CHAPTER I
INTRODUCTION

1.1 Research Background

People want to understand the world around them. Successful communication is somewhat of miracle; people cannot read minds, but through language they can understand each other. In social communication, the word meanings are not consistent and static. As Warren said, "Word meanings, it is suggested, are dynamic and negotiable" (Warren, 1992), many people cannot make a success communication because they only focus on the conceptual meaning of the word, rather than what the speaker might want them to mean. In linguistics field, the study of word meanings in conceptual is called Semantics. However, there are other aspects that depend more on the contextual meaning and communicative intentions of speaker (George Yule, 2010). The clear communication do not only depends on how people recognize the word meanings in utterances, but how people recognize what the speakers mean by their utterances. Yule (George Yule, 2010) states that the study of speakers meaning is called pragmatics.

Pragmatics deals with the aspects of meaning and language use that are dependent on the speaker, the addressee and other features of the context of utterances. People may only know that pragmatics is the study of linguistics without knowing the advantages pragmatics itself. The advantage of studying language via pragmatics is that one can talk about people's intended meanings, their assumptions, purpose or goals, and the kind of actions that they are performing when they speak (G. Yule, 1996). Joanna Channell states that it is important to learn about the pragmatics conventions in English so as to be able to make full use of words known by society and to avoid mistakes. However, pragmatics can be frustrating because it requires people to make sense of others and what they have in mind.

To know the word meanings, it does not only require pragmatics competence which are organizational and pragmatics competence, but also needs the knowledge of linguistics such as words galore. Words galore consists of a verbal bonanza, jargon, slang, cliches and catch-phrases, a rose by any other name, clipping, acronyms and abbreviations, fads and copycat formations, back-formation, blends, and euphemism (Katamba, 2015). Each of these linguistics areas has their own functions and purposes. One of them is a euphemism.

People are often required to use different word in certain situations to deliver certain things and use acceptable expressions that might not hurt the feelings of others. Certain things are not said, not because they cannot be, but because people do not talk about those things'; or, if those things are talked about, they are talked about in very roundabout ways (Wardhaugh, 2010). In order to sound polite and not to hurt someone's feeling, euphemisms come into play. Euphemism is used to replace an unpleasant word with a more pleasant one, especially for the sensitive things.

According to Horny (Horny, 2005) euphemisms are words or expressions that refer indirectly to some unsuitable, unpleasant or embarrassing issue in order to make it seem more acceptable. There is a sense in which all euphemism is dishonest (Burridge, 2012). In order to sound sweet and nice, people tell a lie to others in a milder way.   Speaker hides the real meaning and refers to the subject using circuit. They soften the language by use different words even it is not what they mean to speak. According to Crystal (Crystal, 2011), there are more euphemisms typical for spoken language in English because written language does not deal with slang or obscene vocabulary.

People may have a concept that euphemisms only have a negative side because it tells a lie. However, Enright (Allan & Burridge, 1991) (Enright, 2005) claims that euphemisms make truths less painful because people can avoid speaking the truth directly. By using euphemisms, speakers also encourage themself to talk about things which he or she would be ashamed to mention directly in front of others. Euphemisms saved the speakers from losing their faces or embarrassing moments and hurting feelings. Audience can learn something more about a speaker´s attitude towards the topic and help the speaker to persuade his listeners by pointing out different perspectives. It is not only for the speaker, but also for the audiences or the listeners. The listeners will not get hurt because the words delivered by the speakers. According to Burridge (Allan & Burridge, 1991), euphemisms contribute in the development and enriching of English language by a new expressions, because they are based on associations and associations still change.

There are many areas where euphemisms are frequently used. The oldest euphemisms connected with the death, sex, and religions. Those three areas are the sensitive thing in human life at that time, even nowadays. Moreover, euphemism can be used in politics, medical, business, and also in education. People can find euphemism in news, movie and humor. The example of euphemism used in politics is

when the United States government under President Donald Trump use *"alternative fact"* to hide the real meaning that is *"fake fact"*. The governments use this phrase to avoid the anger of the society. The comedian George Carlin says, *"no one has to die; people only can pass away"*. He uses this kind of euphemisms to show the politeness, because politeness is one of the principals in human's life.

As it is stated previously, euphemism can be found in some areas. One of them is in education. People may not realize that euphemisms are also used in classroom teaching and learning. Based on the study done by Qi Pan (Pan, 2013), euphemisms are used in raising question, correcting errors, and making comments in teaching and learning process. With euphemism, teacher can make the words politer and encourages the students to be proactive. In Indonesia, teachers use the phrase *"kurang pandai"* rather than *"bodoh"* when they speak with the students. At one university in Yogyakarta, especially in the English Language Education, some teachers use euphemism to make the student focus on the teaching and learning process. The lecturer said, *"It's better if you put your phone for a while,"* rather than *"do not play your gadget"*. Here the student does not get the idea of what is meant by the teacher. He puts his phone for a while and then continues to use it. Why does not the teacher say the word directly? There are some reasons why euphemism is studied. First, it is always related to the politeness. Second, euphemism is used to keep the relation between the speaker and listener, or writer and the reader in a good harmony (Allan & Burridge, 1991). In this case, the teacher is trying to keep a good harmony between teacher and student. In order to avoid offensive things that maybe hurt the students, the teacher uses euphemism. This thing in line with the function of euphemism states by Burridge that euphemism can protect the speaker or the listeners from offensive things (Burridge, 2012).

Based on the problem described above, the writer interests to know what are the forms and functions of euphemism used in English Language Education Study Program in one university in Yogyakarta

1.2 Research Question

In line with the background of the study described above, the writer tries to describe euphemism used in English Language Education Study Program. More specifically the main questions are formulated as follows:

1. What are the forms and functions of euphemism used in English Language Education Study Program?
2. What are the impacts of euphemisms for the interlocutory in English Language Education Study Program

1.3 Research Objectives

The objectives of the research are:

1. To find out the forms and functions of euphemism used in English Language Education Study Program.
2. To find the impacts of euphemisms for the interlocutory in English Language Education Study Program

1.4 Scope of the Research

To be well focused, the scope of the research needs to be clarified especially the specific aspects discussed as the focus of this research. This research focuses on the forms and functions of euphemism and the impacts of euphemisms for the interlocutory used in English Language Education Study Program. The data sources of this research are from 5 classes in English Language Education Study Program. In this research, the writer limits the use of euphemisms in English Language Education Study Program by investigating the forms and functions as well as the impacts for the interlocutory.

1.5 Research Benefit

The result of this research is expected to give contributions to the related study both theoretically and practically.

1. Theoretically

The result of this research is expected can be a contribution for sociolinguistics study especially on euphemism.

2. Practically

The result of this research is expected can be a practical contribution. For the students, this research helps the students to know and understand about euphemism as a sociolinguistics study. For the teachers, the result of this research is expected to be the additional material for linguistics course.

Besides that, the writer hopes this research can be useful for others writers as a reference for further research.

1.6 Definition of Terms

To avoid ambiguity and uncertainty, the writer provides the operational words as follows:

1. Euphemism: words or expressions that refer indirectly to some unsuitable, unpleasant or embarrassing issue in order to make it seem more acceptable.

2. Pragmatics: it is the competence which is required to know the meaning of utterances delivered by the speaker based on the context (George Yule, 2010).

3. Politeness strategies: some strategies that concern to save or even threat other person's face (Brown and Levinson, 1987)

4. Face: a public self image of a person (Brown and Levinson, 1987).