboo (also tabu) as a social or religious custom prohibiting or restricting a particular practice or forbidding association with a particular person, place, or thing". *Oxford Advanced Learner's English-Chinese Dictionary* (Sixth edition) (2004) explains that "taboo is a cultural or religious custom that does not allow people to do, use or talk about a particular thing as people find it offensive or embarrassing".

Allan and Burridge (2006, as cited in Anggita, 2015) explains that taboo originates from social prohibition on a person's habit which can cause discomfort, danger and damage. Wardhaugh (1986, as cited in Naini, 2013) also defines that taboo is a way where a society expresses its objection of certain types of behavior considered to be harmful to its members. As the various definitions of the term 'taboo' given by dictionaries and experts above, writer withdraws a general definition of taboo as things that are not supposed to be done or said because they are against the general norms associated in the particular society which can cause harm and damage.

Every society has both its own taboo acts and taboo words. Taboo acts are related to any activities that should be avoided, and taboo words are related to any words that should not be said (Fairman, 2009, as cited in Aggita, 2015). This study focuses on English taboo language consisting of English taboo words or phrases. According to Ningjue (2010), taboo language means the emotionally

powerful, offensive statement or emotionally harmful expression that can be interpreted as insults. Mbaya (2002, as cited in Anggita, 2015) notes that taboo words are words marked by their indecency, awful character, and the absence of morality which are better not to be used so that it will not harm people.

Gao (2013) also provides the definition of taboo words according to some dictionaries. According to *Oxford Advanced Learner's English-Chinese Dictionary* (Sixth edition) (2004, as cited in Gao, 2013) "taboo words are words that many people consider offensive or shocking, for example because they refer to sex, the body or people's race". *Routledge Dictionary of Language and Linguistics* (2000, as cited in Gao, 2013) explain that "taboo word is a term that is avoided for religious, political or sexual reasons and is usually replaced by a euphemism, e.g. *rest room* or *bath room* for *toilet"*.

B. The Concept of English Taboo Language

Taboo language exists in every culture. Trudgill (1986, as cited in Anggita, 2015) states that taboo language is simply a matter of agreement in which the normal use of an item in language is held by certain social values and beliefs. It means that taboo language depends on the culture of the society. To understand the term, one needs to know "do" and "don't" of the the society related. Nobody was born with an already mastery of taboo words. It is gained through social interaction (Jay, 2009, as cited in Anggita, 2015).

There are several categories of English taboo words, namely obscenity, expletives, blasphemy, vulgarism, profanity, cursing, insults, and racial slurs and

slang. Obscenity is all of the obscene language that is considered taboo and strictly restricted in public use such as television, for example, the words 'fuck' and 'bitch'. Expletives can be defined as self emotional utterance that is said for releasing frustration and emotion without directing it to others, such as 'Fuck it!' and 'Shit'. Blasphemy is the religion's term used to denigrate God, religious institutions, icons and so on. It might also morally threathen. For instance, 'The church can kiss my ass!' and 'To hell with what it says in the bible!'. Vulgarism is rude raw expression used to underrate things or ones referred to, viewed as insensitive, distaseful, and offensive. For example, 'I have to take a crap' and 'snot'. Profanity refers to religious term in a profane, secular, or indifferent manner where there are no motive to denigrate God or anything related to religion. It might as well express emotional reaction to certain stimulus, such as 'God! It's late' and 'For Christ sake, get off the phone!'. Cursing means verbal abuse used to harm or give others pain, such as 'I wish you were dead'. Insults and racial slurs are unacceptable form of discrimination used to assault people by marking the physical, mental, or psychological qualities of the victim. For instance, 'retard', 'honkey'. The last one is slang which is used by social group to identify and solidify in-group members that is easily seen among teenagers. For example, 'da bomb' and ' its smoking' (Jay, 1992 and 1996, as cited in Holster, 2005).

A different categorization of English taboo was addressed by Aditia (2011) in his thesis entitled *An Analysis of Taboo Word and Swear Word in Dustin Less Abraham's 'How High' Movie*. He was referring to Michael Swan

(1995), who catagorized the taboo words into four parts, lavatory, privates part of body, religion, and sexual activity. Lavatory means the expression that refers to the waste produced by body as the following examples.

piss = urinate,

shit = excrement, defecate,

crap = excrement, defecate,

fart = releasing digestive gas from anus.

Some parts of the body which are associated with the taboo words are as follow,

anus = asshole,

testicles = balls,

penis = cock, prick,

breast = tits,

vagina = cunt.

There are also some sexual-associated terms considered taboo. It is rude and impolite, especially when it is uttered in public. For example,

Bastard = child of unmarried parents,

Come = orgasm,

Fuck = have sex with,

Wank = masturbate,

The taboo words related to religion which are connected with the Christian religion are such as 'blast', 'christ', 'gosh', 'jesus christ', 'jess'. Furthermore, Claire (1998, as cited in Muho and Bakir, 2014) explained that the name of the God in Christian religion should be used in respect manner. If it is used to show

strong emotion, anger or cursing others, then it is considered as blasphemy. For example, 'God damn it!', 'Christ almighty!', 'What the hell!', 'Go to hell!'.

Chunming Gao (2013) also explained about the category of taboo English in her article *A Sociolinguistic Study of English Taboo Language*. She mentioned that there are five varieties of taboo English. They are body excretion, death and disease, sex, four-letter words and swear words. Some of the categories such as body excretion, sex, and four-letter words (fuck, tits, damn) have the same explanation as already mentioned above. Therefore, writer will discuss the not-yet explained ones. Gao (2013) explained that the fear of words related to death and certain disease comes from the fear of death. So, instead of saying 'die', people will replace to expressions like 'pass away', 'go home', 'to have a better place', 'go to his reward', 'answer the call of God', 'depart' and 'go west'. Disease like cancer said as 'Big C' or 'terminally ill' while mental disorder will be substituted as 'He is not all there' or 'She is a little eccentric'. Most of the swearing sentences consist of taboo words. In social context, swearing is a principal linguistic feature. The primary source of swear words are sex, excretion, and supernatural power such as 'ball', 'Dear lord', 'by the holy sacrament'.

The list of taboo words has been listed by other researchers based on their research. Dianna Holster (2005) gave the list of the top 8 taboo words that most commonly used by ESOL teachers alongside the purpose of using them. Other researcher who are analyzing taboo words in movie gave the list of taboo words according to what they found in the movie. Some of the example are Fika Nur Anggita (2015) listing the taboo words from *Bad Teacher* movie and Aris

Naifhoni (2013) in *Live Free or Die Hard 4* movie. The list that is adopted by researcher in this research is from Katarina Lindahl's (2008) article entitled *The x-word and its usage: Taboo Words and Swear words in general, and x-words in newspapers.* The words are ass, asshole, bastard, bitch, bloody, blowjob,cock, cocksucker, cunt, damn, darn, dick, fuck, hell, hooker, motherfucker, nigger, penis, piss, pussy, screw, shit, tits, whore. These words are used as part of the questionnaire questions. The list was choosen as it provides a number of taboo words that exists in dictionaries.

C. The Importance of Understanding English Taboo Language

It can not be denied that English taboo language, even though has a negative connotation, is still used in verbal communication. Therefore, to fully understand the legal implications from the use of taboo English that vary greatly within the context, learners must know the motive of why speakers choose to use the taboo words since people might carry different reasons for using it. According to Jay (1992, as cited in Holster, 2005), there are three motives for using taboo english, the psychological, social, and linguistic motives.

As psychology motives, taboo English carries the utility to show emotion. Jay (2000, as cited in Holster, 2005) stated that taboo English is a common part of language that has an important role in communicating the emotion. Chen (1999, as cited in Holster, 2005) who conducted a study to survey the use of taboo language also supports the argument. He found out that English taboo words are mostly used when the speaker is angry and frustrated. It means that one of the

most regular reasons for people to use taboo language is to show anger or frustration.

