

## THE PORTRAIT OF SWEARWORDS AND THE SOCIAL BACKGROUND OF THE CHARACTERS IN *THE BREAKFAST CLUB* MOVIE

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### Abstrak

Mengumpat adalah salah satu fenomena linguistik yang sering ditampilkan melalui berbagai media seperti majalah, koran, iklan, dan film; mengingat hal tersebut sudah cukup umum terjadi meski kadang masih dianggap hal yang tabu dan menyimpang dari norma sosial. Latar belakang sosial dapat memengaruhi terjadinya fenomena mengumpat pada masing-masing individu. Salah satu film yang dapat menggambarkan fenomena mengumpat yang berhubungan dengan latar belakang sosial adalah *The Breakfast Club*, karya John Hughes pada tahun 1985. Penelitian ini difokuskan pada perbandingan kebiasaan mengumpat oleh dua tokoh yang berbeda latar belakang yang dikorelasikan dengan tujuan untuk menunjukkan pengaruh latar belakang sosial terhadap kebiasaan mengumpat. Tujuan penelitian ini adalah (1) mengetahui jenis umpatan yang diucapkan oleh tokoh dengan karakteristik tertentu (2) mengetahui bagaimana kebiasaan mengumpat seseorang dapat menggambarkan latar belakang sosialnya. Penelitian ini menggunakan metode penelitian deskriptif kualitatif, dengan menggunakan teori utama oleh Steven Pinker (2007) dan Magnus Ljung (2011), serta teori tentang neo-psycho-sociocultural of cursing oleh Timothy Jay (2000). Analisis data memerlukan proses (1) klasifikasi data berdasarkan tokoh dan (2) diskusi penggambaran umpatan yang dihubungkan dengan latar belakang sosial. Hasil menunjukkan bahwa perilaku orang tua terhadap tokoh memengaruhi pembentukan karakter dan perilaku mengumpat mereka. Umpatan yang diucapkan Bender cenderung berupa *abusive* dan *dysphemistic swearing*, sedangkan umpatan oleh Brian cenderung berupa *emphatic* dan *idiomatic swearing*. Kesimpulannya, permasalahan tokoh dalam film yang umumnya disebabkan oleh orangtua mereka membentuk pribadi mereka dan memicu mereka untuk mengucapkan kata kotor seperti *fuck you*, *shit*, *asshole*, *fuckin'*, dan *bitch* dan dapat menerangkan perbedaan latar belakang sosial yang berpengaruh pada cara mengumpat mereka.

**Kata kunci:** umpatan, latar belakang sosial, latar belakang keluarga, perlakuan orangtua, film *The Breakfast Club*

### Abstract

Swearing is a linguistic phenomenon which is frequently showed in various media such as magazines, newspapers, advertisement, and movie; regarding that it happens commonly in spite of its taboo sense and referring to social norm deviation. Social background can affect the phenomenon of swearing towards respective individual. *The Breakfast Club* is a 1985 movie by John Hughes which can portray the swearing phenomena that is related to the social background. This study is focused on the comparison of the two main characters who have different social background one another, which is correlated to the aim of showing the influence of social background towards the swearing habit. The aim of this study consists of (1) to find out the type of swearwords based on its functions which is uttered by the specific characters (2) to find out how one's swearing habit can portray his/her social background. This study used the descriptive qualitative method, with the theory of Steven Pinker (2007) and Magnus Ljung (2011), also the theory of neuro-psycho-sociocultural of cursing by Timothy Jay (2000). The data analysis needed process of (1) data classification per character and (2) the discussion of swearing depiction that is related to the social background. The result showed that the social background and the parenting style affects the characteristics building of the two characters and it plays role in their swearword utterance. Likewise, the character of Bender, who comes from working-class family background (lower class), tends to swear more than the character of Brian, who comes from high class family background (upper class). Bender's swearword utterances tend to be abusive and dysphemistic swearing, while Brian's swearword utterances tend to be emphatic and idiomatic swearing. All in all, the characters' problems that are mostly caused by their parent shapes their personality and triggers them to utter swearwords like *fuck you*, *shit*, *asshole*, *fuckin'*, and *bitch*, and it can also portray their different social background that affects their swearing habit.

