

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theoretical literature and research supporting this research. It is including euphemisms in general, the type of euphemism, student understanding, and teacher performance.

2.1 Euphemism

According to Halperin (1981), euphemisms are words or phrases that are used to switch out unpleasant words or expressions that are generally more acceptable. E.E. Tyurina (1998) notes that Euphemisms are acceptable mild enhancements and metaphors for one another than inaccurate social stigma or illustration. The speaker is rude or unacceptable or even rude or ignorant in terms of society being refined to be acceptable to moral standards. In line with that, scientist Rosenthal (1987) more or less has the same comprehension about euphemism, a softer way to refer to a phenomenon or object with a milder sentence instead of an impolite and rude word.

2.1.1. The Type of Euphemism

In the paper titled "X-euphemism and creativity" (Allan, 2006: 2-33) various types of euphemism formations are proposed. Here is a paraphrased summary of the types mentioned in the paper;

1. **Remodeling:** This involves changing the spelling of words to replace harsh or offensive terms with more acceptable alternatives. For example, using "shoot" or "socks" instead of "shit" and "tarnation" instead of "damnation."

2. *Contractions;*

a) **Clipping:** This involves shortening a word by removing parts from either the front or the end. For example, using "Jeezy" for "Jesus" or "tit-hole" for "asshole."

b) **Acronym:** Creating a word from the initial letters of a phrase, pronounced as one word. For example, "stfu" stands for "Shut the Fuck Up."

c) **Abbreviation:** Similar to an acronym, but the letters are pronounced individually. For example, "SOB" for "Son of a Bitch."

d) **Omission:** Partially or completely omitting certain characters or words. For example, using "s**t" or "s__t" for "shit" or omitting "God" from "Gracious God!"

3. **General-for-specific:** Using a more familiar or euphemistic term to replace an unflattering one. For example, using "down there" instead of specific genitalia terms.

4. **Part-for-whole euphemism:** Using multiple words to define a specific thing, such as using "blonde hair" to refer to Western people.

5. *Upgrades, downgrades, deceptions, and obfuscations:*

a) **Circumlocution:** Using multiple words to express or describe inappropriate terms. For example, using "entry systems" for "doors" or "contraception" for "condoms."

b) **Litotes:** Expressing a positive idea by negating the opposite. For example, saying "she is not unversed" instead of "she is knowledgeable."

- c) **Hyperbole:** Using exaggerated statements to convey a meaning. For example, using "fighting for the glory" instead of "death."
6. **Substitution:** Replacing a word with other words specific to a language or region to make the sentence more polite. For example, using "*burung*" for penis in Indonesian or "Mrs. V" for vagina.
 7. **Appearance-based metaphor:** Using figurative language to replace inappropriate words with contextually unrelated terms. For example, using "*pisang*" (banana) for penis in Malaysia.
 8. **A color-based metaphor for X-euphemism:** Rarely used, color-based euphemisms involve using color as an understated substitute for direct words. For example, "being in pink" means being in excellent health, while "seeing pink elephants" implies intoxication.
 9. **Sound-based metaphors or onomatopoeia:** Using phrases based on sounds instead of contrasting terms. For example, using "thunderbox" for "lavatory" inspired by the sound of a flushing toilet.
 10. **Smell, taste, and touch-based X-euphemism:** Using polite words to describe scents, tastes, or touch based on their connotations. For example, using "aroma" instead of "smell" or "sugar" as a substitute for positive adjectives.
 11. **Verbal play:** The use of metaphors and figurative expressions in verbal narratives, which can add complexity to the meaning of words and affect their interpretations. For example, using a rose as a euphemistic symbol for the blood from a new split hymen.

The type of euphemism proposed by Allan above is a theoretical reference that is used in this study especially remodeling, general-for-specific, upgrades, downgrades, deceptions, obfuscations, appearance-based metaphor, verbal play, etc.

2.2 Student Understanding

In this study, the researcher frames student understanding based on understanding facets concept (McTighe et al., 2005) by the title “The 6 Facets of Understanding”

1. **Explanation.** Students who understand can explain. Providing credible reasons and insightful explanations in their own words by the data they get from the teacher.
2. **Interpretation.** Students who understand can interpret. The ability to interpret an idea into stories, artworks, or situations and people around them.
3. **Application.** A student who understands can apply. The ability to apply the knowledge effectively in the right place and situation.
4. **Perspective.** Students who understand can see things in perspective. The ability to understand their perspective and others. for example, students can critique and justify from their point of view, the student can infer an assumption, and also explain and argue a statement properly.
5. **Empathy.** A student who understands how to show empathy. The ability to feel and understand another’s situation is also known as the ability to sensitively perceive.

6. ***Self-Knowledge***. A student who understands themselves and knows how to express self-knowledge. Student can identify their intellectual style, understand their interest and skill, and also realize their strength and weakness.

The 6 facets of understanding theory above are used by the researcher as the main reference for students' understanding of concepts in this study.