As social motives, taboo words might carry the friendliness feeling. Speakers use taboo language to create group solidarity (Daly, Holmes, Newton, & Stubbe, 2004; Bayard and Krishynna, 2001, and Hay, 2004, as cited in Holster, 2005). Holster (2005) had also mentioned some literatures that support the statement. One of the studies conducted by Selnow (1985, as cited in Holster, 2005) shows that rather than females, males use taboo words more frequently to indicate in-group membership. According to Taylor (1976, as cited in Holster, 2005) if a man greets a friend with the words, 'Giddy, you old bastard', it means that the speaker is such a good friend that they can use taboo word that would bring a fight when it applies to someone else.

As the linguistic motives, Holster (2005) said that there are situations where speakers also refrain from using Taboo English. Although most of the taboo words are culturally related, some of the words are purely linguistically taboo. The word 'donkey' is used rather than 'ass' due to the linguistic similarity of arse (British) and ass (American). Blair (1996, as cited in Holster, 2005) explained that wheather the characteristic of language becomes filth or beauty depends on the ear of the listeners or the collective ear of society. Moreover, there is no general linguistic reason for words such as vagina to be considered 'clean' while cunt is 'dirty'. It is similar to 'penis' which is considered taboo than 'prick' or 'cock'.

The importance of English taboo language has also been pointed by some studies. Those studies show the support to address taboo English in language classroom. Crook (1998, as cited in Holster, 2005) used an action research framework to conduct a study where the participants were invited to attend 90 minutes Taboo English classes. The participant were an upper-intermediate class who are all Asian L2 learners aged to 18 to 36. Laters, the participants were asked to give responses to a number of questions regarding the taboo English classes. The results of the study tell that the majority of learners showed strong support and enthusiasm for the taboo English class. The language and knowledge were received as valuable and interesting sessions. Learners recognized the importance of understanding taboo language that gives the contribution to their understanding of the culture and speaker related.

Robin-Eliece Mercury (1995) wrote an article entitled "*Swearing: A 'Bad' Part of Language; A Good Part of Language Learning*". The article proposes that learners who are old enough, 18 years old or older, should be taught about the use of taboo language in their ESL/EFL courses. The class treatment should make learners understand what constitutes obscene language in North America. Taboo language is pedagogically beneficial. Students need to understand why native speakers choose to use taboo language, what it signifies sociolinguistically, and why speakers use obscene language when they would choose not to. Mercury shared her personal experience to support the idea of addressing taboo language in classroom. A female senior high school EFL student asked about 'bad words' in the weekly diary to Mercury. She asked about the purpose of using the words,

reasons why American used them in movies, and whether it is okay for her to use it too. Mercury then answered and explained about the student's questions through diary writing. The situation suggests that it is reasonably argueable that language students might have interest in this topic. However, they can be lost if they are left alone in learning it. Therefore, it is necessary to pay more attention on discussing taboo language.

D. Swearing in English

The act of swearing can not be left out when it comes to discussing English taboo language. Most of the words that are used to swear are taboo. Therefore, to have a better understanding of English taboo language, swearing should take part in it. Andersson and Trudgill (1990, as cited in Horan, 2013) defined swearing as something taboo that serves the purpose to express strong emotion and attitudes, and it should not be interpreted literally. The purpose of swearing is to express the speaker's emotional state and inform it to listeners (Jay, 1992 and 2000, as cited in Jay and Janschewitz, 2008). Na Wang (2013) explained that the pragmatics functions of swearing in everyday conversation are to express emotion, to emphasis, to show group identity and solidarity, and to be an aggression. McEnery (2006, as cited in Schippers, 2013) gave the common functions of swearing as follow

- "Predicative negative adjective, e.g 'the film is shit',

- Adverbial booster, e.g 'Fucking marvellous' 'Fucking awful' ,

- Cursing expletive, e.g 'Fuck You!/Me!/Him!/it!',

- Destinational usage, e.g 'Fuck off!' 'He fucked off',

- Emphatic adverb/adjective, e.g 'He fucking did it' 'In the fucking car',

- Figurative extension of literal meaning, e.g 'to fuck about',

- General expletive, e.g '(Oh) Fuck!',

- Idiomatic 'set phrase', e.g 'fuck all' 'give a fuck' ,

- Literal usage denoting taboo referent, e.g 'We fucked',

- Imagery based on literal meaning, e.g 'kick shit out of',

- Premodifying intensifying negative adjective, e.g 'the fucking idiot',

- 'Pronominal' form with undefined referent, e.g 'got shit to do',

- 'Reclaimed' usage – no negative intent, e.g. Niggers/Niggaz as used by African American rappers,

- Religious oaths used for emphasis, e.g 'by God' ".

Pinker (2007, as cited in Vingerhoets, 2013) has also divided five different ways of swearing. The first one is descriptively such as 'Let's fuck'. Second one is idiomatically, for example 'It's fucked up'. The next one is abusively like 'Fuck you, motherfucker!!', then emphatically, for instance 'This is fucking amazing!', and the last one is cathartically such as 'Fuck!!!'.

Jay (1992, as cited in Howe, 2012) found in his research that the word 'fuck' is the most frequently used, and also that men swear more often than women. McEnery and Xiao (2004, as cited in Oliver, 2011) also state that "While it is not clear why people use fuck considerably more in speech than in writing, our speculation is that fuck occurs more frequently in informal rather than formal

contexts". As 'fuck' is the most frequent used word, it is best to see some other variations of it. Holster (2005, as cited in Oliver, 2011) explained the functions of 'fuck' as follow,

- greetings, e.g 'How the fuck are you?',

- Fraud, e.g 'I got fucked by the government',

- Dismay, e.g 'Oh, fuck it!',

- Trouble, e.g 'Well, I guess I'm fucked now',

- Aggression, e.g 'Fuck you!',

- Disgust, e.g 'Fuck me',

- Confusion, e.g 'What the fuck?',

- Difficulty, e.g 'I don't fucking understand',

- Despair, e.g 'Fucked again',

- Incompetence, e.g 'He always fucks everything up',

- Displeasure, e.g 'What the fuck is going on?',

- Lost, e.g 'Where the fuck are we?'

- Disbelief, e.g 'Unfucking believable',

- Retaliation, e.g 'Up your fucking ass'.

Howe (2012) stated that swearing is often seen as the representative of poor education and vocabulary, but the study of swearing showed that it is used in all of the social classes. Schippers (2013) also mentioned that the common stereotype for swearing is that the speaker is uneducated or that she or he might belong to the working class.

An article by Hansika Kapoor (2014) explains about swearing and its context with the main focus to assess the contextual appropriateness and frequency of usage of swear words. Understanding the context is essential when it comes to swearing. 'Context clarified the intention of swearword usage and might have attenuated its offensiveness' (Kapoor, 2014). The present study adapted the context of swearing provided in Hansika Kapoor's article to see the students awareness in the scope of conversational real communication world of taboo English usage.

E. Euphemism

The word euphemism is taken from 'eu' which means 'well' and 'phmme' which means speaking, so euphemism means 'good speech' (Muho and Bakir, 2014). Euphemism is defined as the substitution for unpleasant words to an agreeable or inoffensive words (Mish et al as cited in Muho and Bakir, 2014). Gao (2013) stated that people created euphemism in order to soften the taboo words' hard effect. Lyons (1981, as cited in Muho and Bakir, 2014) also figured that euphemism is "the avoidance of taboo words". The euphemistic words and expressions permit us to talk about things that are not pleasant and neutralize the discomfort. They are also used to avoid embarrassing situation and to protect people's feeling (Gao, 2013). According to Lindahl (2008) one of the examples of euphemisn is saying the f-word instead of fuck. The other words that are similar to this case are as follows,

c-word   : cunt,

the woman's complain : menstruation,

self-abuse   : masturbation,

rubber   : condom,

hanky panky   : sexual acts.