**Key words:** swearword, social background, family background, parenting style, *The Breakfast Club* movie

## INTRODUCTION

Swearing used to be considered as a taboo matters regarding that it deals with referring God and mentioning the disagreeable things. Yet, nowadays, the phenomenon of swearing is a common thing to show. It is interesting since people still do it. A few people do not tolerate the occurrence of swearing, yet the others utter swearwords until become a habit. The likelihood of one's swearing is influenced by some factors, one of which is social background. Two persons from different social background can have tendency and intensity of swearing which is contradictory one another. Hence, it can determine the type of swearwords' function that is uttered. Swearwords can differ some functions, either the function of aiming or function of syntactical structure.

### Swearwords and Its Functions

Many linguists postulated the theory that is related to the swearwords, some of which are Steven Pinker and Magnus Ljung. Pinker (2007) argued that swearwords can be distinguished based on the way it is used, which is in other words it is distinguished based on its function of aiming. There are 5 (five) types of swearing function according to Pinker. They are dysphemistic, idiomatic, abusive, emphatic, and cathartic swearing.

Dysphemistic swearing is the swearing which urges the listeners to think about negative or provocative matter, since it is the opposite of euphemism. Using the wrong euphemism has a dysphemistic effect. For example, 'he fucks her!'. Abusive swearing is the swearing which creates abuse or intimidation or insulting of others. For example, 'You motherfucking son of a bitch!' and 'Fuck you asshole!' Idiomatic swearing is the swearing without really referring to the matter, just using the words to arouse interest, to show off, and express to peers that the setting is informal. For example, 'Fuck, man.' Emphatic swearing is the wearing which is to emphasize something or to show that it is quite surprising. For example, 'It was so fucking big!'. And the last is cathartic swearing, which is uttered when something bad happens like glass breaking, milk spilling, and so on. It may cause people curse. One evolutionary theory asserts it is meant to tell the audience that you're undergoing a negative emotion. For example, 'Aww, fuck!, Damn this milk!'

Meanwhile, Ljung (2011) theorized that the types of swearword are divided into two; based on its function and theme. But here, it focuses on the

function. Ljung divided the function of swearword into two types; stand-alone function and slot-filler function.

Stand-alone functions is the structural function of swearword which can stand alone without the addition of other words. It involves Expletives Interjections, expressing swearwords which are often uttered by the speaker in unexpected accident, strong emotion, or pain which are also related to exclamation such as *Fuck! Shit! Damn!*; Oaths, expressing to make a promise by referring God or some other venerable thing which are used to claim the truth as a witness by the speaker such as *by God, by Almighty God, or by hell*; Curses, expression which are used by the speaker to intend giving a harm or punishment on something or someone such as *Fuck you! Damn on you!*; Affirmation and Contradiction, expressing some expressions which add some swearwords in some situation especially in denial situation for example *the hell it is* (it refers to the key when opening while the door is locked); Unfriendly Suggestion, an expression which is showing the speaker's aggression reaction to someone in dialogue to give a reaction what someone's said, such as *Go to hell!!* and *Kiss my ass!*; Ritual Insults, expressing sexual exploits which are related to somebody's mother and sister. This expression is also related to the mother (family) theme for example *your mother...*; Name Calling, expressing the speaker's opinion whether negative or positive opinion to the addresser such as *thief, murderer, idiot, or fool*.

