CHAPTER I

INTRODUCTION

This chapter discusses about the introduction of the research. It consists of bakcground of the research, setting of the research, limitation of the research, formulation of the research, and purpose of the research. This research also discussed about significance of the research, and definition of the key terms. In this chapter, the researcher explains about the reason of the researcher in conducting this research.

A. Background of the Research

Locher and Watts (2008) states that impoliteness behavior is negatively marked behavior. It means that somebody is considered impolite if he or she devastates social norms agreed and being applied in the society. Terkourafi (2008) stated that impoliteness occurs when the expression used is not conventionalized relative to the context of occurrence, it threatens the addressee's face but no face-threatening intention is attributed to the speaker by the hearer. It means, that impoliteness occurs when the listener feels he can lose his face because the speaker attacks him, but the listener does not do the same to the speaker. The speaker attacks the face of the listener and the litener just keep silent.

In communication, language has very important function. According to Rahayu (2015) language is very important tool in lives of children, as language to communicate with other. Eripuddin (2017) stated that language can be used as a medium of communication to deliver human feelings and thoughts. Human

communication can not be sparated from the rules of language. It is caused language is an important instrument for communication with other or also can be called with a tool a communicated (Donal: 2017). So language has important function because with language, the speaker can explain what he/she wants to say and the information could be sent to the addressee.

Every person has different style and way when they communicate with other people. It means that we can not judge people if they are polite or impolite only by one culture's perspective, because each culture is totally different from one another. For example in the culture of America, when people say "You're dog", it's polite in the America. But in indonesia, it's impolite.

People can observe impoliteness in reality life, in movie, and so on. But, in this research, the first presidential debate between Donal Trump and Hillary Clinton which was held in 2016 is used as a research data. In this debate between Donald Trump and Hillary Clinton, there are some utterances included as impoliteness. Impoliteness is usually used by uneducated people or the people in lower class. But in this debate, Donald Trump and Hillary Clinton as we know are from higher class and have good education. In this debate, Donald Trump often used non-formal language to make his argument, and so did Hillary Clinton.

In presidential election in the United States has caught the world's attention. The Citizens as the voters must get the difference between the positive character of the presidential candidate, this requires Donald Trump and Hillary Clinton to

compete to be one of the most favored candidates. It can be seen in this example of Donald Trump and Hillary Clinton's utterances in the debate.

Donald Trump	: ...And, Hillary, I'd just ask you this. You've been doing this for 30 years. **Why are you just thinking about these solutions right now? For 30 years, you've been doing it, and now you're just starting to think of solutions.**
Hillary Clinton	: Well, actually...
Donald Trump	: I will bring --excuse me. I will bring back jobs. **You can't bring back jobs.**
Hillary Clinton	: Well, actually, I have thought about this quite a bit.
Donald Trump	: **Yeah, for 30 years.**
Hillary Clinton	: And I have --well, not quite that long (laugh)

In this conversation, Donald Trump questioned Hillary Clinton's capability. Donald Trump used the Positive Impoliteness where he damaged Hillary's positive face. He continued his statement by confirming the audiences that Hillary cannot return the jobs. Trump directly underestimated Hillary for being incapable. He used the Bald on Record Impoliteness strategy here. Trump thought he is more powerful, superior than her.

From the explanation above, the researcher found that Hillary and Donald Trump there are many impoliteness language and the audience do it understand about their function of their language. The researcher are interested in conducting a research entitle **"An Analysis of Impoliteness Strategies Used in Presidential Election Debate between Hillary Clinton and Donal Trump in 2016"**

B. Setting of the Research

Based on the background of the research above, there are some impoliteness strategy in the debate between Hillary Clinton and Donald Trump. for example, Donald trump belittled Hillary Clinton for not being able to get the job back. He uses the Bald on Record Impoliteness strategy.

C. Limitation of the Research

In this research, the researcher just focused in analysing types of impoliteness strategies used by Donald Trump and Hillary Clinton in their first presidential election debate in September 26th 2016.

D. Formulation of the Research

Based on the limitation of the research above, the researcher formulates the research on the following questions:

1. What are the types of impoliteness strategies used by Donald Trump and Hillary Clinton in their first presidential election debate in September 26th 2016?

2. What are the meanings of Donald Trump and Hillary Clinton utterances in using impoliteness strategies in first presidential election debate in September 26th 2016?

E. Purpose of the Research

The purpose of the research as follows:

1. To find out the types of impoliteness strategies used by Donald Trump and Hillary Clinton in their first presidential election debate in September 26th 2016.

2. To find out the meanings of Donal Trump and Hillary Clinton utterances in using impoliteness strategies in first presidential election debate in September 26th 2016.

F. Significant of the Research

There are some significances of the research as follows:

1. Researcher

   This research gives the information to the researcher about types of impoliteness strategies used by Donald Trump and Hillary Clinton in their first presidential election debate.