Moreover, Gao (2013) explained that the exaggerated use of euphemism will hinder the real intention, for example, "The departed rests in his casket in a slumber room where friends may visit with him before the grief therapist assists the dear one to his plot in a memoria garden" (Gu, 2002, as cited in Gao, 2013). Muho and Bakir (2014) stated that the words or expressions functioning as euphemism will keep changing as the language itself is alive and influenced by its culture and social psychology.

F. The Aquisition of English Taboo Words

According to Purnawan (2015) in his article entitled *Profanity Haunts Children's First Language Aquisition,* environment such as home and neighborhood plays an important role in the acquisition of bad language by children. He also stated that popular culture such as television, movies, and music lyrics are also common source of bad language. Similarly, EFL learner obtained English taboo words from many different sources. As English taboo language is not formally taught and learnt in class, the possible source are coming from friends, television, movies, songs, internet, social media, etc. The presence of

taboo language in various media is proven by the other authors and researchers who wrote and studied the issue.

Hendri Aditia (2011) conducted a research to classify the types of taboo words in Dustin Lee Abraham's Movie *How High* and also the factors which cause the characters use the taboo words and swear words in the movie. The analysis regarding taboo and swear words in a movie as a research is also conducted by other researchers. *A Sociolinguistic Analysis of Taboo Words in 'Bad Teacher' Movie* was conducted by Fika Nur Anggita in 2015. The research purpose are to identify the types and functions of taboo words uttered by the characters in the movie. In 2013, Aris Naini wrote an article entitled *Taboo Expressions Used in 'Live Free or Die Hard '4* movie. Using the utterance said in the movie, researcher attempt to find out the types of taboo expression and the context when the characters express taboo words. As well as the above researchers, Dozaria Yuliana (2013) and Vivi Christiani Katoppo (2016) also identifying taboo words in a movie. Yuliana (2013) in her journal *Types of Taboo Words Found in the Movie 'Law Abiding Citizen'* tried to compare the types of taboo words used by the characters in the movie. On the other hand, Katoppo (2016) used the movie *21 Jump Street* to identify and classify the kinds of profanity and to find out the kinds of expression produced by the used of profanity using the theory of Jay (1992) and Staley (1978). Cressman et al. (2009) argued that children's exposure to profanity continue to be a concern for many parties such as parents, media researchers, and also policy makers. The study entitled *SWEARING IN CINEMA: An analysis of profanity in US teen-oriented movies,*

1980-2006 by Cressman et al. (2009) examines the types, frequency, and usage of profanity in movie addressed to and featuring teenagers.

A study conducted by the fuse group on behalf of Ofcom (Office of Communication) in 2005 was intended to indicate issues that broadcasters may need to consider in scheduling content and in deciding whether to broadcast information about content. The study was conducted under the title *Language and Sexual Imagery in Broadcasting: A Contextual Investigation.* Kaye and Sapolsky (2009) investigate offensive language on prime-time broadcast and cable program that was outlined in their journal *Taboo or Not Taboo? That is the Question: Offensive Language on Prime-Time Broadcast and Cable Programming.*

In addition to movie and television broadcast, the presence of taboo words are also discovered in other media, as Ningjue (2010) wrote about taboo language on the internet where the study was to analyze the use of taboo language in the conversation of mixed-gender, women's and men's talk in English-speaking chat rooms. *Offensive Language Spoken on Popular Morning Radio Program* by Fitzgerald (2007) investigated the frequency and types of indecent language present in radio programming, excluding the popular music lyrics and advertisement but only the spoken portion of radio programming. An article by Lindahl (2008) entitled *The x-word and its usage: Taboo Words and Swear words in general, and x-words in newspapers* investigated the significance of taboo words, their usage, and the way of how they are used or not in media. It also examined the way of how x-word are used in the British newspaper.

Social media has become the integral part of people daily life. As social media usage are rising, the presence of taboo words in this media is also covered by researchers. Marta Dynel (2012) in her article *Swearing Methodologically: The (im)politeness of Expletives in Anonymous Commentaries on Youtube* has the objective to account the (im)politeness of swear words, the nature and function of it in anonymous internet communication represented by youtube. Wang et al. (2014) examined the use of English curse words on the micro-blogging platform Twitter to improve people understanding about cursing on social media by exploring a set of questions that have been considered important in previous research on the same topic on offline communication.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of explanation about the methodology the researcher employs in this study. It will inform the research location, research design, research participants, technique of data collection, and technique of data analysis.

A. Research Location

The research took place at the Ar-Raniry State Islamic University (UIN Ar-Raniry) Banda Aceh, which is located in Jl. Syeikh Abdul Rauf Kopelma Darussalam, 23111 Banda Aceh. UIN Ar-Raniry was formerly known as IAIN Ar-Raniry which was built on October 5th 1963. The new status as a university was acquired on October 1st 2013. Today, UIN Ar-Raniry is led by Prof. Dr. Farid Wajdi Ibrahim, MA. as the rector of the university. The university has nine faculties namely Faculty of Education and Teacher Training, Faculty of Syariah and Law, Faculty of Dakwah and Communication, Faculty of Ushuluddin and Philosophy, Faculty of Culture and Humanities, Faculty of Science and Technology, Faculty of Psychology, Faculty of Society and Government and the last one is Faculty of Economic and Islamic Business Faculty.

Researcher was admitted in the Education and Teacher Training faculty. The faculty itself is divided into twelve departments, as follows: Department of Arabic, Department of Mathematics, Department of Biology, Department of Physics, Department of Chemistry, Department of Education for Elementary

Teacher, Department of Islamic Education, Department of Counseling Guidance, Department of Raudhatul Atfal Teacher Education, Department of Technology and Information, Department of Electrical Engineering, and Department of English Education.

Department of English Education was where the researcher concentrates the research. Department of English Education focuses on the area of English Language Teaching. Its objective is to educate and prepare its undergraduate students to be the experts and professional teachers in English major as well as to produce noble, professional, innovative, creative, and competitive graduates as future English teachers based on the principles of Islam. Currently governed by Dr. T. Zulfikar, S.Ag., M.Ed, the Department of English Education has a total of 31 lecturers (based on *Buku Panduan Akademik 2014/2015*) and 995 students. Most of the lecturers graduated from various international universities in many developed countries, including United States, United Kingdom, Australia, Netherlands, Germany, Malaysia and so forth. As the leading and reputable department of Education and Teacher Training Faculty which has many enrollers, it receives "A" accreditation from National Accreditation Department or also known as *Badan Akreditasi Nasional* (*BAN*). In addition, it is hoped that the students can contribute to the development of education in Aceh province particularly.

B. Research Design

This research concentrates on finding out to what extent the students as EFL learners are aware of English taboo language. It was conducted by testing the students' knowledge and gathering the information about their perception or opinion on the subject matter. Thus, quantitative approach was utilized in this research. Aliaga and Gunderson (2002, as cited in Muijs, 2004, p.1) defines quantitative research as the explanation of phenomena by gathering the numerical data and analyze them with mathematical based methods in particular statistics. According to Creswell (2014, p. 32), quantitative research is an approach for testing objective theories by exploring the relation between variables that can be analyzed using statistical procedures.

C. Research Participant

According to Creswell (2008, as cited in Putri, 2015), research participants refer to the subjects who are believed to have an ability to provide the researcher rich information related to research questions. The participants taking part in this research are the students of Department of English Education who have already taken the Cross Cultural Understanding class. Therefore, the students who enrolled in 2012 become the participants of the reseach, and the number of the population of this research is 119 students. The size of the sample taken is 50% from the population. Rea and Parker (1992, as cited in Griffe, 2012) states that "population sizes for which the assumption of normality does not apply, the appropriate sample size is 50% of the population size". Therefore, researcher

decided to take 60 students as the sample of the research. The participants were selected by using simple random sampling. According to Griffe (2012) simple random sampling refers to the process where all of the possible participants are identified and selected in a random, arbitrary way.

