

CHAPTER 1

INTRODUCTION

This chapter presents the research background, problem, objective, significance, scope and limitation, and definition of the key terms.

1.1 Research Background

Nowadays, being a teacher does not only rely on cognitive abilities but also require communication skill (Osboni et al., 2000). Good communication minimizes the potential for unkind feelings during the process of teaching. A study conducted Khan, Pakistan, et al. (2017) shows that well-developed communication abilities, such as good communication, good classroom management, continually up-to-date knowledge, and retaining personality, are necessary for an effective teacher. Good communication skill is one of the basic things needed by a teacher in giving classroom instructions and also conveying the lesson during the learning process.

To support good communication skills, In the linguistic field, there is a term called euphemism. Euphemism serves to convey something sensitive, too harsh, or too blunt that is perhaps embarrassing and discouraging by using a better way with acceptable and polite language. In line with that, Halperin (1987) believes that euphemisms are words or phrases that are used to switch out unpleasant words or expressions that are generally more acceptable. Euphemism is used in various aspects of life, including in the education field.

In terms of education, especially for teachers in Indonesia, some norms and principles are mutually agreed upon that serve as guidelines for attitudes and behavior in carrying out professional duties as educators, community members, and citizens. (Krč, 2015) describes Sokol's theory about ethics as a science of morality as part of practical philosophy; it asks what is right and wrong and what should and should not be. In the educational aspect, it is generally known as the Teacher Code of Ethics. In the Indonesian context, people presume that a teacher is a figure that "*digugu dan ditiru*" which means teachers must pay attention to their words and action because they are a figure who is emulated. Accordingly, teachers with good communication skills and euphemisms are closely related, a teacher should understand and apply the use of euphemisms in the learning process due to the existence of the teacher's ethics obeyed by the teacher.

However, currently, based on the researcher's experience some teachers still pay less attention to the use of euphemisms in the teaching and learning process. Additionally, it is also corroborated by news read in the dailyhaluan.com on June 2022 with the headline "Teachers Say Abusive, Students Fight". From this case, we can see that euphemism has not been fully used and noticed by some teachers in Indonesia. Besides that, there are still few studies that discuss the use of euphemisms especially in the field of education. In the previous study, the researcher only discussed the use of euphemisms by the students in the learning process and how the students identify euphemisms in the learning materials. Therefore, this research conducted a broader study related to the use of euphemisms in the education field especially the use used of

euphemisms by the teacher and how they affect the students' understanding and teacher performance. It is an important issue for teachers because how the way teacher speaks and behave surely affect their performance as educators and students' perspective on them. Therefore, this study aims to give a good impact on the readers, especially on the teachers' awareness of the importance of euphemism in the field of education.



1.2 Research Questions

Based on the research background above, the researcher organizes the research problems as follows;

1. How do students perceive the effect of euphemism used by the teacher on the student's understanding?
2. How do euphemisms affect the teachers' performance?

These research problems will be taken based on the students' perspectives.

1.3 Research Objective

Based on the research problem above, there are the research objectives below:

1. To know the effect of euphemisms used by the teacher on the students' understanding of the learning
2. To identify the students' perspectives on teachers' performance who use euphemisms during the learning process.

1.4 Scope and Limitation

To determine the parameters of this study, the researcher focuses on the effects of euphemisms in the field of education used by teachers in Indonesia especially the influence on the students' understanding of learning and the impact on the teachers' performance based on student perspective. The data will be taken from the perspective of students involved in the learning process in Indonesia.

1.5 Research Significance

The researcher hopes this research can be advantageous to many parties, especially to:

1. The researcher expects to get comprehensive knowledge about euphemisms in educational terms and also adjust the use of euphemisms correctly according to their context.
2. The teachers in Indonesia hopefully can pay more attention to the importance of good communication skills specifically the use of euphemisms in the learning process.
3. In addition, the researcher hopes this study may use as a reference and guide when researching euphemisms, particularly from an educational context.

1.6 Definition of Key Term

To prevent any misunderstanding or misconception among the reader, the researcher would like to clarify the following terms:

1. Euphemism is used to avoid unpleasant situations and conflict in communication. In another definition, it is also referred to as word refinement. Yartseva (1990) defined Euphemism as an emotionally neutral word or expression used in place of a synonym or expression that makes the speaker sound rude or impolite. So, in this research, euphemism is defined as an action performed by the teacher to refine words or change an offensive and harsh

expression into a more gentle and acceptable language to the students during the learning process.

2. Student's learning understanding can be interpreted as a part of the process where the students can represent what is already given by the teacher with their sentences. The interpretation of understanding based on Thomas (1992) said that understanding can be seen as a multi-faceted process, involving searching labels, organizing experiences, and gaining to explain and predict the flow of events. In this study, student understanding can be interpreted as the student's ability to receive and process the lesson material taught by the teacher.
3. Teachers' performance is the performance of teachers in fulfilling their responsibilities. Teacher effectiveness greatly has a positive impact on the learning process. This statement is strengthened by (Junianto & Wagiran, 2013) who said that the quality of the teacher greatly determines the success of teaching, which affects the learning process. So, this study defines teacher performance as the standard to see the quality of the teacher, particularly the quality standards that are applied in Indonesia.