2. Reader

   This research is able to help the readers to make them get some information or references about impoliteness strategy. And if the readers are thinking that they also will make similar research, the researcher hopes they will be able to take lesson from this research. And hopefully for all reader that have read this research will have something to open their mind about impoliteness.

G. Definition of the Terms

1. Impoliteness Strategies

Culpeper (2010: 3233) defines Impoliteness is a negative attitude toward specific behaviors occurring in specific contexts. The strategies of impoliteness are bald on record impoliteness, positive impoliteness, negative impoliteness, sarcasm or mock politeness, and withhold politeness

2. Presidential Election

Broda-Bahm et al. (2004: 13) define a debate as a medium for people to expand their ideas, share their views, and finally come to correct and responsible decisions. It means that can be said that debate is a process of discussion of specific issue between two groups or individuals, in which one of the parties usually have different ideas with their opponent.

A presidential election is the election of any head of state whose official title is president. The United States has elections on the state and local levels. In the U.S, the presidential elections at the state-level decide which people shall become members of the Electoral Collage for each state, and those members of the Electoral Collage in turn cast their votes for the presidential candidates.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about review of related literature of the research. This chapter consists of review of related theories, in this part, it explain about the pragmatics, impoliteness, types of impoliteness strategies, the function of impoliteness strategies. In this part it also discusses about review of related findings and conceptual framework.

A. Review of Related Theories

1. Pragmatics

Levinson(1985:21) defines Pragmatics is the study of the relation between language and context that are basic to an account of language understanding. In studying language, one cannot ignore the situation which is the speech is utterance. There is close relation between an utterance and situations. Thats mean pragmatics includes the relevant context or situation, instead of the language usage.

Leench(1983: 6) defines pragmatics as "the study of meaning in relation to speech situations". It means that in pragmatics, the meaning of a conversation is seen through the situation of the speech itself. While, Mey(1993: 5-7) defines pragmatics as a study about how the language is used by people in their daily lives to communicate their interests.

According to Yule(1996: 3) divides the definitions of pragmatics into four. First, pragmatics is focused on speaker meaning. Thus, it more concerns in the

meaning of utterances as communicated by the speaker and interpreted by the listener. Second, pragmatics concerns on the speaker's utterance means in a particular context and how the context influences his or her utterance. Third, pragmatics is the study of additional meaning of utterances, in this term pragmatics deals with the use of implicature on the speaker's expressions. In this case, pragmatics more concern with the study of the relationship between the speaker and the hearer in terms of physical, social, or conceptual, implies shared experience.

From all the opinions given by those scholars above, pragmatics can be best described as one of linguistics branches which studies how people use language in their conversations as well as investigate the meaning of utterances depend on the context.

2. Politeness and Impoliteness Strategy

a. Politeness Strategy

Politenes strategy is a strategy that is used to avoid of minimaze disfiguration of self-image from Face Threatering Act by a speaker (Brown and Levinson 1987:67). As stated before, there are four politeness strategies, they are: Bald on Record, Positive Politeness, Negative Politeness, and Off Record.

1. Bald on Record

Bald on Record Strategy is to the point concept. It means that speaker tells or explicitly and directly what he/she wants towards hearer. According to Brown and Levinson(1978: 94), Bald on Record deals with Grice's Maxims(1975) which is reveals that to get the maximum advantage in communication, people should

consider the quality, quantity, relevance, and also manner. It means that, people ought to tell the truth, not to say something less or more than is required, be relevant with the topic discussed and avoid ambiguity. It is the best way to avoid misunderstanding, yet it has the greatest risk to threat hearer's face. And in applying this strategy, someone can utilize its five sub-strategies. They are showing disagreement (criticism), giving suggestion/advice, requesting, warning, threatening, and using imperativeform.

1. Showing Disagreement

In showing his/her disagreement, the speaker states an utterance which is contrary with the hearer's. For example:

Daniel: "Papa was going to let her take me."

Nanny: **"No, Daniel. Your Father would never have allowed it."**

2. Giving Suggestion/Advice

This sub-strategy is done by applying direct suggestion/advice to the hearer. For example:

Simon: "What shall we do? Help us. Tell us what to do."

Nanny: **"You must undo it for yourselves."**

3. Requesting

It is another sub-strategy pf Bald on Record. This type of sub-strategy is employed by giving or making request to hearer to deliver the speaker's intention. For example:

Nanny: "Sebastian, your top button is undone. Lily, you have a little hair caught in your crook. **Eric, help her, please**. Your father will be down in a moment."

4. Warning/Threatening

The next sub-strategy is warning/Threatening. It is the most frequent type among the five sub-strategies of Bald on Record. For example:

Brown: "**Don't contradict me!"**
Simon: "I'm not!"

