



**THE USE OF SWEAR WORDS BY JUNIOR HIGH SCHOOL STUDENTS 1  
AT KOTABARU KARAWANG WEST JAVA**

**JOURNAL THESIS**

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# The Use of Swear Words by Junior High School Students 1 at Kotabaru Karawang West Java

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## ABSTRAK

*Dalam setiap bahasa terdapat kata-kata yang dianggap tidak sopan untuk dikatakan kepada lawan bicara. Kata-kata tersebut mengacu kepada kata-kata yang mengandung makian dan sumpah serapah, serta memiliki konotasi kasar dan tabu untuk diucapkan dalam situasi formal. Dalam era globalisasi ini, banyak remaja khususnya remaja Sekolah menengah Pertama yang menggunakan umpatan dalam komunikasi mereka sehari-hari. Oleh karena itu, penulis tergugah untuk menganalisis fenomena penggunaan kata umpatan oleh siswa SMPN 1 di wilayah Kotabaru Karawang. Tujuan dari penelitian ini adalah untuk menunjukkan dan menganalisis penggunaan kata umpatan yang digunakan oleh siswa SMP mengacu kepada teori Sociolinguistik yang dikemukakan oleh Janet Holmes.*

*Kata-kata umpatan yang diproduksi oleh siswa merupakan penelitian yang bersifat deskriptif dengan pendekatan kualitatif. Penulis mengambil data dengan teknik purposive sampling sehingga penulis mendapat data sebanyak 25 kata umpatan yang dalam pengumpulan datanya dibagi menjadi 2 tahap yaitu wawancara dan observasi. Penulis juga menggunakan teknik Simak Bebas Libat Cakap dan teknik catat ketika mengobservasi tuturan umpatan yang digunakan oleh siswa. Dalam mewawancarai siswa, penulis menggunakan teknik rekam untuk menjaga keaslian data.*

*Dari hasil pengumpulan data, penulis mendapatkan 16 tuturan umpatan yang diperoleh dengan cara mewawancarai siswa dan 9 tuturan umpatan yang diperoleh dengan cara observasi di sekolah. Sebagian besar kata – kata umpatan dituturkan oleh siswa laki – laki. Namun ada beberapa tuturan umpatan yang diproduksi oleh siswa perempuan ketika mengumpat dengan teman sebayanya. Dari hasil observasi, penulis menemukan kata – kata umpatan yang digunakan siswa kepada temannya hanya pada latar informal. Walaupun ada seorang murid yang mengaku bahwa dirinya pernah mengumpat pada saat terdapat guru di dalam kelas, hal itu tidak lebih dari sekedar lelucon belaka. Secara garis besar, topik ketika siswa mengumpat kepada temannya hanya sebagai bahan lelucon. Meskipun ada beberapa tuturan umpatan yang mempunyai topik kemarahan, sebagian besar umpatan yang digunakan siswa mempunyai fungsi ekspresif.*

## 1. Introduction

In every language, we often hear the words which impressed impolite to say especially when it is used by Junior High School students while having conversation with their friends. It seems like the trend of using swear words in student Junior High School. Regardless male and female students, both of them have the same attitude in swearing in the school. They ignore the costumes, norms, and regulations on school. They even ignore polite or impolite language that is spoken in the school environment. Furthermore, this case becomes the background of study that makes the writer curious to do a research related to the use of

swear words in Junior High School 1 Kotabaru Karawang.

To complete this research, the writer uses sociolinguistics approaches by Holmes. In analyzing the used of swearing, the writer uses social factor in communication that is also proposed by Holmes which consists of participant, setting, topic and function.

## 2. Methodology

The type of this research is descriptive analysis with qualitative approach. In collecting data, the writer use “*Simak Bebas Libat Cakap*” which means that the writer gets involves directly in the conversation with students by observing method. It is intended to get data become natural from spontaneous

utterances. Recording and note taking are applied to know what kinds of swear words that are used by the students to maintain the originality of the data by interviewing.

The data source in this research are Sundanese and Indonesian swear words which appear when it is said by students Junior High School 1 Kotabaru Karawang. The population in this research are the swear words that were uttered by 23 students in Junior High School 1 Kotabaru, and the writer uses purposive sampling technique as the sample in this research. To analyze data, the writer uses *padan pragmatic* method.

The writer got 25 swear words data that is usually used by the students in the school area. Those 25 swears data were come from observing and interviewing students. In the observing, the participants that the writer analyze are 17 students and the writer found 9 swearing utterances in their communication. There were 5 female students who took part in this swearing communication, and 12 participants were come from male students. In the interview with 6 students as informants in this research, the writer got 16 swears data. All of informants are from male students in the 2<sup>nd</sup> and 3<sup>rd</sup> grade.

### **3. Review of Literature**

#### **3.1 Social Factors in Communication**

Social factor in communication according to Holmes (1992: 11) consists of the participant (social distance and social status), the setting or social context of the interaction (place and time), the topic and the function.