D. Technique of Data Collection

To gain the data of the research, researcher employed questionnaire technique. Questionnaire refers to the data collection technique that asks the participants for demographic information, opinion, or questions of fact (Griffe, 2012). According to Holster (2005), questionnaire suits the nature of this research best as it is a taboo language that is being investigated, since some participants could have felt uneasy or even embarrassed about using face-to-face interview. The types of questionnaire used was mostly closed-ended questions to seek the answer for both research questions. An open-ended questions was employed to seek the opinion of the participants and describe their personal beliefs that they held towards English taboo language. It also becomes supporting data regarding the students awareness towards English taboo language.

Firstly the participants were given a list of English taboo words. They were asked to check (√) the English taboo words that they know to see what words they have recognized despite the lacking of teaching about those words before in the classroom. According to Clarke (2003, as cited in Sivertzen, 2013, p. 15) words come in the first place in language acquisition, the lexicon is central in language and in the acquisition of language. Being the essential and an initial part

of language learning, the size of the vocabulary is commonly seen as a good indicator of language skills (Sivertzen, 2013). Therefore, researcher has provided a list of English taboo words adapted from a list that was given in a paper entitled *The x-word and its usage: Taboo words and swearwords in general, and x words in newspaper* by Katarina Lindahl in 2008. Researcher used the list as it is believed that it can represent the taboo words that is needed to be known in general. Along side the first task of identifying the taboo words participants recognize, participant were also asked to recall on where they get the English taboo words they recognize from. Giving a list of the possible source, it is hoped that the data could be beneficial for future learning plan.

The next part of the questionnaire asked participant to determine the appropriateness of English taboo based on the context. Context is all of the situation from out of the utterance (Naini, 2013, p.3). Understanding the context will help us understand the meaning and the message in a communication. In this research, researcher provide the context of swearing situation, as swearing is the use of taboo language. There will be 11 context given that were adopted from a journal by Hansika Kapoor (2014) under the title *Swears in Context: The Difference Between Casual and Abusive Swearing*. The last part of the questionnaire asked the participants to give their opinions about this topic. The participant's view might support the data on their awareness toward English taboo language.

E. Technique of Data Analysis

The data collected from the questionnaire will be represented in percentage calculation in order to make it easier to understand the result. Therefore, the formula used to interpret the data in percentages as adopted from Sudijono (2005) is as follow:

$$P = \frac{f}{n} \text{x } 100\%$$

Note;

P   = percentage

f   = frequency

n   = number of sample

100%   = constany value

The data received will be concluded in order to answer the research questions. As the research question reads "To what extent are Department of English Education students' awareness toward English taboo language?", researcher has set the criteria of the students awareness toward English taboo language. The students awareness will be determined base on the scale as follow

0%	70%	100%
Low	Moderate	High

The scale reads that the students awareness will be considered low when the correctness of the answer is below 70% and considered high when its almost 100% correct.

CHAPTER IV

RESULT AND DISCUSSION

This chapter describes the results of the research about students' awareness toward English taboo language. The results are then brought into further discussion as an attempt to answer the research questions propose in this research.

A. Result

The aims of the research are to find out the students' awareness toward English taboo language and the source of where they know the words from. Therefore, for the aim to be achived, researcher distributed questionnaire to 60 participant. The questionnaire is comprised of three pages which researcher named as questionnaire 1, questionnaire 2, and questionnaire 3 for each page. The answers given by participants toward the questionnaire are as follow;

1. Result of Questionnaire 1

The first page of the questionnaire contain the list of taboo words and the possible source of where participant might know it from. Participants were requested to write their identity and to check (√) the list presented according to their knowledge. The result of the words that participants know about is presented in figure 4.1 as follows;

Figure 4.1 Result of the words participants know about
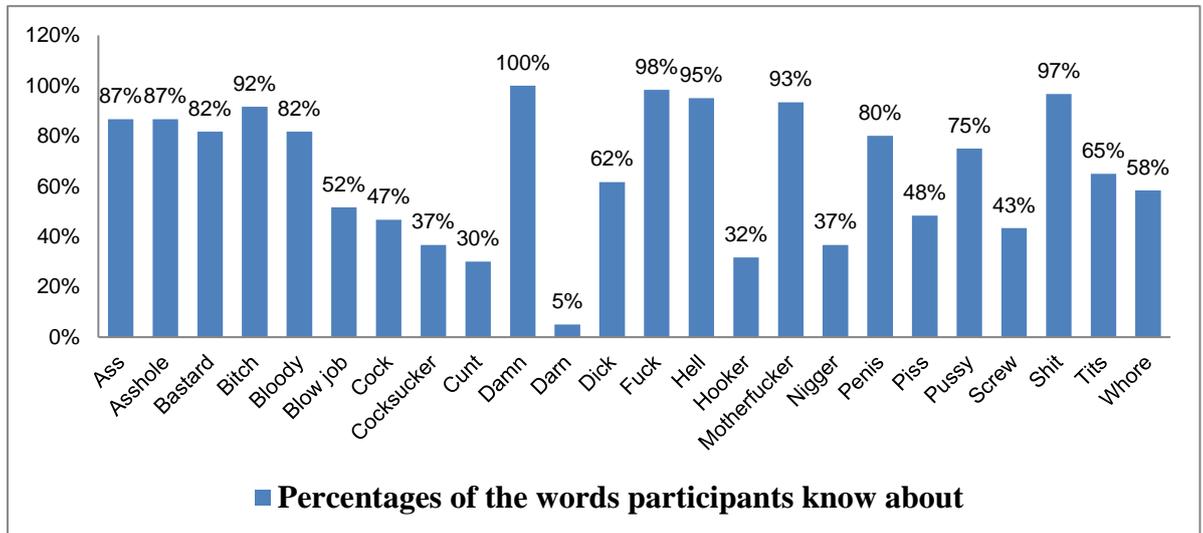
The figure illustrates the English taboo words that students recognize, which is shown in percentage calculation. There are 24 taboo words that is shown in the figure. The words' list was taken from a paper entitled *The x-word and its usage: Taboo words and swearwords in general, and x words in newspaper* by Katarina Lindahl in 2008. According to the participants' answer, researcher found that there are no words left unrecognize as every words has no 0% of recognition. However, the percentage calculation are varied. It indicates that some words are familiar to the participant, while some others are rarely to be encounter with. The most notable feature is the word '*damn*' which has 100% estimation. It channels that all of the 119 participants recognize the words "*damn*". On the contrary, a different picture emerges from the words "*darn*". There are only 5% of the participants who recognize it. Although the contradictory are clearly seen between those two words, where only few of the participants recognize the word "*darn*" compare to the word "*damn*", *damn* and *darn* differences are not as big as one

might imagine. *Darn* is the lightweight version of *damn*. *Damn* is more severe and considered a bad word while *darn* is the euphemism for *damn*. The reasons behind this situation remain as questions as this research are not deeply seek into that matters. However, researcher assumes that one of the factor that might contribute to the word "*damn*" become highly known by participants is the common use of the words "*damn*" in the participant community. The letter D, A, M, and N which combine together as DAMN is one of the most famous fashion brand in Indonesia. The coincidence of the brand's name and the English taboo word "*damn*" might be the reason of why it is strikingly well-known by participant, despite the different massage the fashion brand trying to convey compared to the english taboo word.

The other taboo words apart from '*damn*' that are also remain in higher rate of awareness are *ass, asshole, bastard, bitch, bloody, fuck, hell, motherfucker, penis, pussy* and *shit*. These are the words that are known by more than 70% of the participant. The other words remained are *blow job, cock, cocksucker, cunt, dick, hooker, nigger, piss, screw, and whore.* The percentages of the participants who familiar with these words are range from 65%-30%. According to these data, words that are related to sex, body organs or excrement such as *dick, blow job, piss, cock, cocksucker, hooker, and cunt* are not likely to be recognized by the participants compare to other words. It can be assumed that the students' cultural background as high context culture people is not open to the topic related to sex. The word 'sex' and things related to it are often interpreted negatively by most people in the participant community. It is still considered as sensitive and taboo

matters which effect to the lack of the sex education. In the participant community, sex education is summarized in biology lessons that are only discussed in terms of science alone, there is no intense approach to learn about sex education itself. In contrast to western countries that have applied sex education specifically into the school curriculum. The shortage of the understanding and knowledge about sex in the participants' native language itself, makes no surprise to the lack of recognition about English taboo words related to sex.