5. Using Imperative Form

Imperative form is usually used to make a command. It consists of the base form of the verb alone. Although the subject of imperative may not be visible, its subject is always you since the speaker who makes the command always ask the second person or you to do something. For example:

Simon: "How? How?"

Nanny: "**Think.** You are very clever, children. **Think."**

Simon: "I'm not!"

2. Positive Politeness

Brown and Levinson(1987: 101) said "positive politeness is redress directed to the addressee's positive face, his perennial desire that his wants (or the action/acquistion/values resulting from them) should be through of as desirable". The FTA is performed utilizing strategies oriented towards the positive face threat to the hearer. The positive politeness shows that the speaker recognizes the hearer

has desire to be respected. It also confirms that the relationship is friendly and it expresses group reciprocity. This type of strategy is usually seen in the groups of friends or where the people in the social situation know each other fairly well.

3. Negative Politeness

The negative politeness also recognizes the hearer's face. However, it also admits that the speaker is in some way imposing on the hearer.

4. Off Record

The final politeness strategy outlined by Brown and Levinson is the indirect strategy. This strategy uses indirect language and removes the speaker from the potential to be imposing. According to Bousfield(2008: 58) "Off-record (indirect) takes some of the pressure off of the speaker. Its utterances are indirect uses of language which precise meaning has to be interpreted.

b. Impoliteness Strategy

In certain time, people often expressing their feeling with impolite utterance that can make misunderstanding and can cause conflict. Sometimes, they cannot control their behavior or utterances when they communicate with other. Culpeper (156) defines impoliteness as something intended to damage someone's face and it can also make disagreement. The use of impoliteness can make the relationship between people become disharmonious. People can attack the hearer's face through their utterance.

1. Types of Impoliteness Strategy

Culpeper (356) states that each of these politeness strategies has its opposite impoliteness strategy. They are some impoliteness strategy is proposed by Culpeper (356-357) that described as follows:

a. Bald on Record Impoliteness

In this strategy, Culpeper (2005: 41) explains that the speaker performs the Face Threatening Act (FTA) in a direct, clear, unambiguous and consise where face is not irrelevant or minimazed. There is an intention from the speaker to attact the face of the addressee.

Culpeper (1996: 361) uses the excerpt of a documentary film, *Soldier Girls*, as the example of bald on record impoliteness. The documentary follows the fortunes of a group of women recruits where Private Alves has performed consistently badly in the training program. She is interviewed by three sergeants who do not give her right to speak while comprehensively and systematically attack her face. They attack her personal value by saying *"You are despicable"* and *"You don't deserve to be out there in society"*. They also attack her competence by saying *"Can't do anything right"*. All of the examples of bald on record impoliteness strategies are straightforwardly asserted.

b. Positive Impoliteness

The use of strategies designed to damage the addressee's positive face wants. An individual positive face is reflected in his desire to be liked, approved of, respected and appreciated by other. This can be done through the following ways, such as:

1. Ignore the other

Fall to acknowledge the other's presence.

> Witness: "and I note for the record that in my deposition I clarified that."
>
> Lawyer: "Thank you, sir.

This example is from a courtroom setting where the lawyer interrups the witness and ignores what he is about to say.

2. Disassociate from the other

For example, deny association or common ground with the other; avoid sitting together.

> August: "Iam not going anywhere with that monster"
>
> Lidewu: " He is not invited."

August not allow himself to going around with van houtten by saying that he is monster. August keeps away the distance between them, the contact among them is contrained by him who refused to go together with Van Houten.

3. Be disinterested, uncouncerned, unsympathic

Example:

> Hazel: "**ugh you can't make me,**"
>
> Michael: "of course we can. We're your parent."

The example above about having no personal involvment of or receiving no personal advantage of something. In this situation, Hazel should be worried or interested with her had, but she is not. She is not showing that she understands or cares about his father attention, and therefore Hazel feels free to act fairly.

4. Use Inappropriate Identity markers.

For example, use title and surname when a close relationship pertains, or a nickname when a distant relationship pertains.

> August: "**Tell me you did not go to Disney World. Hazel Grace.**"
> Hazel: "and Epcot Center."

Calling someone's full name is not suitable for the situation in example above, because the way between Hazel and Gus feel and behave towards each other is very close. They know each other very well, like each other a lot and they see and talk each other lot. Using full name makes their relationship look awkward and makes them seem like stronge to each other.

According to Culpaper(2005: 41), this strategy is created to attack the addressee's positive face, where he/she wants to be accepted by others. This strategy can be done through some output strategies such as ignoring the other, excluding the other from an activity, being disinterested, unconcerned, unsympathetic, using inappropriate identity markers, using obscure or secretive language, seeking disagreement, using taboo words, and calling the other names.

c. Negative Impoliteness

Culpeper (2005: 41) describes this strategy as the one used to attack the addressee's negative face wants. The speaker use this strategy to damage the addressee's wants to have freedom of action. The output strategies of negative impoliteness strategies are frightening the other, condescending, scorning or ridiculing, being contemptuous, not treating the other seriously, invading the

other's space, explicitly associating the other with a negative aspect. These can be described such follow:

1. Frighten

Instill a belief that action detrimental to the other will occur. (Bousfield, 107) takes an example from *The Clampers, Extract 3*.