##### **3.1.1 Participants**

Participants refer to the people who involve in the conversational interaction. This aspect has very important role to be analyzed in this research because without participant, it is impossible the utterance occurs. The participants are divided into two groups there are speaker and listener. Furthermore, the participant in this research are the students in Junior High School 1 Kota Baru Karawang. The choices of language between participants are influenced by:

#### **A. Social Distance**

According to Holmes (1992: 13) Social distance refers to how well we know the addressee. Generally, there are two kinds of relation, intimate relation and distant relation. For people who have intimate relation to the listener, they have high solidarity. On the other hand, for people who do not have distant relation, they have low solidarity. Therefore, the solidarity affect toward social distance scale.

#### **B. Social Status**

Social status refers to the person's position within a community. There are two kinds of status according to Holmes (1992: 13) such as superior (high status) and subordinate (low status).

##### **3.1.2 Setting**

Setting according to Holmes (1992: 12) shows the social context of the interaction (where are they speaking). This factor refers to the circumstances surround the area where the speech occurs. The higher status scale of the speaker or listener, more formal the language that beeing used. Meanwhile, the lower status scale of the speaker or listener, more informal the language that is beeing used. Generally, setting divided into two, formal situation and informal situation.

##### **3.1.3 Topic and Function**

What becomes the function of conversation will influence to the choices of language form. Holmes (1992: 14) stated that if we analyze from the topic and the function of conversation, there are two kinds of interaction such as informative (referential) and interaction that involves the speaker feeling (affective).

In this research, the writer will discuss swear words that have relationship to the topic and function of conversation that reflect student feeling.

#### **3.2 Functions of Speech**

Language as communication device has some functions. Holmes (1992: 286) said that the functions of speech are divided into six elements; those are expressive, directive, referential, metalingual, poetic, and phatic function.

### 3.2.1 Expressive

Holmes (1992: 286) stated that *expressive utterance express the speaker feelings*. Therefore, the speaker has important role to expresses his or her feeling.

### 3.2.2 Directive

Holmes said that *Directive utterances atremp to get someone to do something* (1992: 286). It means that the listener becomes a reference in directive function.

### 3.2.3 Referential

According to Holmes "Referential gives information to the listener" (1992: 286). This means that the information becomes the important things in referential utterane.

### 3.2.4 Metalinguistic

Holmes said that "Metalinguistic talk about language that is beeing discussed" (1992: 286).

### 3.2.5 Poetic

Holmes stated that *Poetic utterances focus on aesthetic features of language* (1992: 286).

### 3.2.6 Phatic

According to Holmes (1992: 286) "Phatic has function to express solidarity and empathy to other person".

### 3.3 Swearing

According to Jakobson (1980: 24) *Swear word are "Zero parts of speech" because the use of them is frequently lost in people whose brain's right hemisphere is inactivated. The facts that this part of the brain also controls emotional reactions, which can also be expressed through swear words, might, however, be an alternative explanation of this fact.*

Crystal (1987: 10) stated that the swear words are used to reveal emotional expression which arises from ourselves to show anger feeling in which at that time we needed rude words which inappropriate to say to show our anger.

*The function of swear words as 'emotional expression', making no*

*attempt to delineate them from other emotive forms in language other than to say that swear words and obscenities are probably the commonest signals to be used in this way.*

Andersson and Trudgill (1992: 53) said that *Swearing as (a) refer to something taboo in a given culture (b) to be interpreted non literally and (c) used to express strong emotions and attitudes.*

Swearing is usually used by someone only for their pleasure at that time they needed rude words to say with their partner. This statement is reinforced by Ashley Montagu quotes, *The function of swearing is to provide a feeling of relief and to restore the organism to a normal psychophysical equilibrium* (Montagu, 1967: 86).

## 4. Analysis

### 4.1 Analysis of Swearing Based On Interviewing

#### (1) Student A : *Sia!* (You! in rude words)

The word "*Sia!*" in Sundanese language is rude word and impolite to say. It means as "you!". The word "*Sia!*" can be characterized into swearing because that word includes non-standard language which has accentuation as rude word likes the word in javanese "*kowe*". Furthermore, the word "*Sia!*" includes the categorization of curse language in Sundanese language which is usually used by middle and lower group. It is mostly used by workers, cadgers, and civilians. However, nowadays many students especially in Junior High School use this word.

Based on the data that the writer got by inteviewing above, the participants of the conversation between student (A) and his partner are friend. In this case, they are classmate. The relationship between two participants as a close friend allows them to use non standard language like "*Sia!*" even though it is used as swearing language. It happens because there is no social distance and social status among them as classmates.

This expression was held in classroom while student (A) got involved in a conversation with another student. Suddenly,

in the middle of their conversation, student (A) said the swearing. This was caused by the insulting of student (A)'s friend toward him. Therefore, student (A) who was in a bad mood spontaneously said "*Sia!*" which meant "*You!*" with high volume and hard tone.