This research also requested participant to state their sex as male or female. This data informs that English taboo words related to sex are mostly notice by male participant. Generally, male are known to be more active when it come to the sex related things (although the exceptions are always there). The curiosity could lead them perceive more material about it compare to female. The cultural bias where female are frequently discourage from showing interest in sex could also takes part as to why male are more loaded about this issues. Along with this sense, there is no wonder that taboo words related to sex that participants know, are widely recognise by the male one even when it is in foreign language.

The next part of the questionnaire is still in the same page of the first task given. Participants are asked to recall of where they know the taboo words from. Participant might choose more than one sources for each words that they know about. For instance, participant A might know the word *ass* from friends, movies, and internet. The possible sources provided are *friends, television, movies, songs, radio, newspaper, books, social media, internet, and etc*. The figure below illustrates the results of the questionnaire.

Figure 4.2 The source of English taboo words recognition.

The source of English taboo words' are recognize from
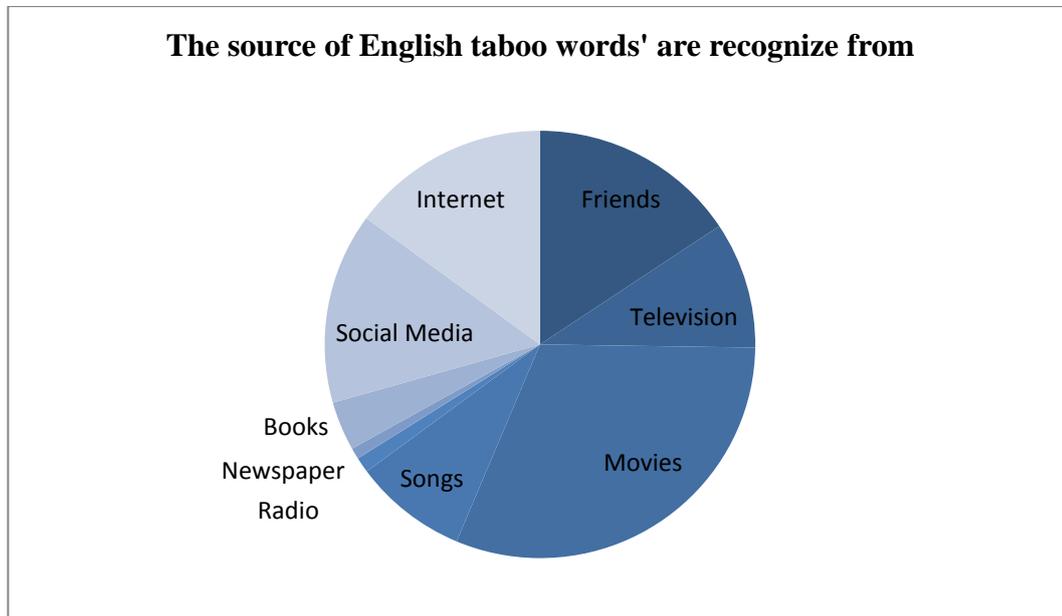
The figure shows the source of English taboo words are recognized from. There are 9 possible source provided; *friends, television, movies, songs, radio, newspaper, book, social media, and internet*. Overall, it is clear that the main source for the participants to aquire English taboo words are *movies*. *Movies* can hold many important roles in language learning. It can be one of the best media to learn language and gain new vocabulary, as movies have a wide scope of conversations. It provides many situation that shows the words' utility with many different context. As the conversation in movies are varied, one of the things we could find is the use of taboo words when the characters are speaking. Typically, the participants' culture loves to watch movies. Hence, the incidental aquisition of taboo words are more likely to happen, which make movies as the number one source of where taboo words participants know from.

The second source as the top most picked by participants is *friends*. Participants, as identity is the foreign laguage students, are having fellow friends who are in the same field. Researcher believes that students speak more freely among themselves, which lead them to probably use or discuss about English taboo words. Furthermore, the other sources that also take a large proportion are *internet, social media, television, and songs*. Internet and social media are no doubt in granting people with so many content. It provides broad range of benefits and opportunities to access more information. Almost all types of information are provided. We are in the times where people are always engage in online activities. Thus, participants, as the young generation who awake of the online information era, must have encounter the English taboo language. *Television*, on the other hands, works a little bit different. In the participants' community, the broadcast aired on television have a very strict rule to follow. One of the restriction is the use of bad words. Therefore, the English taboo words might be aquire from another way, which is cable channels. Unlike the national television, cable channels have less restriction. Since the programs are produced by mostly English-speaking country, people will be more likely to obtain English taboo words in cable channels. The other source that greatly elected is *songs*. Most people love to listen to the music. Music has lyrics in it. The lyrics are used to convey the message the songs are talking about. Some of the lyrics in songs contain taboo words. The taboo words can appear in all types of music gender. However, the taboo words are usually found in music that has Hip-hop, Rock, and RnB gender.

The remaining sources that are left are *books, radio*, and *newspaper.* These are the least source of taboo words that participant choose. *Newspaper* is the type of media that give information in a proper formal way. The language used is polite and educational. Consequently, participants are less likely to encounter taboo words when reading newspaper. Similar to television, the radio broadcast in the participants community is mostly in Indonesian language that English taboo language has a very small chance to be found. Conversely, books hve many types of content. The english taboo language will probably be found easier in books. However, generally speaking, the community of the participant are not famous for reading books (although the trends can change). Therefore, books are not where participants gain the English taboo words from.

2. Result of Questionnaire 2

The second page of the questionnaire asked participants to determine the appropriateness of English taboo words based on the context. There are 11 situation provided by the researcher. Below are the results with table that illustrate the answer from the participants.

No.	Context	Appropriate	Somewhat appropriate	Somewhat inappropriate	Inappropriate
1	X to a friend Y, while drinking some soup: "Oh fuck! I burnt my tongue!"	42%	18%	15%	25%
2	Boss A to an employee B at work: "I think this is bullshit. You will have to redo the report."	32%	32%	12%	25%
3	Y to a flat-mate Z, during a verbal fight: "You cocksucker! You can't do anything right!"	13%	22%	22%	23%
4	C to a colleague D at office: "Who ate my goddamn sandwich?"	27%	23%	13%	27%
5	C to a friend D, while debating ethics: "This is bloody painful—talking to you."	38%	17%	17%	18%
6	X to a friend Y while shopping: "That outfit makes even the mannequin look like a whore!"	32%	22%	20%	10%
7	A to a colleague B, during a heated argument: "You're a back-stabbing sisterfucker!"	13%	17%	15%	40%
8	A to flat-mate B, who is very messy: "Fuck you, I've had it. Clean it up yourself."	32%	13%	27%	28%
9	Y to a childhood friend, Z: "So how are you, my favorite motherfucker?"	10%	15%	22%	48%
10	A to a friends B in Dean's office: "My laptop's behaving like a real bitch today!"	28%	7%	18%	45%
11	X to his partner Y, in front of children: "Why do you have to be such an asshole?"	10%	5%	10%	67%

The data above shows the percentages of the participants' insight regarding the use of English taboo words in context. The primary objective of the research is to find out the students awareness toward English taboo words. The first stage of the questionnaire where asking the participant to check (√) the English taboo words that they know, do not seem to be enough. The real communication world requires not only linguistic, but also the social and pragmatic aspect. Therefore, this part questionnaire need to be launched. This questionnaire has no solid right or wrong answer to it as there is no such things such as an absolute taboo. It was all contextually determined. Overall, the data shows that participants are basically have the sense of the appropriateness regarding the utilization of taboo words in the various context. The culture of the speech community where the research take place, has the communication mostly carried with good manner. Trying not to offend someone or insult them. Conversely, westerners are usually more open to the taboo language, as English taboo conveys many different meaning and purpose without necessarily turning the speaker into a bad person. The cultural differences of participants style of speech and the target language do not make the participant tied to only one's culture. The data in the table above shows that participant can adjust to the target language and accept the use of taboo words in their appropriate context.