Slot Filler Functions means the swearwords that are added or inserted to a sentence or expression to make it longer. It involves Adverbial/ Adjectival Intensifier, which is to intensify a high degree by adding adjectives or adverb. Swearwords can be used as an adverb or adjective in a sentence for example *very, extremely, or highly*. Those adjectives can be replaced into swearwords for example *bloody, damned, or fucking. They run damn fast or she's damn bitch* (in a sentence); Adjectives of Dislike, which is to show the speaker's dislike by adding some swearwords in following noun or referent for example *that damn Rio is looking at me or he's bloody fool*; Emphasis, which is used in following noun of swearing such as *what the fuck ...? Shut the fuck up, or infuckingcredible*; Modal Adverbials, which is used by adding swearwords in the middle of sentence after subject which means as subjectivity for example *they fucking bought one drink between them*; Anaphoric Use of Epithets, which deals with the use of epithet as anaphor. There are some swearwords which are as nouns such *asshole, motherfucker, bastard, or etc*. In anaphoric of epithets, those swearwords are used in the same way as pronouns for example *tell to the motherfucker to say*

*the truth*; Noun Supports, expression which the swearwords are placed as nouns in sentence for example *John is a hard-working son of a bitch*.

### **Neuro-Psycho-Sociocultural Theory of Cursing**

Neuro-Psycho-Social (NPS) Theory of cursing is theory explaining that cursing integrates three broad aspects of human behavior: neurological control, psychological restraints, and socio-cultural restrictions (Jay, 2000). Cursing here points to the activity of swearing or uttering foul language. It is meant to explain why people curse and why they choose the words they do. The NPS Theory provides a three-dimensional model of a person's knowledge of cursing, which develops as a person matures. The *neurological state* includes pertinent brain activity, brain function/dysfunction, and emotional state. The *psychological state* includes age, personality, past rewards or punishments for cursing, and personal speech habits. *Sociocultural setting* covers the social and physical setting, speaker-listener relationships, topic of discussion, mode of communication, gender identity, and cultural affiliations. In the NPS Theory, the historical-social information about word use is subsumed by the sociocultural system. The following is the explanation of each aspect which may correlate each other.

At a *neurological* level, cursing may be viewed as an automatic process, relying on the right hemisphere and subcortical areas. An example of automatic cursing is cursing in response to surprise or frustration. Alternatively, propositional cursing is not reflexive; it is creative and strategic. Propositional cursing is joke telling and sexual talk.

Expletives, usually single-word exclamations (e.g., hell, shit, fuck, damn), are curse words that are uttered "in the heat of the moment." It directs to the activity of verbal aggression. When a person becomes provoked, verbal aggression arises as a more or less normal response. It generally takes one of two forms: hostile aggression or instrumental aggression. In hostile verbal aggression, the goal of cursing is to harm a person who has hurt the speaker or damaged the speaker's self-esteem. In instrumental verbal aggression, the goal of cursing is to obtain some reward through the use of aggressive speech.

Anger is a neurological response, and its expression is learned in a familial and cultural context. Acts of verbal aggression are one way to express anger. Hostile and instrumental verbal aggression occurs as the product of decision making, using strategies learned in social contexts. Verbal aggression is not always a negative emotion since it could be a positive one. One positive aspect of cursing is that it replaces more primitive physical aggression. Most would agree

that it is better to yell at people than to hit them on the head. Conversely, cursing speech (taunts, insults, or name calling) can escalate the listeners' arousal in a tense situation and increase their tendency to commit counter-violence. Angry curses can be automatic (hitting your thumb with the hammer) or well thought out (responding to an insulting remark from a co-worker). The point is that anger is one of the most likely causes of cursing for all speakers.

At the *psychological* level, cursing is acquired early, as a function of the learning environment and psychological state of mind. The linguistic and semantic analysis of a curse word's use is subsumed by the psychological system in NPS. A speaker acquires linguistic competence and exhibits linguistic performance as the result of psychological development within a sociocultural language context.

This is to say that although individual speakers in one society might learn to speak the dominant language, each person's use of curse words is determined by his or her psychological development within a given linguistic, familial, and cultural environment. Psychological development includes variables that directly affect cursing, such as temperament, personality traits, religiosity, social rewards, and punishments.