However, the situation didn't make them fight each other because it was common for them to say swearing in the conversation. Student (A) confessed to the writer that although he was angry with his friend and said swearing, he was just being emotional at that moment which led him to say swearing spontaneously.

Student (A) said swearing "*Sia!*" in the classroom when there was no teacher in the classroom. Therefore the setting in this swearing utterance was in informal situation because it was break time although the participant said swearing in the classroom.

The function of speech in this data as expressive function because student (A) said swearing "*Sia!*" reflectively at that moment he felt emotional. Therefore he said swearing "*Sia!*" with loud tone to his friend.

## **(2) Student B : *Aing* (I in rude word)**

The word "*Aing*" is one of non-standard language in Sundanese language. Like "*Sia*", the word "*Aing*" has rude connotation which means "I" and it can be said as swearing because the word "*Aing*" emphasizes the profane words. Moreover, the word "*Aing*" is used to someone who we know recently. However, most of people say swearing "*Aing*" to their friend.

Student (B) said swearing "*Aing*" to his classmate. The relationship between the speaker and the hearer is close so the partner does not feel that the swearing used by student (B) will make him angry. This could happen because both of the participants have the same statuses which are the students in the same grade and class.

Student (B) uttered swearing "*Aing*" because it would make pleasure to him. Every day, he said "*Aing*" to his friends in school, both to the male and female students whom he met at both inside and outside the school. A habitual action which is repeated continuously will be considered as common

thing though it is supposed to be a bad habit. In this case, student (B) said swearing "*Aing*" in the conversation to the male student.

This swearing according to the interview with student (B) took place in informal setting, which was outside the classroom when he met with his friends. The swearing example of the student (B) utterances with the word "*Aing*" are "*Yeuh, aing minjem duit atuh*" and in the swearing "*Aing mah ganteng, emang sia jurig!*".

The function in this swearing is as phatic utterance because student (B) says swearing only as an expression of intimacy toward his friend. Student (B) assumes even though the word "*Aing*" is rude but it just as common thing uttered by the most of student, because both the word "*Aing*" and "*Sia*" are the words that are often said by them in their daily conversation.

## **(3) Student C : (Assalamu'alaikum warahmatullahi) gagarokanjut**

This swearing utterance came from one of students in 3rd grade when in that moment all of the students made a greeting phrase to the teacher with Arabic language. Although there was a teacher in the classroom, student (C) did not get any punishment because the teacher did not hear that one of his student said greeting with adding swearing in the suffix of the greeting. The other friends who listened to him only just look at him with cynical eyes and irritation. However, his close friends only smiled.

The participants in those swearing are student (C) and his friends who listen to him saying swearing in the classroom. However, the participants who involve in the communication have both close relation and distant relation. This could happen because there are not only the students in that class who involve in the communication, but there is also a teacher. The swearing takes place in a formal place and situation, which is in the classroom of 3rd grade.

This utterance has expressive function because the term "*gagaro kanjut*" swearing used by student (C) to mock the teacher by giving extra negative meaning in term of sexual behavior in the end of this religious

phrase. Although the teacher did not hear that one of his students said the swearing, another student who listened to student (C) felt very unhappy and fed-up to him because it was very vulgar words.

Student (C) said to the writer that even though he was wrong, student (C) explained that it was just merely a joke. He said that swearing was only funny word and an expression of his displeasure to the teacher. He stated that it was not matter even though the swearing related to religious matter.

#### **(4) Student D : *Tong gandeng njing!***

That expression was said by student (D) to his friends around him who were noisy in the classroom. It happened when there was in lesson time but in that classroom the teacher was out for a while. The teacher asked the students to do exercise but then the students made a noisy all the time. Student (D) who was in a bad mood and wanted to focus study at that time felt disturbed. He tried to give explanation to his friends to stop making noisy. Unfortunately, his friends did not want to stop joking, laughing and talking to each other. He was a little bit angry and then he uttered swearing “*tong gandeng njing!*”.

The word “*tong gandeng njing*” has the same meaning with “don’t be noisy dog!”. It is called swearing because the word “*njing*” is abbreviation from the word “*anjing*” which means “dog”. The term “*njing*” in this utterance refers to his friend who cannot stop talking and making noisy in the classroom. Student (D) reflectively says animal term as swearing because he usually utters swearing with the word “*nyet*” or “*monyet*” that has the same meaning with “monkey” and also the animal term “*njing*” or “*njir*” or even “*anjing*” that has the same meaning with “dog” when he is angry.

The participants in this conversation are the whole students both male and female students in the classroom. The relationships between all participants are close and they have the same social status in the school. Therefore, they do not have distance relationship.

Although the conversation above took place in formal place which was in the

classroom, the situation was still in the informal situation because the teacher was not there in the school hour. The teacher entered the classroom, gave the class assignment and then left the class. Most of the students became noisy when the teacher left the classroom.