B. Discussion

English taboo language inevitably plays an important role in communication. It is a common social and cultural phenomenon (Muho & Bakir, 2014, p. 189). It is expected that language learners have moderate knowledge of it. However, the language learners' current situation of where the research take place, have never encountered with this topic in the formal classroom. Therefore, this research is conducted to seek the awareness of the English department students toward English taboo language regardless the lacking of the discussion about it before. There are two research questions employed in the research. Questionnaire is used to collect the data and provide the answer to the research questions. The result of the questionnaire has been presented in the percentages that was illustrated in figures before.

The first part of the questionnaire reveals the English taboo words that students know. Based on the result, the English taboo words can be sorted from the most known one to the least known one. The word *damn* becomes the word that most of the students know about, while *darn* is the least recognized word. A more detailed information of the English taboo words' order based on the students answer is presented in the table below

Table 4.1 English taboo words sorted by the frequency

No.	Taboo words	Frequency	Percentage
1	Damn	60	100%
2	Fuck	59	98%
3	Shit	58	97%
4	Hell	57	95%
5	Motherfucker	56	93%
6	Bitch	55	92%

7	Ass	52	87%
8	Asshole	52	87%
9	Bastard	49	82%
10	Bloody	49	82%
11	Penis	48	80%
12	Pussy	45	75%
13	Tits	39	65%
14	Dick	37	62%
15	Whore	35	58%
16	Blow job	31	52%
17	Piss	29	48%
18	Cock	28	47%
19	Screw	26	43%
20	Cocksucker	22	37%
21	Nigger	22	37%
22	Hooker	19	32%
23	Cunt	18	30%
24	Darn	17	28%

Jay (2009, p. 156) mentioned the 10 most frequently used taboo words are *fuck, shit, hell, damn, goddamn, Jesus Christ, ass, oh my god, bitch,* and *sucks*. As these words are frequently appear, it is essential for the language learners to recognize them, so that they will comprehend daily conversation and achive the communicative competence. In the current research, the taboo words that researcher provided are also mentioned by Jay above are *fuck, shit, hell, damn, ass,* and *bitch.* The result of the research shows that students are aware of the English taboo language as more than 70% of the students recognize the words that are frequently used. The other words that are also known more than 70% of the students are *motherfucker, asshole, bastard, bloody, penis, and pussy*. It means that out of 24 words that researcher gave in the list, there are 12 words (*damn,*

fuck, shit, hell, motherfucker, bitch, ass, asshole, bastard, bloody, penis, pussy) that are known by more than 70% of the students.

The other important feature to highlight in order to investigate the students' awareness of English taboo language is by asking the students to determine the appropriateness of the English taboo language in the given context. Context is all of the situation from out of the utterance (Naini, 2013, p.3). Johnson and Lewis (2010) mentioned the factors that influence the usage of English taboo language are speakers sex, speaker status, formality of the situation, and message content. Jay and Janschewitz (2008, as cited in Wang, 2013, p. 72) also mentioned that the social factor that influence swearing are social norms, culture, relationship between speaker and listener, settings of physical environment and expectation.

Vingerhoests (2013, p. 292) in his article entitled *Swearing: a biopsychosocial perspective* explained about the context of swearing appropriateness as follow; swearing is more tolerated in informal, private, or in-group setting then the formal or public setting (Mercury, 1995). An official or public context such as Dean's office is the place where people do not use swear words (Jay, 1992). People also does not use swear words in the presence of a person with higher status, someone of the other gender, new acquaintance, someone's own parents, or one's physician (Mercury, 1995). Swearing is also not perform in front of children. However, swearing is more tolerated among authority figures (e.g., police) or aid workers (fireman, ambulance personnel, emergency unit workers). In addition, Vingerhoests (2013, p. 292) mentioned that

informal setting with familiar people of the same status and gender such as sport club's locker room or in a pub with friends are the best suit context to swear.

Montagu (2001, as cited in Locher, 2010, p. 292) mentioned that the use of expletive by a candidate in a job interview (a context which characterised by formality, ritual, status differential and low level of interpersonal familiarity) is highly inappropriate, however, swearing while enjoying drinks with friends is fine.

In this research, researcher provides situation or the context of swearing. Participants will then indicate whether the swearword used are appropriate in the given context or not. Since there is no such things such as an absolute taboo, researcher not only provided the option 'appropriate' and 'inappropriate', but also 'somewhat appropriate' and 'somewhat inappropriate'.

According to the explanation above, the most likely answer are as follow; situation 1 (*X to a friend Y, while drinking some soup: "Oh fuck! I burnt my tongue!"*) fall into the catagory of 'appropriate' or 'somewhat appropriate', situation 2 (*Boss A to an employee B at work: "I think this is bullshit. You will have to redo the report."*) fall into the catagory of 'somewhat inappropriate' or 'inappropriate', situation 3 (*Y to a flat-mate Z, during a verbal fight: "You cocksucker! You can't do anything right!"*) fall into the catagory of 'appropriate' or 'somewhat appropriate', situation 4 (*C to a colleague D at office: "Who ate my goddamn sandwich?"*) fall into the catagory of 'appropriate' or 'somewhat appropriate', situation 5 (*C to a friend D, while debating ethics: "This is bloody painful—talking to you."*) fall into the catagory of 'appropriate' or 'somewhat

appropriate', situation 6 (*X to a friend Y while shopping: "That outfit makes even the mannequin look like a <u>whore</u>!"*) fall into the catagory of 'appropriate' or 'somewhat appropriate', situation 7 (*A to a colleague B, during a heated argument: "You're a back-stabbing <u>sisterfucker</u>!"*) fall into the catagory of 'appropriate' or 'somewhat appropriate', situation 8 (*A to flat-mate B, who is very messy: "<u>Fuck you</u>, I've had it. Clean it up yourself.*") fall into the catagory of 'appropriate' or 'somewhat appropriate', situation 9 (*Y to a childhood friend, Z: "So how are you, my favorite <u>motherfucker</u>?"*) fall into the catagory of 'appropriate' or 'somewhat appropriate', situation 10 (*A to a friends B in Dean's office: "My laptop's behaving like a real <u>bitch</u> today!"*) fall into the catagory of 'somewhat inappropriate' or 'inappropriate', situation 11 (*X to his partner Y, in front of children: "Why do you have to be such an <u>asshole</u>?"*) fall into the catagory of 'somewhat inappropriate' or 'inappropriate'. The result of this research shows that majority of the students aware of the use of swearwords in the context, where most of their answers are 'correct'.

The last part of the questionnaire that was intended to investigate the students awareness toward English taboo language is asking the participant opinion regarding the topic. Question number 1 reads "Do you think the students of English department need to know about English taboo words?". The results shows that the majority (93%) of the students agree that students of English department need to know about English taboo words as they asnswer 'yes' option and give the following reasons,

"because it can avoid them to say it somehow. It also make them know how to do the ethics conversation by not using those words. However, I'm not suggesting them to know all the taboo words".

"because english department students soon will become teachers who will meet many kinds of students. as a language teacher we use language as a media of communication,so it is important to have knowledge about taboo words to avoid bad consequences of using those words since those words also far from politeness. Using those words in wrong situation also could trigger a problem with others feeling".

"because as you know English students are better if they know many vocabularies in English extensively".

"because just in case they live abroad, they will understand the words and the context of using it. Moreover, as English Department students, learning English also means learning the culture".

"because many people being easily offended by the use of taboo words and it often being difficult to know which words will cause offense and which will not. That is why the the english department students need to know the taboo words. Since they might have huge chance to meet people from different countries to have a discussion in the future. Let take a look at the example for christian some taboo words are fine to use. For instance the Jesus Christ being damned by God. Conversely, in the islamic contect we are not allow to use that word".