If curse words were not important, they would not be learned so early, nor would they persist through senility as other functions disappear. Children will notice the bad utterance which is told by a parent that such language is rude and should not be uttered in public. The child learns that rude language is hurtful to victims and that it must be inhibited. The child thereby knows that the speech can be used as an insult. Children associate curse words with emotion states. Montagu (in Jay, 2000) theorized that cursing emerged when a child learned to express infantile anger, discomfort, and aggression in verbal terms (e.g., *ouch*, *that hurts*, *goddamn it*). Any parent who curses out of anger in front of a young children quickly learns that children repeat these emotional comments. The NPS Theory assumes that children who learn to express emotions with cursing are more likely to use curse words later on than children who have not learned to express emotions with cursing. Children learn these words as soon as they can speak and frequently use them in name-calling and insulting contexts. Cursing reaches a high point in adolescence but continues into old age.

Cursing habits depend on personality factors. When we hear a person cursing, we hear emotionality, hostility, aggression, anxiety, and religiosity. We hear a speaker's personality through his/her style of cursing.

Someone with an aggressive personality, for example, might be expected to use curse words frequently; someone with a shy personality should be less verbally aggressive. One's offendedness must be somehow related to one's tendency to curse. For example, a religious person, who is offended by profanity, probably does not utter profanity. A parent with high sexual guilt is probably reluctant to use sexual slang around his or her children. Reliable correlations exist between cursing and religiosity and between cursing and sexual attitude. People with high religiosity and those with high sexual anxiety tend to be offended by profanity and sexual slang.

At *socio-cultural* level, cursing is acquired from society, like parents, siblings, and friends, which is also affected by the culture of using taboo words of surroundings. Jay (2000) stated that power, class, and swearing is related one another. Swearword is used by all of the social classes in any kind of circumstances; but instead of to use it in formal situations, it is more common to use swearword in relaxed situations. While, according to Hughes (2006), swearing is a low-class habit, according to the notion of "received wisdom" concerning the sociolinguistic modes of English society.

High class people can swear as they want because they think that they will not gain any social consequences regarding that they have more power than those who are under their class, while low class people swear a lot because they got nothing to lose. Jay (2000) postulated that they think that swearing is not an essential matter so that they think it as a common thing, and their swearing sometimes aims to reduce the social and class gap. Zelwys' opinion (1990) is in line with Jay's opinion which argued that swearwords are uttered by making a joke or insulting to other powerful classes. It can help the lower classes make those powerful classes to feel suppressed, in which those incident can happen by rebelling or showing aggression against those powerful classes using swearwords. The higher a person has a power, the higher his/her power to curse is. Speaker power is also altered by the social class and social status.

### **Dysfunctional Parenting Style**

Parenting is one of the major aspects that affects much to the adulthood development of a person. It is quite important since it plays a role of building the child's characteristics or personalities. But sometimes, there are problems that are faced in family which majorly caused by parenting style which is not quite proper enough. This might be called as dysfunctional

parenting style. Illig (1998) classified the types of dysfunctional parenting style as follows:

- A. Punitive or harsh parenting style: it figures the parenting style which include the use of spanking, demands of obedience, and use of directives with little take-and-give with children. Such findings may conflict with cultural variations in acceptable parenting styles.
- B. Indulgent parenting style: it involves loving, kind, but permissive behaviors by parents
- C. Negligent parenting style: it is when the parents effectively ignore the children and allow them to do whatever they like with a little guidance.

### **METHOD**

The research type used in this study is descriptive qualitative. In this case, a qualitative research only deals with the words in written and spoken data. The study is more focus in observing the use of swearwords by the two characters, the function of using those swearwords and the relation between the social background and the swearword's utterance.