The function in this swearing is as directive utterance because the swearing is uttered with purpose the listener doing something that the speaker ask. Because the student (D)’s friends did not want to silent, therefore student (D) angry and say swearing “*tong gandeng njing*” as the symbol of his anger.

#### **(5) Student E : *Eh monyet, tambahan atuh!***

This utterance came from senior student in school. The student who was in 3rd grade forced his junior (in this case the student from 2nd grade) to gave him some money abusively along with threaten. However, the junior student did not give his pocket money to him easily because he felt that he did not do any mistakes and trouble to senior student. Actually, the junior knew that he was in a bad position because the senior wanted to hit him. Fortunately, the senior failed to hit him and the junior successfully ran away from his senior. Student (E) said swearing to his junior outside school exactly near the parking area (a place outside school which became the student parking area and also a place where student took a break). This swearing was uttered after the school-hour was over.

Student (E)’s utterance “*eh monyet, tambahan atuh!*” which has same meaning with “Hey monkey, give more!” is unclearly utterance. The sentence is not clear about the meaning of the words “*tambahan atuh*” or the same meaning with “give more” uttered by student (E). However, because of the same share knowledge among the participants, student (E)’s utterance could be understood by his interlocutor. From the swearing uttered by student (E), the style that is used by him is casual style. In casual style, the sentences tend to be shorter and there is disappearing word as student (E)’s utterance. It does not include intimate style because the participants do not have intimate relationship. This could

happen because there is a social distant between senior and junior student.

According to the kinds of utterance, student (E)'s utterance is a kind of directive interaction because the speaker threatened the junior student to give him some money. This directive interaction is also a proof of the anger expression of the speaker when he wanted to hit his junior and said the utterance along with threaten. At the same time, senior student uttered swearing to the junior student.

From the context above, the participants around this conversation are a student in 3rd grade and a student in 2nd grade. The relationship between those two participants is very distance relation because junior student has subordinate or lower status in school than the senior who has superior or high status in the school.

The swearing happened outside school, near the parking area when the school-hour was over in a quiet situation. The appropriate time and place in informal situation made the senior force his junior to give him some money until the swearing occurred.

Student (E)'s swearing utterance in that conversation is aimed to push junior student as a victim to give him some money at that time. Therefore, the function of swearing in this utterance is to threaten the junior student. Meanwhile the topic of this conversation is as a command.

#### **(6) Student F : *Monyet, aing nyontek atuh nyet***

The swearing used by student (F) reflected that he was in very difficult situation. He could not answer the question when there was examination in the class. He said the swearing because he did not know what he should do. Realizing that he did not have much time to finish the exam, he said swearing to his friends beside him. It began when student (F) wanted to see his friend's answer. However, his partner ignored him. Finally, student (F) got angry and uttered "*monyet, aing nyontek atuh nyet*" to his friends with a low voice therefore the teacher did not listen and gave him punishment.

The swearing sentence "*monyet, aing nyontek atuh nyet*" which has the same meaning with "monkey, let me cheat on you

monkey" has very rude word and meaning. It can be seen from the first and the last word that he used to expresses his anger by using animal term like "monkey" to call his friend beside him. Moreover he used the word "*aing*" which is rude word in Sundanese language.

The participants in this conversation are student (F) and his classmate friend who sits near with student (F)'s chair. The relationship between them is distance because student (F)'s friend did not want his hard work in exam is cheated and copied by his friend, even with friend who sits next to him. The setting where the swearing occurred was in formal place and situation, which is in the classroom when the students have examination test. The function in this utterance includes directive utterance because student (F) attempts his friend to do something.

#### **(7) Student G : *Ari sia teu ngeunah mah lapangan basket ge lega, duel weh jeung aing!***

The swearing above describes that student (G) challenges his enemy to fight in the basketball court. This swearing occurred because his enemy looked at him with cynical eyes which made him feel disturbed and offended. Therefore, student (G) said swearing to show that he was not afraid to fight. This swearing was uttered by student (G) emotionally with loud voice when the students were exercising at that time.

The swearing above is uttered to describe the anger of student (G) with the used of non-standard Sundanese language with rude connotation "*sia*" and "*aing*". The speaker also adds the word "*duel*" which means "fighting" that increases the effect that the utterance was the form of swearing.

The participants in this communication are students who attend exercise class. However, the main participants who have important role in this case are student (G) and his enemy. This swearing was uttered in the basketball field inside school environment in the morning, specifically in the exercise class. Therefore, the swearing appears in informal situation because

although the swearing occurred when the students have exercise class, but the teacher was not in the place where the swearing utter by student. The function of this swearing as referential utterance because student (G) gives information to his enemy that he was ready to fight.

**(8) Student H : *Kontrol tah leungeun sia nyet!***

The utterance came from student in the 3rd grade in the classroom. This swearing was uttered because he was in bad mood and his friends kept bothering by hitting him. Student (H) got angry and said the swearing. His partner in this case was his friend who pretended that student (H) was not in bad mood when, in fact, student (H) was. However, his friends only smiled a little bit and then walked away from student (H).