S2: "Touch my fucking new car and I'll bust your fucking head off."
S4: "Jackanory."

The example above, shows that S2 makes an abstract but yet rather interesting threat to clamping officer S4.

2. Condescending, scorning, or ridiculing.

Involve emphasize your relative power. (Bousfield, 114) takes an example from *The Clampers, Extract 2*.

SI: "Do you want me to press the buzzer."
S2: **"Well that's being babyish isn't it."**

From example above, respond S2's velled threat of *do you want me to press the buzzer*. It is worth nothing here Culpaper at as remark about this example.

3. Invade the other's face

Where the speaker and the addressee's haves no close relation and ask about someone's privacy. For instance, the conversation between waiter (B) and Customer (A).

A: "I wantto order soft drink and spaghetti."

B: "**Ok sir, Where is your house?**"

It can be seen that A invade B's space because they do not know each other before, or even have the relationship, but B was asking about A's privacy.

4. Explicitly associate the other with a negative aspect.

It can be seen when we use impolite language, there is personalize, or use the pronouns "I" and "you". (Bousfield, 116) takes an example from *the Clampers, Extract 8.*

S1: "well you see I'm just doing a job but I've come along here."

S4: "Stupid. Yeah well so was Hitler."

S1: "Yah.. well"

S4: **"All I'm asking you as a person don't you think this a bil stupid."**

It can be noted, that S4 associate the S1 with a negative explicitly with using pronoun "I" by saying *All I'm asking you as a person don't you think this a bil stupid.*

d. Sarcasm or mock politeness

This strategy is the replacement of sarcasm or mock politeness which previously was considered as the strategy where the FTA is employed by a means of insincere politeness strategies (Culpaper, 1996:356). Culpaper(2005:44) argues that in off-record impoliteness, the FTA is performed by means of an implicature in a certain way that one attributable intention clearly exceeds any other.

The following example shows the off record impoliteness strategies. The example portrays Charlie (CH) who is supported by student aid at a prestigious private school. Since he does not come from rich family, he chooses to spend his thanks giving to earn some money by taking care of a blind called the Colonel (COL).

> COL: "Sims Charles, senior. You on student aid, simms?"
>
> CH: "ah, yes I am."
>
> COL: "For student aid read crook. Your father peddles car telephones at a 300% mark-up, your mother works on heavy commision in a camera store, graduated to it from expresso machines. Ha, ha! ***What are you... dying of some wasting disease?***"
>
> CH: "No...I'm right here."

The impolite behavior in the example is conveyed by implication of Colonel's utterance where he stated that Charlie is dying of some wasting disease.

e. Withhold Politeness

Impoliteness occurs when the absence of politeness work happen at the moment it is expected to show (Culpaper, 2005:42). Failing to express gratitude or thank somebody for a favor, as shown in the following example, can be considered as deliberate impoliteness. Using the extract from The Clampers, the example portrays an adjudicator who has just refused a car owner's appeal against a parking ticket.

> Adjudicator: "Well thank you very much for coming."
>
> Car owner: **"I don't thank you at all."**

The Car owner explicitly withholds politeness by not reciprocating the adjudicator's thanks.

2. The Function of Impoliteness Strategy

Not many attempts have been done to identify the functions of impoliteness. The latest attempt which is proposed by Culpeper (2011) resulted in three functions of impoliteness, they are: affective impoliteness, coercive impoliteness, and entertaining impoliteness. Each of them is presented below.

a. Affective Impoliteness

The first function of impoliteness is addressed as affective impoliteness. This function involves emotional outburst which occurs during a conversation between the producer of impoliteness and the target of impoliteness. Culpeper (2011: 223) states that affective impoliteness is the targeted display of intensely increased emotion, such as anger, which implicates that the production of the negative emotional state is the target's responsibility.

The following example shows an impoliteness strategies performed by a girl who is angry at her friend.

> Girl: *How dare you walk out on me like that! You can't just treat me like that! Who the hell you think you are?*
>
> Boy: I need to go. I have other things to do.

In the example, the girl uses impolite utterances to show her anger and frustration toward the boy.

b. Coercive Impoliteness

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The second function of impoliteness is coercive impoliteness. It is impoliteness that seeks a rearrangement of values between the producer and the target in which the producer gets more benefit or gets their current benefits reinforced or protected (Culpeper, 2011: 226). The term producer and target here could refer not only to individuals but also to groups or institutions.