The data of this study are the two characters' utterance which contains swearword in *The Breakfast Club* movie. *The Breakfast Club* movie tells about five students who must be in Saturday detention. The subject of the data are the two characters which have different social background one another, Bender and Brian. Bender is depicted as a rebellious guy; abused verbally and physically by his parents, particularly his dad. He was in detention because he pulled the false alarm on the previous Friday. He was such a troublemaker, depicted as an irritating person who tended to start either a fight or a problem. Treated abusively by his parents is the reason why he drowned into violence and tended to behave viciously, therefore he was disposed to start a problem. Meanwhile, Brian is depicted as a smart-dork guy. He was in detention because he brought a flare gun to commit suicide and got caught because it went off in his locker. The reason why he did it was because he couldn't accept reality that he got F mark for his shop class because he couldn't make an appropriate lamp for his task. Moreover, his parents always expected him to always get A for all subjects.

Furthermore, the source of data are those two characters in *The Breakfast Club* movie. This movie is used as the primary data. The key instrument of this study is the researcher. There are also some tools which are needed to support this research. They are

soft file video of *The Breakfast Club* movie, a laptop, VLC Player program and earphone.

In the process of collecting the data, the observation is the technique to collect the data. According to Wray (1998:186), the observation is not enough to be done once, but ongoing. The collected data are based on *The Breakfast Club* movie. The observation is to note the use of swearword by those two characters that are available in their utterances. In this case, the observation sheet is used to note and transcribe it.

After collecting the data, it comes to the process to analyze the data in this study, which involves the process of listing the swearword utterance per character and putting it on the table. Then, the types of swearword function can be classified, both according to Pinker and to Ljung.

## FINDING

**Table 1 Data Analysis Result of Bender's Swearwords Utterance**

N o.	Da ta	Swearwor ds	Ljung		Pinker
			Stand-alone	Slot-filler	
1	2.	Oh, <b>shit!</b>	Expletive Interjection	-	Cathartic Swearing
2	3.	Hey, <b>homeboy</b> ...	Name-calling	-	Abusive Swearing
3	10.	...you activities people being <b>assholes</b> ...	-	Anaphoric Use of Epithet	Dysphemistic Swearing
4	11.	...and join one of their <b>fucking</b> clubs.	-	Adjective of Dislike	Emphatic Swearing
5	12.	Oh, but to <b>dorks</b> like him...	-	Anaphoric Use of Epithet	Dysphemistic Swearing
6	17.	Do you really think I give a <b>shit?</b>	-	Anaphoric Use of Epithet	Dysphemistic Swearing
7	18.	<b>Fuck you!</b>	Curse	-	Abusive Swearing
8	19.	<b>Dork...</b>	Name-calling	-	Abusive Swearing

9	20.	I'm being honest, <b>asshole!</b>	Name-calling	-	Abusive Swearing
10	28.	(as his father) <b>Stupid, worthless, no good, God damned, freeloading, son of a bitch, retarded, bigmouth, know it all, asshole, jerk!</b> (as his mother) You forgot <b>ugly, lazy and disrespectful.</b>	Name-calling	-	Abusive Swearing
11	29.	(as his father) Shut up <b>bitch!</b> (as himself) What about you Dad? (as his father) <b>Fuck you!</b>	Name-calling Curse	-	Abusive Swearing
12	30.	(as himself) No, Dad, what about you? (as his father) <b>Fuck you!</b> (as himself--yelling) No, Dad, what about you? (as his father--yelling) <b>Fuck you!</b>	Curse	-	Abusive Swearing
13	32.	...with	-	Anaph	Abusive

		you <b>fuckin' dildos</b> anymore!		oric Use of Epithet	Swearing
14	45.	How come you got so much <b>shit</b> in your purse?	-	Anaph oric Use of Epithet	Dysphem istic Swearing
15	57.	...you must be a <b>fuckin' idiot!</b>	Name- calling	-	Abusive Swearing
16	61.	You got everythin g, and I got <b>shit!</b>	-	Anaph oric Use of Epithet	Dysphem istic Swearing
		<b>Fuckin'</b> Rapunzel, right?	-	Adjecti ve of Dislike	Emphatic Swearing
17	63.	You are a <b>bitch!</b>	Name- calling	-	Abusive Swearing