Student (H) utterance said swearing because the word “*nyet*” has the same meaning with “monkey”. The word “*sia*” also means as his friendly greeting in rude word and his emotional feeling toward his friend at that time. The word “*nyet*” refers to the word “*sia*” which both of them refer to his friend. Although his friend swore with the term of animal like the word “*nyet*”, his friend did not angry to hear that swearing by student (H).

The participants in this communication are student (H) and his classmate who have distant relationship. However the participants who are involved in this conversation have the same social status in the school because they are in the same class in the school.

The setting took place in formal place, which was in the classroom. However, the swearing occurs in informal situation when it was breaking time and there was no teacher there. Because the setting was in informal situation, the student used non standard language like swearing as his freedom of speech. This utterance has expressive function because student (H) say swearing to his classmate to show that he was angry.

**(9) Student I : *Sia mah lain lalaki, eweuh kontolna!***

**(10) Student J: *Aya ge sia eweuh kontolna!***

The swearing was uttered in conversation between two male students (I) and (J), when they played basketball. Student (I) fed-up because of his partner could not play basketball well. Therefore, he swore to him frontally. In contrast, student (J) did not accept that his pride just got abused and humiliated. Student (J) also got his vengeance by swearing with the same words to student (I). He swore in very frontal words and kept continue with his own resentment.

The communication between student (I) and (J) above can be said swearing because they used of the term “*sia*” which is rude word. Moreover, that conversation is added by the vulgar word “*kontrol*” which has the same meaning with “penis”. It is very taboo to be uttered or even to be written. Besides, that word has negative meaning in term of a part of sexual, especially when it is uttered by Junior High School student.

The participants in this communication are student (I) and student (J). Actually, they have close relationship as a classmate friend. However, the swearing that is uttered to the student (J) is very bad word which has vulgar meaning student (J) also feels annoyed and ashamed with his friends around there who also play basketball too.

Based on the context of conversation above, swearing happens in the basketball field when they have exercise class. However, there is no teacher at that place when the students swear each other with those vulgar words. The function is to harass the other person. In this case, the person who gets harassment is both of the student (I) and his partner, student (J). Therefore, he is satisfied from what he has said to the listener. This kind of utterance includes expressive function.

**(11) Student K : *Monyet, goblog sia biadab!***

The swearing was uttered to show resentment of student (K) toward student from another Junior High School in the area of Kotabaru. It began when some students from another school suddenly hit him and directly left him. It happened when Student (K) wanted to go home from school alone. Student (K) got angry because he did not felt



that he had trouble with another student from different school. Reflectively, student (K) said swearing that had bad meaning. Therefore, this utterance describe that he was in very bad condition at that moment. He felt that he wanted to get revenge by hitting, fighting with them, screaming toward them, and etcetera.

The swearing uttered by student (K) consists of four words. Each word has bad meaning with rude connotation. He said “*monyet, goblog sia biadab!*” which has the same meaning with “*monkey, what a stupid savage person!*”. It describes the excessive feeling of the speaker’s anger. Therefore, he swore repetitively in each of his words.

The participants in this conversation are student (K) who’s from Junior High School 1 Kotabaru Karawang and another student from different Junior High School around Kotabaru Karawang. It could be seen that the relationship between the participants here is very distant because the participant who got sworn is an enemy.

The setting takes place in informal place and situation, which is on the street across the school when student (K) walks alone to go home after school hour. While the function of swearing “*monyet, goblog sia biadab!*” is to show student (K)’s anger toward another student from different school who is considered by him as the enemy. This swearing utterance includes expressive function because it describes speaker’s feeling.

#### **(12) Student L : *Sia mah haram jaddah ah!***

The swearing was uttered by student (L) to his friend when his friends teased him but he did not like it. Furthermore student (L) said swearing “*sia mah haram jaddah ah!*” which meant “you are bastard!”. Although the situation was in informal context and still in joking time, student (L)’s friend as his partner communication was angry because the meaning of that swearing is very harsh and he feel abused.

The participants in this conversation are student (L) with his friend. This clearly can be seen that the relation between student (L) and his friends are getting distant because

student (L)’s friend felt angry since the swearing was given to him.

This conversation took place at student parking area when the bell which alert student go home rang. The function of this swearing utterance is expressive function because he just shows his annoyed with that negative word reflectively without trying to hurt his friend.

#### **(13) Student M : *Bacot sia***

The swearing was uttered by male student in 3rd grade when he took part in the conversation with his friend from different class. The swearing “*bacot sia*” has the same meaning with “shut up” which is rude to say in the school area. In fact, this form of swearing was found in Junior High School. Student (M) confess that the swearing “*bacot sia*” was often used by him in his daily conversation, both in the school and outside school.

The swearing began when student (M) involved in communication with another student in different class. Suddenly student (M) friend’s teased him. Unfortunately he did not like the word that his friend said to him. Therefore, the swearing “*bacot sia*” occurred.