An example of coercive impoliteness can be seen in the following dialogue between a manager and her secretary.

Manager   : I want the file for my tomorrow's presentation on my desk in 10 minutes and bring a cup of coffee from the coffee shop across the street.

Secretary   : Err… Okay, but I'm having my lunch right now. Is it okay if I do that after I finished?

Manager   : *I don't care about what you are doing. 10 minutes.*

The function of the impoliteness strategies used by the manager in the example is to affirm her position as the boss. She forces her secretary to carry her orders by using the power as she has higher status than her secretary in the office.

c. Entertaining Impoliteness

The last function of impoliteness is entertaining impoliteness. This function of impoliteness exploits the target or potential target of impoliteness which includes entertainment at their cost (Culpeper, 2011: 252). Together with all genuine impoliteness, a victim or potential victim are always required.

The following example illustrates the entertaining impoliteness. In the example, Girl A ridicules Girl B's dress in a party.

Girl A: What a pretty dress you wear tonight.

Girl B : Oh, thanks. I made it myself.

Girl A : Wow, really? *'Cause I'd like to have one…. for my cat.*

Although the utterances said by Girl A might have hurt Girl B's feeling, it can entertain the over-hearing audience.

3. Debate

Debate is an event in which it is usually a formal contest of argumentation between two teams or individuals. More broadly, debate is an essential tool for developing and maintaining democracy and open societies. Freely and Steinberg(2009: 6) define a debate as a process of investigation and advocacy to reach a reasoned judgment toward a problem. It also can be used as a medium to influence others.

Moreover, Broda-Bahm et al. (2004: 13) define a debate as a medium for people to expand their ideas, share their views, and finally come to correct and responsible decisions. Moreover, they say that a public debate is a more or less a formal event in which it consists of two parties and the opponent party gives arguments to reflect their point of view against the other party.

From many definitions above, it can be said that debate is a process of discussion of specific issue between two groups or individuals, in which one of the parties usually have different ideas with their opponent.

4. Classifications of Debate

Freely and Steinberg (2009: 19-37) classify debate into two categories, those are Applied debate and Academic debate. Further descriptions are shown below.

a. Applied Debate

Applied debate is based on a problem in which the audiences have a special interest. This kind of debate is conducted before the judge or the audiences with the power give decision or respond toward the problem which is discussed. Applied debate is distinguished into four:

1. Special debate

Special debate is a debate conducted for a special event and it is conducted under the special rules agreed on by the debaters, such as a political campaign debate. The examples of this kind of debate are Lincoln-Douglas debate in 1858, Kennedy- Nixon debate in 1960, Bush- Clinton- Perot debate in 1992, Bush- Gore debate in 2000, Bush- Kerry debate in 2004, and the series of debates involving the candidates of the Democratic and the Republican Party's nominations during the 2007-2008 campaigns. Special debate becomes popular in American political. This debate usually held among the candidates of elections in all levels. The aim of this kind of debate is to give the voters a clear picture of the candidates and their programs which then enabled them to choose the right candidates depend on their own interest. Additionally, although this kind of debate is usually with a political debate, however this debate also can be used by anyone on any proposition.

2. Judicial Debate

This kind of debate is conducted in courts and it is held before the quasijudicial bodies. The aim of this debate is to persecute or to defense the

person who has charged violate the law and to determine the issues of law being violated before it come into the courtroom. Judicial debate can be found in any levels of court in United States from the Supreme Court until the local court.

Moreover, judicial debate concerns with procedure which may different at any court level. One of the example of Judicial debate is a debate discuss about the impeachment trial of President Clinton in 1999. This debate is also known as Moot Court Debate in academic form. It is used as a preparation for the students of law-school to have a courtroom debate.

3. Parliamentary Debate

Parliamentary debate is a debate governed under the parliamentary rules. This kind of debate is conducted in order to discuss about passage, amendment, or defeat of motions and resolutions before it is discussed in the parliamentary assembly. As stated by Freely and Steinberg (2009: 23), Parliamentary debate can be found in Senate or House of Representatives, state legislatures, city councils, and town governing bodies, and at the business meetings of various organizations, such as the national convention of a major political party or meeting of a local fraternity chapter. Parliamentary debate is also known as a model congress, a model state legislature, a model United Nation assembly, or a mock political convention in academic form.

4. Non-formal Debate

Based on the explanation of Freely and Steinberg(2009: 23), in nonformal debate there is no formal rule as strict as the rules found in others type of applied debate. In this kind of debate, the debaters discuss certain topics which arouse the

public's interests. There is no relation between the term nonformal with the formality or informality of the occasion on which the debate takes place. The examples of non-formal debate are those debates conducted in a business meeting, a collage conference, an election campaign of student body officer and also a scientific and research realm, such as in a debate about ethnic or cloning.

b. Academic debate

Academic debate is a debate which is conducted in an academic level and under the direction of academic institutions, such as school or collage. The purpose of academic debate is not merely to teach the student participating in a debate and beating the opponent but only to teach how to become effective in debates.