Table 2 Data Analysis Result of Brian's Swearwords Utterance

N o.	Dat a	Swearwo rds	Ljung		Pinker
			Stand- alone	Slot- filler	
1	1.	It's the <b>shits</b> , huh?	-	Anapho ric Use of Epithet	Dysphemi stic Swearing
2	44.	<b>Chicks</b> , cannot hold der smoke!	Name- calling	-	Idiomatic Swearing
3	47.	Do you always carry this much <b>shit</b> in your bag?	-	Anapho ric Use of Epithet	Dysphemi stic Swearing
4	58.	I'm a <b>fuckin' idiot</b> because I cannot make a lamp?	Name- calling -	-	Emphatic Swearing
5	68.	'Cause I think	-	Anapho ric Use	Dysphemi stic

		that's real <b>shitty...</b>		of Epithet	Swearing
6	69.	You think I don't understa nd pressure, Claire? Well <b>fuck</b> you! <b>Fuck</b> you!	Curse	-	Abusive Swearing
7	70.	You pull the <b>fuckin'</b> trunk on it and the light's s'posed to go on	Empha sis	-	Emphatic Swearing
8	71.	Yes it is... <b>fucki n'</b> elephant was destroye d!	Empha sis	-	Emphatic Swearing

### Types of Swearwords by Function

In this movie, the function of swearword which is mostly found is as **abusive swearing** with a structural function as a **name-calling**. Also, **dysphemistic swearing** function with structural function as **anaphoric use of epithet** is also often found. By a reason of the fact that mostly it functions as abusive swearing, it can be inferred that the characters in this movie are fond of throwing mockery to each other. They insulted each other, with the words which should not be uttered. A name-calling function also emboldens them to easily give the label towards each other. While, the use of dysphemistic swearing is a picture of the easiness to use the bad or foul language since dysphemism elicits a figure of filth. Dysphemism can also reflect the depiction of anger, frustration, even dislike. As it is cited from Steven Pinker's The Stuff of Thought (2007):

The major difference is that the taboo term is dysphemistic—it calls to mind the most disagreeable aspects of the referent, rather than just pointing to it. ... The solution is to divide the linguistic labor between euphemisms, which refer to an entity without evoking the unwanted emotions, and dysphemism, including taboo words, for those rhetorical occasions on which we want to rub in how truly awful the entity is.



It is also found that each function of swearword based on Ljung is identically linked to each function of swearword based on Pinker. It is frequently found that expletive interjection swearing is usually cathartic, name-calling swearing is usually abusive, anaphoric use of epithet swearing is usually dysphemistic, and adverbial/adjectival intensifier/dislike/emphasis is usually emphatic. Here's the explanation.

Expletive interjection is a form of exclamation (Ljung, 2011). It is a remark expressing pain, strong emotion, or surprise. Ljung stated that every exclamation represents a certain feeling. The aim of uttering an expletive interjection is not to show any anger or resentment, but to express a sudden cry or countenance towards the bad luck or fault that is encountered. So, the speaker is angry or express their upset feeling not to a determined person. While, cathartic swearing is uttered automatically in moment of sudden pain or torture (Pinker, 2007)

So, it draws a line connecting the function of expletive interjection and the function of cathartic swearing, since they both deal with the expression of surprise, sudden, and seem to not relate to any other function directly. The example of expletive interjection which is also cathartic swearing found in this movie are "*Shit!*" and "*Oh, shit!*"