The participants who are involved in this conversation are student (M) with his friend from different class. The relationship between the speaker and the listener is close because although student (M) says swearing with rude meaning, they still can accept as long as it is reasonable.

The swearing uttered in friend of student (M)’s classroom in the school hour. That situation appears on the informal situation because there is no teacher in both classes so the student can show their expression even though it is bad things like saying swear words just like what student (M) did to his friend. Therefore the function in this utterance as expressive function because the swearing utterance show student (M)’s satisfaction and pleasure feeling.

#### **(14) Student N : *Tong sok manis lah, beungeut sia jiga domba oge***

The swearing was uttered by student male (N) to his female friend while they were attending flag ceremony. The purpose of

swearing above was to make his friends ashamed but still in joking time. However his friends did not feel ashamed and get angry to him. She just ignored what he had said.

The participant in this conversation is student male (N) with his student female friends. Their relationship is close. Therefore, his partner, in this case, student female friends did not get angry even though she is given swearing by him.

The setting occurs in the field of school when all of student, teacher, school staff, and the headmaster are having flag ceremony which is always held on Monday morning. This utterance includes into referential function because the aim of student (N) says swearing is to mock his female friends so that she becomes ashamed with her own self and also with her friends because the swearing has meaning that “*her face is ugly likes a goat.*”

#### **(15) Student O : *Si Belegug***

The word “*Si belegug*” is called as swearing because the word “*belegug*” itself has meaning with “*stupid*”. Moreover, in front of the word “*belegug*” there is a word “*si*” which refers to someone who becomes the listener. It is impossible if the participant utters swearing for himself because the swearing “*Si belegug*” points to someone else. The relationship between these two participants is close. This can be seen by the listener who did not say swearing again as a signal that he is angry to the speaker.

The participants uttered swearing “*Si belegug*” in the school when he was together with his friends. Because the utterance happened at informal situation, the situation gives freedom to the participant to use this kind of language variation whatever he wants. Time, place, and situation of the utterances that occur can be differentiated the using of language variation which said to the hearer or listener. That language variation in this context of utterance is the use of swear words as a bad word and inappropriate to say like the word “*Si belegug*” and the other forms of swaring.

The word “*Si belegug*” as a swearing is mostly used by student when they mock their friends. This swearing was especially

said by student (O) to his friend who made him little bit angry and as usual he said “*Si belegug*”. The speaker said “*Si belegug*” as swearing to his friends to mock but still in the joking context of informal situation. Therefore the function of speech in this context as expressive function because student (O) said swearing to express his anger toward his friend.

#### **(16) Student P : *Aing teu ngomong ka sia setan!***

The participants in this swearing are student (P) with his classmate who has very close relationship. They swear each other. However, they do not get angry or even annoyed. Instead, they feel so happy because they assume that it is just for fun.

This swearing was uttered by male student to female student. However, his friend is not only quiet but she also replies with swearing again. Therefore, they swore each other.

The conversation takes place in the classroom while the students take break outside the classroom. There are student (P), his female friend, and another student who does not take their free time to buy some snacks or food or beverage in canteen. This utterance has function as expressive since they swore to epithet one to another. The aim of this swearing is only for making a pleasure and happiness for both students because swearing becomes the trend of their habitual now.

## **4.2 Analysis of Swearing Based on Observing**

### **(1) Student Q : *Yeh lain eta, ieu mah...***

### **(2) Student R : *Kumaha sia wae lah!***

The term “*kumaha sia wae lah!*” contain rude word because there is a word “*sia*” and it is used by student (R) without having interested expression to his listener. Besides, he did not want to argue with his friend about something anymore.

It began when student (R) and his friend involved in a casual conversation. However in their communication, his friend always argued. Because student (R) felt lazy and wanted to stop their conversation, he

directly said swearing “*It’s up to you!*” as a signal if he was in bad mood to continue the conversation. After that student (Q) left his friend and the conversation automatically ended.

According to the sociolinguistics aspect, it can be seen from the context utterances that the relationship between participant and the listener is classmate. The sentence “*kumaha sia wae lah!*” is used to utter swearing to his friends because student (R) felt annoyed and was in a bad mood to continue their conversation.

The participant uttered swearing “*kumaha sia wae lah!*” in the school when he was together with his friend outside classroom in informal situation. The participant took the topic serious in the conversation. The term “*kumaha sia wae lah!*” which means it’s up to you, is said by student (R) to his friends to show disrespect attitude in context of informal situation. This communication describes expressive feeling student (R) at that moment.

**(3) Student S : *Naon maneh, aing wani ka sia***

**(4) Student T : *Woh, rek modar!***

This utterance is said by the male student to the female student who said swearing first to him in front of the seller who sold some snacks, foods and beverages near garden school. Student (S) says swearing because she did not like student (T) style which impressed arrogant. Because of student (T) did not feel that he is arrogant and he also did not like student (S) suddenly says swearing to him, then student (T) says swearing too. Actually student (T) said those swearing just to bully his partner that he would kill her. However, his female student ignored his words with innocent face.