The first academic debate was conducted by Protagoras of Abdera at least 2400 years ago between his students in Athens. Then the earliest school of rhetoric was founded by Corax and Tisias. This school taught their students to plead their on cases in the court. Then from the ancient world it came to medieval universities, the first intercollegiate debate was held between Cambridge and Oxford University in 1400s. Then, debate became an important part in American education, started from the colonial education until today's education. However, in around 1900s intercollegiate debate was relatively rare.

5. The Debaters

The Democratic Debate in Claveland, held on 2016 involves two debaters, they are Senator Donald Trump and Senator Hillary Rodham Clinton.

1. CLINTON   : "Well, let's stop for a second and remember where we were eight years ago. We had the worst financial crisis, the Great Recession, the worst since the 1930s. That was in large part because of tax policies that slashed taxes on the wealthy, failed to invest in the middle class, took their eyes off of Wall Street, and created a perfect storm."

   In fact, **Donald was one of the people who rooted for the housing crisis.** He said, back in 2006, "Gee, I hope it does collapse, because then I can go in and buy some and make some money." Well, it did collapse.

   TRUMP   : "That's called business, by the way."

2. CLINTON   : "And I have -- well, not quite that long. I think my husband did a pretty good job in the 1990s. I think a lot about what worked and how we can make it work again..."

   TRUMP   : "Well, **he approved NAFTA...**"

3. CLINTON   : "Well, that is just not accurate. I was against it once it was finally negotiated and the terms were laid out. I wrote about that in..."

   TRUMP   : "**You called it the gold standard.**

   You called it the gold standard of trade deals. You said it's the finest deal you've ever seen."

4. CLINTON   : "... which I was not responsible for, I concluded it wasn't. I wrote about that in my book..."

   TRUMP   : "So is it President Obama's fault?"

   CLINTON   : "... before you even announced."

TRUMP : "**Is it President Obama's fault?"**

5. CLINTON : "There are different views about what's good for our country, our economy, and our leadership in the world. And I think it's important to look at what we need to do to get the economy going again. That's why I said new jobs with rising incomes, investments, not in more tax cuts that would add $5 trillion to the debt."

TRUMP : "**But you have no plan."**

CLINTON : "But in -- oh, but I do."

6. CLINTON : "Well, at least I have a plan to fight ISIS."

HOLT : "... achieving prosperity..."

TRUMP : "**No, no, you're telling the enemy everything you want to do."**

CLINTON : "No, we're not. No, we're not."

7. CLINTON : "Yeah, well, let's start the clock again, Lester. We've looked at your tax proposals. I don't see changes in the corporate tax rates or the kinds of proposals you're referring to that would cause the repatriation, bringing back of money that's stranded overseas. I happen to support that."

TRUMP : "**Then you didn't read it."**

8. CLINTON : "Do the thousands of people that you have stiffed over the course of your business not deserve some kind of apology from someone who has taken their labor, taken the goods that they produced, and then refused to pay them?

I can only say that I'm certainly relieved that my late father never did business with you. He provided a good middle-class life for us, but the people he worked for, he expected the bargain to be kept on both sides. And when we talk about your business, you've taken business bankruptcy six times. There are a lot of great businesspeople that have never taken bankruptcy once. **You call yourself the King of Debt.** You talk about leverage. You even at one time suggested that you would try to negotiate down the national debt of the United States."

TRUMP   : "Wrong. Wrong."

9. CLINTON : "Well, it's also fair to say, if we're going to talk about mayors, that under the current mayor, crime has continued to drop, including murders. So there is..."

   TRUMP   : "**No, you're wrong. You're wrong.**"

   CLINTON : "No, I'm not."

10. CLINTON : "Well, I hope the fact-checkers are turning up the volume and really working hard. Donald supported the invasion of Iraq."

   TRUMP   : "Wrong."

   CLINTON : "**That is absolutely proved over and over again.**"

   TRUMP   : "Wrong. Wrong."

11. CLINTON : "But it's because I see this- we need to have strong growth, fiar growth, sustained growth. We also have to look at how we help families balance the responsibilities at home and the responsibilities at business. So we have a very robust set of plans. And people have looked

at both of our plans, have concluded that mine would create 10 million jobs and yours would lose us 3.5 million jobs, and explode the debt which would have a recession."

TRUMP : "You are going to approve one of the biggest tax cuts in history. You are going to drive business out. **You regulation are a disaster**, and you're going to increase regulation all over the place."

12. TRUMP : "And, Hillary, I'd just ask you this. You've been doing this for 30 years. Why are you just thinking about these solutions right now? For 30 years, you've been doing it, and now you're just starting to think of solutions."