"because the student need to know a lot of vocabularies as their own knowledge and to understand the use of the word , where is it appropriate or not".

"because they need to be open minded on parts of languange as a languange student, besides to rich their vocabularies".

" because the world is cruel"

"because it enchance student's knowledge about the culture of language that they are learning. Hence, they will use those words in appropriate situation"

Question number 2 reads "Do you think, as teacher's candidate, you need to know about those words?". The result shows that the majority (92%) of the

students agree that as teacher's candidate, they need to know about English taboo words. Their reasons are as follow,

> *"because by knowing those words, as the teacher we could anticipate if we find out our students imitate or use those words without knowing the meaning by giving them the explanation of why those words is taboo and the consequences of using those words".*

> *"because they are important for us in order to know what the students talk to us if they use those word. For example when they are mocking us with the inappropriate word".*

> *"because in teaching English, I also need to understand about taboo words, so the students will not use the words inappropriately".*

> *"because as a teacher's candidate, I need to be familiar with the taboo words in order to prevent myself for not using those words in my daily life. Besides, I can share this valuable knowledge to my students in order to dig their knowledge since they might find those words in many sources, for instance in the lyrics song, internet, books, and etc. As a result, they can adjust themselves to the surrounding".*

> *"because as a teacher we need to know a lot of vocabularies of many sources for my own knowledge as a teaching modal"*

> *"because a teacher that expert in a major need to know all things related to hs field, although it is not to be used"*

> *"because in this sophisticated era, students can get into a lot of things easily including these kinds of words. We, as a teacher, need to know them too so we can teach them how and when and where to use the words appropriately".*

> *"I am a teacher of English. Which mean that I need to know about the culture and anything related to it"*

Question number 3 reads " Do you think, those kind of words need to be taught at university level?". The result shows that the majority (53%) of the students think that English taboo words does not necessary to be taught at the university as they answer 'no' option and give the following reasons;

"because without we learn at class we can know those words by watching or listening from many sources. Moreover, those words are not academic in that level"

"because its not important thing. But it can be discussed just for knowledge"

"because it is not suitable for educated person"
"because if it is taught, the students will use it in their daily life"

"because it's not need to be taught formally, we can learn them informally outside the class"

"of course not, just let them know by themselves"

"because that is not something that we get from formal education"

"because these words can be attained from other sources (students learn by themselves)"

Question number 4 reads "will knowing about those words give disadvantages?". The result shows that the majority (63%) of the students think that there will be no disadvantages in knowing English taboo words as they asnswer 'no' option and give the following reasons,

"because it is depend on ourselves how we used those word in good context or not"

"because it is an essential part in learning a language, by understanding them, it is unlikely that we will misplace or misuse them in inappropriate context/situation"

"because sometimes, to know the negative things bring the positive vibes"

"because by knowing those words we could be more cautious in using taboo words since those words could make people feeling hurt, shock and uncomfortable"

"because you will be aware of words that you used, whether it's good or not"

"because learning those words part of learning different culture and language"

"because it make us more understand about the term 'stronger' words"

"because by knowing about those words, we will aware to use them in some context"

According to the explanation above, it can be inferred that students are aware that as the students of English department and also as a teacher's candidate, knowing about English taboo language is important. However, they are confident that there is no need for the students to learn it in the university that they can learn it by themselves from many other sources. They also believe that knowing about English taboo words is not likely giving them disadvantages.

Alongside the task to determine the English taboo words that students recognize, the sources of where they know them from are also being saught in order to answer the second research question. According to the result, it can be seen that *movies* are the most notable source of where the students get their knowledge on English taboo language from, followed by *friends, internet, social media, television, songs, books, radio, and newspaper.* Movies are undoubtedly become the biggest source for people to encounter with English taboo words. The presence of taboo language in movies is proven by the other authors and researchers who wrote and studied the issue. For instance, Hendri Aditia (2011) who conducted a research to classify the types of taboo words in Dustin Lee Abraham's Movie *How High*, Yuliana (2013) who tried to compare the types of taboo words used by the characters in the movie *Law Abiding Citizen* and

Katoppo (2016) who used the movie *21 Jump Street* to identify and classify the kinds of profanity.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter highlights the conclusions and suggestions based on the findings of the investigation of Department of English Education students' awareness toward English taboo language.

A. Conclusions

There are two research questions underlying this research. Through this study, the researcher intends to investigate the English department students' awareness toward English taboo language and the source of where the students know English taboo language from. After analyzing the data that were obtained from the questionnaires and discussing the result in the previous chapter, researcher concludes that the Department of English Education students' awareness toward English taboo language is moderate. The students are not poorly informed regarding English taboo language despite the lacking of the discussion about it in the formal settings. The sources of where the students know English taboo language are mostly from *movies*, which means that movies play an important role in someone's language aquisition especially English taboo language according to this research.

B. Suggestions

English taboo language is undisputed to be the part of communication. To fully understand every aspect of the English taboo language, researcher suggests that this topic to be taught formally to EFL learners. It is essential for the language learners to have the understanding to negotiate the differences accross culture, the knowledge of strategy to avoid potential conflict, and the understanding of the diversity and complexity of English taboo words, so that they are equipped to face the real communication world of English. This topic can be delivered in the cross-cultural understanding class. However, the cultural differences of learners and target language, might cause some problems to surface as this topic is never been mention before. The unknowing reaction or the aftermath situation when discussing this topic still left us uneasy to bring this topic up to the front class. An idea comes to light that there is a way to discuss this topic more comfortably. An indirect discussion such as using e-mail or others online platform might be an option. To be more certain of the things that might happen, other researchers could conduct others research to search the answer to this questioned's feeling of learning english taboo language. This research is providing the initial data of the students' awareness toward English taboo language. However, it does not cover every aspect. Therefore, it is also suggested to the other researchers to seek more information regarding this topic that put a serious educational purpose. Finally, it is hoped that this research can be enlightening to all of the parties.

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APPENDIX I

Please fill your identity in the blank space below. It will be kept confidential along the study.

Name   :
Phone   :
Sex   : male / female (circle yours)

Dear Sir or Madam, Below are the list of English taboo words, please check (√) the words that you know about and the source of where did you know them from. (can be more than one)

No.	Words	Know (√)	Source									
			Friends	Television	Movies	Songs	Radio	Newspaper	Books	Social Media	Internet	etc
1.	Ass											
2.	Asshole											
3.	Bastard											
4.	Bitch											
5.	Bloody											
6.	Blow job											
7.	Cock											
8.	Cocksucker											
9.	Cunt											
10.	Damn											
11.	Darn											
12.	Dick											
13.	Fuck											
14.	Hell											
15.	Hooker											
16.	Motherfucker											
17.	Nigger											
18.	Penis											
19.	Piss											
20.	Pussy											
21.	Screw											
22.	Shit											
23.	Tits											
24.	Whore											

Source: adapted from journal by Katarina Lindahl (2008) The x-word and its usage: Taboo Words and Swearwords in general, and x-words in newspapers

Please read the following dialogues carefully and indicate wheather the underline words are appropriate in the given context or not by checking (√) the box base on your likelihood.

Context	Appropriate	Somewhat appropriate	Somewhat inappropriate	Inappropriate
X to a friend Y, while drinking some soup: "Oh fuck! I burnt my tongue!"				
Boss A to an employee B at work: "I think this is bullshit. You will have to redo the report."				
Y to a flat-mate Z, during a verbal fight: "You cocksucker! You can't do anything right!"				
C to a colleague D at office: "Who ate my goddamn sandwich?"				
C to a friend D, while debating ethics: "This is bloody painful—talking to you."				
X to a friend Y while shopping: "That outfit makes even the mannequin look like a whore!"				
A to a colleague B, during a heated argument: "You're a back-stabbing sisterfucker!"				
A to flat-mate B, who is very messy: "Fuck you, I've had it. Clean it up yourself."				
Y to a childhood friend, Z: "So how are you, my favorite motherfucker?"				
A to a friends B in Dean's office: "My laptop's behaving like a real bitch today!"				
X to his partner Y, in front of children: "Why do you have to be such an asshole?"				