The term “*Woh, rek modar!*” has negative meaning which has the same meaning with “*Oh you want to die!*”. If the listener has distant relation to the speaker, maybe she would feel that her life is threatened. However, both of them ignore the swearing uttered to each other without feeling annoyed because the relationship between two participants in this communication is friend.

This utterance took in informal place, when student has break time. The function of speech in this utterance is expressive because the swearing utter to express his feeling at that moment, therefore he threaten his female friend.

**(5) Student U : *Aing dipalak anjir***

**(6) Student V : *Ku saha?***

The conversation began in the cafeteria school while the students had a break time. Student (U) became angry and told to his friends (Student V) that he was recently forced to give some money to his senior and the listener (his friends) replied “*with whom?*”. Student (U) looked very annoyed because his allowance was cut, therefore he said swearing “*aing dipalak anjir*” to his friend. However the swearing that have been uttered by him not for his friend. He uttered it for the senior who forced him to gave his money.

The swearing “*aing dipalak anjir*” describes student (U)’s annoyance. Therefore, he swears with the animal term “*anjir*” which has the same meaning with “*dog*”. He says “*anjir*” as his emotional feeling to his senior. Although he is very upset at that time, he still could make conversation with his friend and smile occasionally in the middle of their conversation.

The participants in this conversation are student (U) with his male friends. In this case, they have good acquaintance. It also means that they have close relation. The speaker and listener in this swearing take place in the garden of school when it is in break time.

Because the relationship among them is close, it does not need to use complete and standard language with clear articulation. It is enough to use short utterances as long as the interlocutor understands what the meaning of their conversation is.

The speaker says “*anjir*” for the senior, not for his friend besides him. Because the term “*anjir*” has the same meaning with dog, the purpose of the swearing in this conversation is to compare the senior with animal. However, the function in this conversation is referential because student (U)

informing something to his friend what happened to him at that moment.

**(7) Student W: Ciyeee lu naksir sama si A ya?**

**(8) Student X : *Anjir lu mah***

The swearing was uttered by female student to his female friends. In the context of utterance, student (X) involved in a casual conversation with her partner. In the middle of conversation, student (X)'s partner teased her and she said the swearing directly. Although her friend was sworn, their communication kept going as the swearing as common thing that was often used in daily communication.

The participants in this communication are two female students who have close relationship. Therefore, that student (X) and her friends assume that swearing is not bad things against the norm in this era. Moreover, the swearing is uttered to their close friends.

Student (X) says swearing to her female friend around the seller who sells kinds of food and beverage inside school area in the student break time. Although student (X) swears at school area, it is still considered reasonable because the swearing is uttered in informal situation. The topic in this conversation is joking while the function of the utterance above has expressive function since the swearing utter as student (X) feeling at that moment.

**(9) Bibo : *Eta budak teh seneng ka maneh, sia seneng moal? (laughing)***

**(10) Another friend : *(Laughing)***

**(11) Student Y : *Bibo, monyet!***

This utterance came from male student while he was together with his friends near the food seller inside school. Firstly, student (Y) blathered about their daily life at school with his two male friends. At the same time, they laughed too. Bibo was one of student (Y)'s friends who was involved in the communication in a break time. Bibo suddenly satirized student (Y). Then, both of Bibo and his friend ran away from student (Y). Therefore, student (Y) spontaneously said "monkey" to Bibo. However, he still smiled and pursued his friends and Bibo.

The people who involves in this conversation are student (Y), Bibo, and one of their friend. The relationship between three male students in this communication is close friends. It could be seen when Bibo did not get angry when he was compared with monkey by Student (Y)'s swearing. However, he directly ran away with one of their friends leaving student (Y). They were also laughing at that moment. Student (Y) also just smiled and pursued them.

The conversation begins near the food seller inside school exactly in the garden of school. Student (Y) says swearing in informal situation which is outside classroom and without a teacher there in a break time.

Based on the swearing above, the topic in this conversation is joking while the function in this context is only for the expressive function. Even though student (Y) says swearing to his friend that student (Y) compares him with animal, he just considers it as joking. Moreover, the swearing is spontaneously uttered by student (Y) without thinking first. In here, it can be concluded that student (Y) usually uses that bad word to joke with his friends. Furthermore, his friend does not get angry because they are used to utter swearing too.

**(12) Student Z : *Heh tolol, hayu buruan balik!***

**(13) Student A<sub>1</sub> : *Ke heula atuh sabar lu mah!***

The words above are swearing. It showed that student (Z) was a little bit angry because student (A<sub>1</sub>) did not go out for leaving school immediately. In addition, student (Z) had been waiting for student (A<sub>1</sub>) to leave school together like they always did. After student (A<sub>1</sub>) comes, he says swearing "*Heh tolol, hayu buruan balik!*" which indicated he was angry to his friend. Student (A<sub>1</sub>) only answer "*ke heula atuh sabar lu mah!*" which means "just waiting for a moment, be patient dude!" for assuage his friend anger.