CLINTON : "Well, actually..."

13. CLINTON : "Why not? Yeah, why not?

You know, just join the debate by saying more crazy thing. Now, let me s ay this, it is absolutely the case..."

TRUMP : "**There's nothing crazy about not letting our companies bring their money back into their country.**"

14. CLINTON : "**and maybe because you haven't paid any federal income tax for a lot of years.** (APPLAUSE) and the other thing I think is important..."

TRUMP : "It would be squandered, too, believe me."

15. TRUMP : "I will bring – excuse me. I will bring back jobs. **You can't bring back jobs."**

CLINTON : **"**Well actually, I have thought about this quite a bit."

TRUMP : "Yeah, for 30 years."

16. CLINTON : "I don't think top-down works in America. I think building the middle class, investing in the middle class, making college debt-free so more young people can get their education, helping people refinance their -- their debt from college at a lower rate. Those are the kinds of things that will really boost the economy. Broad-based, inclusive growth is what we need in America, not more advantages for people at the very top."

HOLT : "Mr. Trump, we're..."

TRUMP : "Typical politician. All talk, no action. Sounds good, doesn't work. Never going to happen. **Our country is suffering because people like Secretary Clinton have made such bad decisions in terms of our jobs and in terms of what's going on."**

17. HOLT : "Mr. Trump, this year Secretary Clinton became the first woman nominated for president by a major party. Earlier this month, you said she doesn't have, quote, "a presidential look." She's standing here right now. What did you mean by that?"

TRUMP : "**She doesn't have the look. She doesn't have the stamina. I said she doesn't have the stamina. And I don't believe she does have the stamina. To be president of this country, you need tremendous stamina."**

18. HOLT   : "Why is your judgment – why is your judgment any different than Mrs. Clinton's judgment?"

TRUMP   : "**Well, I have much better judgment than she does**. There's no question about that. I also have a much better temperament than she has, you know?"

19. CLINTON   : "Well, as soon as he travels to 112 countries and negoitates a peace deal, a cease-fire, a release of dissidents, an opening of new opportunities in nations around the world, or even spends 11 hours testifying in front of a congressional committee, he can talk to me about stamina."

TRUMP   : "The world – let me tell you. Let me tell you**. Hillary has experience, but it's bad experience**. We have made so many bad deals during the last – so she's got experience, that I agree."

B. Review of Related Findings

The first study conducted by Laitenen (2011) entitled *Breaking the Rules of Communication: Verbal and Nonverbal Impoliteness in the American Hospital Drama House M.D.* This study investigates a famous American hospital series, *House M.D.* to examine the phenomenon of impoliteness. She analyzes the impoliteness strategies used by the main character, Dr. House, by using the impoliteness strategies proposed by Culpeper (1996). Additionally, she uses the anatomy of impoliteness and a chart of responses to impoliteness by Derek Bousfield (2007) to analyze the reaction of Dr. House's patients after his impolite

act toward them. The result of the research concludes that all the five impoliteness strategies proposed by Culpeper are used by Dr. House. The analysis also reveals that one-fifth of the patients do not understand the face attack; one-third knows about it but remains silent; another one-third knows about it and answers it; and the rest do not get a chance to reply, or their reaction are not shown.

The second is, conducted by Dhorifah (2016) entitled *An analysis of Impoliteness Strategies in Boyhood Movie Transcript.* A student of English Letter Department, Faculty of Letters and Humanities, Syarif Hidayatullah State Islamic University Jakarta. Her thesis's object is *Boyhoood movie.* The aims of her research is toshow the types of impoliteness strategy, the function of the impoliteness strategy, and to know about the power that influence the impoliteness. This thesis used theory of Culpaper, Derek Bousfield. The research found that both of participants using impoliteness, such as the children and the parent use more the function of impoliteness strategy. Therefore, the power differences did not influence their communication much.

The third study is an undergraduate thesis by Antonius Adhi Irianto (2006) entitled *Impoliteness in Congreve's The Way of The World*. The two objectives of this study are to find out impolite blaming and accusing speech act and to identify the politeness strategies violated in the impolite blaming and accusing speech acts. The researcher identifies the blaming and accusing speech acts by using Searle's category of illocutionary acts. Gofman's Face theory is applied to determine whether a blaming or accusing speech act is impolite or not. The result shows that seventeen out of twenty seven blaming and accusing speech acts identified are