2.3 Teacher Performance

Refer to Edis (1995) define performance as somewhat individuals leave behind and that live apart from the goal. Measurable actions are considered to involve performance and a distinction must be made between behavior and performance as the result. As for teacher performance constructed by Duze (2012) propose that teacher performance refers to teacher behavior that how he/she behaves in the process of teaching-learning environment, in such a way teacher successfully carries out assigned action or completed their task. Indonesian Ministry of Education and Culture (2017) The Minister Regulation of National Education of the Republic of Indonesia Number 16 explains the Teacher Competency Standards, which are integrated into teacher performance. The standards include:

2.3.1 Pedagogic Competence

This refers to teachers' ability to understand and cater to the diverse characteristics of students, including moral, emotional, and intellectual aspects. Teachers should have a solid grasp of learning theories, develop relevant curricula, organize educational activities, utilize information and communication technology,

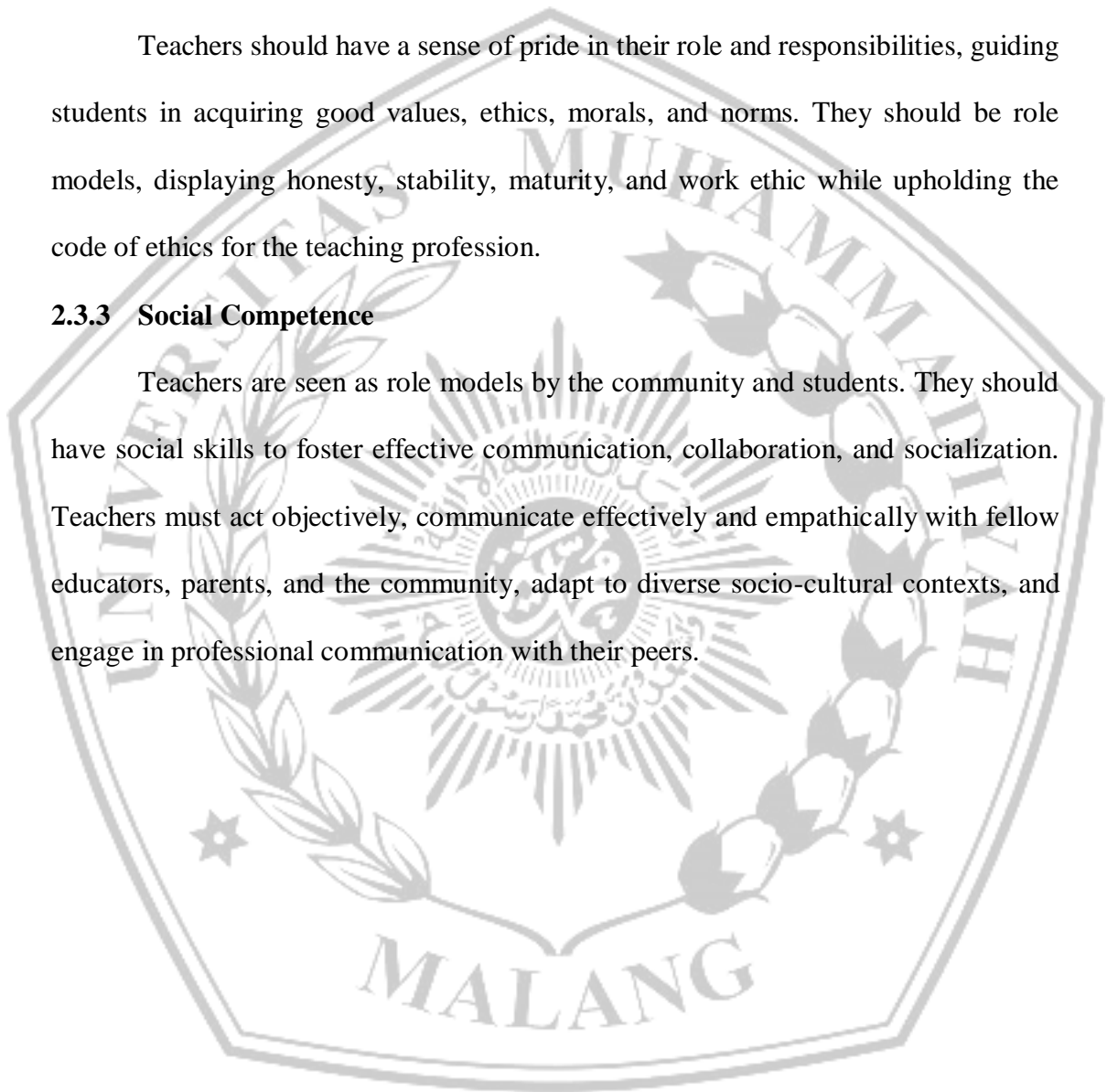
facilitate students' potential, communicate effectively with students, and assess and evaluate learning processes.

2.3.2 Personality Competence

Teachers should have a sense of pride in their role and responsibilities, guiding students in acquiring good values, ethics, morals, and norms. They should be role models, displaying honesty, stability, maturity, and work ethic while upholding the code of ethics for the teaching profession.

2.3.3 Social Competence

Teachers are seen as role models by the community and students. They should have social skills to foster effective communication, collaboration, and socialization. Teachers must act objectively, communicate effectively and empathically with fellow educators, parents, and the community, adapt to diverse socio-cultural contexts, and engage in professional communication with their peers.



2.3.4 Professional Competence

This pertains to teachers' ability to plan and implement the learning process effectively. They should stay updated on the subject matter, engagingly deliver materials, create an active learning environment, apply appropriate teaching methods and strategies, adhere to methodical didactic principles, and conduct accurate and precise evaluations.

These competencies ensure that teachers can meet the learning needs of students, establish positive relationships with the community, and maintain professionalism in their teaching practice. As mentioned in the previous chapter, the standard of teacher performance competence used in this research is the competence of teachers commonly used in Indonesia as mentioned above.