The participants in this communication are among male students in 3rd grade. Because there is no status distant and social distant between student (Z) and his friend, he uses non standard language to

express his emotional feeling at that time. The swearing “*heh tolol, hayu buruan balik!*” is uttered by student (Z) to his friend. The relationship between them is close so the student (A<sub>1</sub>) is not angry when he is sworn by his friend.

This conversation takes place in the parking area outside school after the bell school rang, precisely located across the school. This swearing is uttered in informal situation when the students go home after school ends. According to the swearing above, the topic in this conversation is anger while the function of this swearing as expressive function because student (Z) utter swearing to express his anger feeling toward his partner.

**(14) Student B<sub>1</sub>: *Aing ditonjok dihareupan***

**(15) Student C<sub>1</sub>: *Hoh, nya kitu?***

The conversation happened during the student’s break time in school. Initially, student (B<sub>1</sub>) bought some snack with his two friends. At the same time, they were talking about the things that happened to him that day. Suddenly, student (B<sub>1</sub>) said swearing in the middle of their conversation while carrying his snack and walked through the canteen school.

He said to his friend “*Aing ditonjok dihareupan*” because he was hit by a teacher in front of classroom. The teacher hit him because he made a mistake which made the teacher angry to him. His two friends only listened to him, smiled a little bit and laughed.

In the conversation above, the relationship between student (B<sub>1</sub>) and his partner are intimate because the style that student (B<sub>1</sub>) uses in that conversation is informal language and the swearing is added by student (B<sub>1</sub>). Student (B<sub>1</sub>)’s utterance is aimed to inform his friend about what happened to him at that day in school. Furthermore, the swearing has function as referential function since referential utterance provides information to the addressee.

The participants in this conversation are student (B<sub>1</sub>) and his two friends who are also his classmate. The setting was held in the canteen school at 10.00 am on Tuesday, specifically at the garden of school near teacher’s parking area.

The speaker said swearing not more than make a joke to his friend. It causes student (B<sub>1</sub>) convey his story with humorous action to invite the other parties (his two friends) listen to his bad day story. Not only student (B<sub>1</sub>) says swearing, but he also entertains his friends with his storytelling which makes them smiling and laughing.

**(16) Student D<sub>1</sub>: *Aing tojos sampe kempes sia!***

**(17) Student E<sub>1</sub>: (Just listen with innocent face)**

The conversation between student D<sub>1</sub> and E<sub>1</sub> happened when it was in break time. Initially, student E<sub>1</sub> bought some snacks in the food seller alone, then a group of female student came and bought the same snacks as student E<sub>1</sub> bought. Suddenly student D<sub>1</sub> mocking student E<sub>1</sub> with saying “*aing tojos sampe kempes sia!*” which meant that student D<sub>1</sub> want to stab student E<sub>1</sub> who is a fat female student become thin at the same time she walk through student E<sub>1</sub> and bring her snacks. Student D<sub>1</sub>’s friends just smiling. In addition, student E<sub>1</sub> only listen to her with innocent face because she knows that student D<sub>1</sub> only make a joke to her as well as usual.

The participants in this utterance are between student D<sub>1</sub> and E<sub>1</sub> have close relation as classmate. There is no social distant and social class between them because they have the same status as a student in the school. Because they have close relation as a classmate, student E<sub>1</sub> felt so so when she was swore by her friend.

This utterance occurs in the informal situation, when the student have break time. This utterance includes expressive function because student D<sub>1</sub> mocking her friends as a symbol of her expression when she look at her.

## 5. Conclusion

- A. Friendship is one of the reasons why students dared to utter swear words on the school.
- B. There are 17 swearing that have functions as students’ expressive feeling, 4 swearing have functions as referential utterances, 3 swearing have functions as directive utterances and 1 swearing have

function as phatic utterance. Therefore, most of the swears have functions to show the expressive feeling from the students. When the swears are uttered, most of them want to tell some stories or incidents that they experienced.

- C. In general, women rarely say swearing. However, in fact, there are some female students from Junior High School who say swearing to their friends. However, the female students assume that the condition constitutes an usual habit. Therefore, the writer concludes that at the present, a lot of teenagers, especially teenagers from Junior High School in Kotabaru Karawang, who ignore the eastern values, like politeness in a conversation.
- D. There are some factors which support the use of swearing words by the students, namely: the participants, setting, topic and function. The participants in this swearing utterances are students in the 2<sup>nd</sup> and 3<sup>rd</sup> grade of Junior High School 1 Kotabaru Karawang. They utter swearing to their friends both of male and female students. The setting where the students often says swearing is in informal situation. Most of the students says swearing only as anger expression but still in informal setting. Therefore, the writer can conclude that swearing words constitute common thing among teenagers in present.

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