impolite. Bald on record impoliteness is the strategy that is mostly used in blaming and accusing speech acts. Furthermore, negative politeness strategy is mostly violated by using impolite blaming and accusing speech acts.
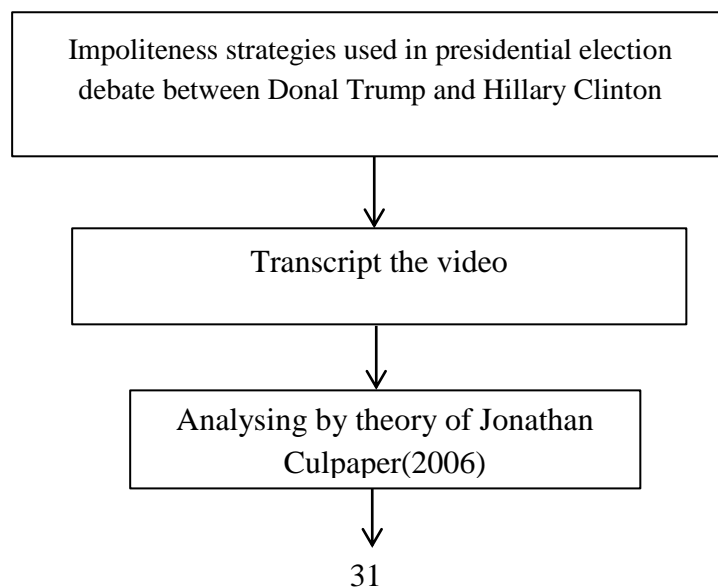
Based on the all explanation above, there are some differences between this research and the previous research. This reserch only describe about the type and the meaning of impoliteness strategy in the first presidential debate candidate between Donald Trump and Hillary Clinton using Jonatahn Culpaper's theory.
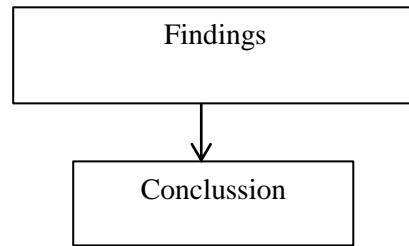
This research is different from the two previous researches explained above in regard to the focus and object. First, although this research also analyzes impoliteness strategies, the object of this research is different.

C. Conceptual Framework

Conceptual framework is the concept that researcher use to plan the research. The researcher conducted the research based on this conceptual framework. The following figure describes the conceptual framework:

Figure 1.Conceptual Framework

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┌─────────────────────────────────────────────────────┐
│   Impoliteness strategies used in presidential       │
│   election debate between Donal Trump and Hillary     │
│   Clinton                                             │
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┌─────────────────────────────────────────────────────┐
│              Transcript the video                     │
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┌─────────────────────────────────────────────────────┐
│         Analysing by theory of Jonathan               │
│              Culpaper(2006)                           │
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┌─────────────────────────────┐
│          Findings           │
└─────────────────────────────┘
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    ┌──────────────────────┐
    │      Conclussion      │
    └──────────────────────┘
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In this research, the researcher wants to analyzed the type of impoliteness strategies of presidential election debate between Hillary Clinton and Donald Trump. The process were: the researcher finding the video of the first presidential election debate between Hillary Clinton and Donald Trump, the the researcher transcript the video. After that, the researcher analyzed impoliteness strategy used in the video of the first presidential election debate between Hillary Clinton and Donald Trump.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the introduction of the research metodology. Research methodology is a way to find out problem on a specific matter or problem that is also referred as research problem. It consists of research design, object of the research, technique of collecting the data, and technique of analyzing the data.

A. Research Design

This design of this research is descriptive qualitative. Bogdan and Taylor, (2007: 3) states that qualitative research is a research procedure that produces descriptive data in the form of written or oral words of observed persons and behaviors. It means that qualitative research is used if the problem is unclear, to know the hidden meaning, to understand social interaction, to develop theory, to verify the truth of data, and to examine the history of development.

Rahayu (2015) states that research design is often uses visual aids such as graphs and charts to aid the reader in understanding the data discribtion. Its mean that the researcher understanding the data constribution.

B. Object of the Research

The object of this research is in the script of the dialogue of first presidential bebate between Donald Trump and Hillary Clinton. The first debate was held on September 26, 2016.

C. Technique of Collecting Data

In this research, The data are taken from the transcript by Aaron Blake in the website *washingtonpost.com* and downloaded the video from *youtube.com*. after that, the researcher read the transcript and watchs video.

D. Technique of Analyzing Data

Firstly, the data from research are analyzed by using Jonathan Culpaper theory (1996).

Table 1.

Donald Trump and Hillary Clinton's Impoliteness Strategies

No	Types of impoliteness strategy	Quantities
1	Bald on record impoliteness	
2	Positive impoliteness	
3	Negative impoliteness	
4	Sarcasm or mock impoliteness	
5	Withhold impoliteness	
Total		

Secondly, the researcher get the result types of impoliteness strategy from debate between Donald Trump and Hillary Clinton.

In addition, this theory can help the researcher to analyze the data, it means to analyze the type of impoliteness strategy in debate. The last step is presenting the result of this research. The researcher presents the result of types in impoliteness strategy in debate.