Source: adapted from a journal by Hansika Kapoor (2014) entitled *Swears in context: the difference between casual and abusive swearing*

Please answear the question below and give your opinion

1. Do you think the students of English department need to know about English taboo words?

YES, because _____

_____

NO, because _____

_____

2. Do you think, as teacher's candidate, you need to know about those words?

YES, because _____

_____

NO, because _____

_____

3. Do you think, those kind of words need to be taught at university level?

YES, because _____

_____

NO, because _____

_____

4. Will knowing about those words give disadvantages?

YES, because _____

_____

NO, because_____

_____

APPENDIX II

Taboo words in dictionaries – a small comparative study 2008

Word	Oxford English Dictionary [Online] (accessed April 11, 2008)	Merriam Webster [Online] (accessed April 11, 2008)	Longman Dictionary of Contemporary English (2005)
Ass	Often considered vulgar	Sometimes vulgar	Not polite
Asshole/Arsehole	Coarse slang	Usually vulgar	Not polite
Bastard	Used vulgarly	-	Taboo, not polite
Bitch	Not in decent use	-	Informal
Bloody	Foul language	Sometimes vulgar	-
Blow job	Slang	Usually vulgar	Informal
Cock	Not admissible in polite speech	Usually vulgar	Informal, not polite
Cocksucker	Coarse slang	Usually obscene	Taboo
Cunt	Vulgar	Usually obscene	Taboo
Damn	Used profanely	-	Not polite
Darn	Slang	-	Informal
Dick	Coarse	Usually vulgar	Informal, not polite
Dog	Slang	-	Informal, not polite
Fuck	Coarse slang	Usually obscene, usually vulgar	Taboo
Hell	-	-	Not polite
Hooker	slang	-	Informal
Motherfucker	Coarse slang	Usually obscene	Taboo
Nigger	Strongly offensive	the most offensive and inflammatory racial slur in English	Taboo, very offensive
Penis	-	-	-
Pig	Derogatory	Slang, usually disparaging	Taboo, informal [6]
Piss	Coarse slang	Sometimes vulgar	Not polite
Pussy	Coarse slang	Usually vulgar	Taboo
Screw	Coarse slang	Usually vulgar	Informal, not polite
Shit	Not in decent use	Usually vulgar	Not polite
Tits	Slang	Usually vulgar	Informal, not polite
Whore	Coarse term of abuse	-	Informal, taboo

A dash (-) means that there was no warning in the dictionary.

References:
Longman Dictionary of Contemporary English. 2005. Essex: Pearson Longman
http://www.merriam-webster.com/
http://www.oed.com/

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[6] Taboo when referring to a police officer, informal when referring to any other person.

APPENDIX III

Swearing Questionnaire (Study 1)

You will be presented with several dialogues between two people, each containing a swear word/phrase. Please read each sentence carefully and decide whether the swear word/phrase used is appropriate or not, in the given context. Please make your ratings using the following scale:

(1) Very Appropriate
(2) Appropriate
(3) Somewhat Appropriate
(4) Neither Appropriate nor Inappropriate
(5) Somewhat Inappropriate
(6) Inappropriate
(7) Very Inappropriate

1. X to a friend Y, while drinking some soup: "Oh fuck! I burnt my tongue!" (casual-moderate)
2. A to a colleague B at work: "I think this is bullshit. You will have to redo the report." (abusive-mild)
3. Y to a flat-mate Z, during a verbal fight: "You cocksucker! You can't do anything right!" (abusive-severe)
4. C to a colleague D at office: "Who ate my goddamn sandwich?" (casual-mild)
5. C to a friend D, while debating ethics: "This is bloody painful—talking to you." (abusive-mild)
6. X to a friend Y while shopping: "That outfit makes even the mannequin look like a whore!" (casual-severe)
7. C to a friend D, who made a suggestion: "Come on, don't be stupid. How can I possibly quit my job?" (casual-mild)
8. A to a colleague B, during a heated argument: "You're a back-stabbing sisterfucker!" (abusive-severe)
9. A to flat-mate B, who is very messy: "Fuck you, I've had it. Clean it up yourself." (abusive-moderate)
10. Y to a childhood friend, Z: "So how are you, my favorite motherfucker?" (casual-severe)
11. A to a roommate B: "My laptop's behaving like a real bitch today!" (casual-moderate)
12. X to a colleague Y, who is giving X a hard time: "Why do you have to be such an asshole?" (abusive-moderate)

Source:

Swears in Context: The Difference Between Casual and Abusive Swearing by Hansika Kapoor (2014)

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/ 921 /2016
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	Bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry maka dipandang perlu menunjuk pembimbing skripsi;
		b.	Bahwa namanya yang tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing Skripsi dimaksud.
Mengingat	:	1.	Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 13 Tahun 1991, tentang Pokok-pokok Organisasi IAIN;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
		7.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry;
		8.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		11.	Surat Keputusan Rektor IAIN Ar-Raniry Nomor. IN/3/R/Kp.00.4/394/2007, tentang Pemberian Kuasa dan Pendelegasian Wewenang Dekan
Memperhatikan	:		Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Februari 2016

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Menunjuk Saudara:

1. Dr. Phil. Saiful Akmal, S.Pd.I., MA — Sebagai Pembimbing Pertama
2. Risdaneva, M.A — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Rizky Mairina**
NIM	:	**231222730**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**An Investigation of Department of English Education Students' Awareness Toward English Taboo Language**

KEDUA	:	Kepada pembimbing yang namanya tersebut di atas diberikan honorarium sesuai dengan peraturan yang berlaku;
KETIGA	:	Segala pembiayaan akibat Surat Keputusan ini dibebankan pada dana DIPA UIN Ar-Raniry Tahun 2016
KEEMPAT	:	Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2016/2017.
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Banda Aceh, 17 Januari 2016
Dekan,

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : Un.08/TU-FTK/ TL.00/ 396 / 2017   Banda Aceh, 11 Januari 2017
Lamp : -
Hal   : Mohon Izin Untuk Mengumpulkan Data
         Menyusun Skripsi

Kepada Yth.

Di -
    Banda Aceh

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Rizky Mairina
N I M	:	231 222 730
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	IX
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Ulee Kareng - Banda Aceh

Untuk mengumpulkan data pada:

Mahasiswa Prodi PBI Leting 2012 UIN Ar-Raniry

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An Investigation of Department of English Education Students' Awareness Toward English Taboo Language

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

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BAG. UMUM   BAG. UMUM

Kode: 7633

APPENDIX IV

AUTOBIOGRAPHY

1. Name   : Rizky Mairina
2. Place / date of Birth   : Banda Aceh/ 28 Mai 1994
3. Religion   : Islam
4. Sex   : Female
5. Nationality / Ethnic   : Indonesian/ Acehnese
6. Marital Status   : Single
7. Occupation   : Student
8. Address   : Jl. Peudaya No.16 Lamgapang, Ulee Kareng
9. E-mail   : mairinarizky@gmail.com
10. Parents' Name
    a. Father   : Abdurrahman
    b. Mother   : Rosmiaty
    c. Father's Occupation : Retirement
    d. Mother's Occupation : Retirement
11. Address   : Jl. Peudaya No.16 Lamgapang, Ulee Kareng
12. Education Background
    a. Elementary School : MIN 1 Banda Aceh (2000-2006)
    b. Junior High School : MTsN 1 Banda Aceh (2006-2009)
    c. Senior High School : SMA Laboratorium Unsyiah (2009-2012)
    d. University   : UIN Ar-Raniry Banda Aceh (2012-2017)

Banda Aceh, Jannuary 30th, 2017
The Researcher

Rizky Mairina