The reason why name-calling function is identically abusive is because they both have a feature of insulting sense. According to Ljung (2011), name-calling expresses the speaker's feelings towards the addressee at the moment of speech, which the speaker typically directs a disparaging epithet at the addressee. It can be offensive if the epithet or label that is given is rude, harsh, or offend the hearer's condition. It is also a type of insulting illocutionary act that is similar to the ritual insults both with regard to the taboo themes involved and in being addressed to people who have incurred the speaker's dislike. Therefore, it can emerge an impression of abusive. Related to this, it directs to Pinker's theory about abusive swearing which commonly in a form of epithet or bad label that is given to particular person (Pinker, 2007). There are moments in life when people feel the urge to intimidate, punish, or downgrade the reputational stock of some other person. Therefore, taboo words figure prominently in imprecations. People or their parts may be likened to effluvia and their associated organs and accessories. The unscrupulousness of those things is used to compare or figure the hatred to the certain person/object, so the connection between abusive swearing and name-calling can be drawn here. The example of abusive swearing which is also a name-calling found in this movie are *asshole*, *bitch*, *dork*, *dick*.

Moved to anaphoric use of epithet function, which is repeatedly related to dysphemistic swearing. It is called dysphemistic swearing because it is use dysphemism to replace the suitable word (Pinker, 2011). The reason of using dysphemism is not so distinct from abusive swearing. It can be to insult, but

not all of them is used to insult. It can be to derogate the real meaning of a thing because the speaker has an aversion toward the object/person. Besides, it is possible for anaphoric use of epithet function to be an idiomatic swearing, depending on the context and certain purpose. According to Ljung (2011), as an anaphoric pronoun, a dysphemism should be able to be fitly placed in the certain slot of word to raise the dysphemistic effect. That is the picture of relation between those two functions. The example of dysphemistic swearing which is also an anaphoric use of epithet found in this movie are "carry this much *shit*" "people being *assholes*" and "cause you know how *shitty* that is".

Emphatic swearing is the function of swearword which deals more with the structure. The categories of swearword function classified by Pinker which seems to belong to emphatic swearing are adverbial/adjectival intensifier, adjective of dislike, and emphasis. According to Ljung, those 3 classification is not so distinct one to another, the difference is only in its structural function. The example of emphatic swearing found in this movie are "Fuckin' Rapunzel, right?" "wait for your *fuckin'* prom" "*fuckin'* idiot" and "*fuckin'* trunk".

Idiomatic swearing is the odd man out of the classification by Pinker. They can have structural function variously. As it is cited from Magnus Ljung's *Swearing: A Cross Cultural Linguistic Study*, it can be inferred that on the most likely interpretation of idiomatic in this context, swearing of this kind uses idioms, viz. groups of words whose meanings cannot be deduced from the meanings of the individual words as for instance in *fucked up* 'destroyed'. Since it uses idioms, the literal meaning does not always in a form of the lexicon that is used. Therefore, the structure can be different, and it can embrace many kinds of certain purpose. So, idiomatic swearing cannot always be related to certain function that are classified by Ljung.

The example of idiomatic swearing here is the form of phrase 'Fuck you!'. It mostly belongs to abusive swearing since it is a form of curse (Pinker, 2007). But, in other case, it can be idiomatic when its intention of uttering it is not to show anger or hatred, but to show surprised feeling, for instance because having got pranked, which leads to a funny sensation of surroundings. In this study, uniquely 'Fuck you!' phrase is found in all character's utterance. Meaning, all of the characters analyzed in this study had chance to utter it. Thus, it can be supposed that 'fuck you' is a common swearing which is structurally as a curse and generally aiming as an abusive swearing. So, it can be inferred that Pinker's classification of swearwords' function is related to Ljung's classification of swearwords' function. In other words, what Pinker classified deals with the aiming way of uttering it, while what Ljung classified deals with the structure, and they try to relate the syntactic structure (Ljung) which is uttered in many different ways (Pinker).

### **The Relation between Swearwords Utterance and the Social Background of the Characters: Comparison**

In this movie, swearword functions which are uttered are in the form of **abusive** and **dysphemistic swearing**. It may indicate the tendency of using a lot of epithet (Pinker in Ljung, 2011). The story begins with five teenagers who do not know each other, coming from various social background and required to be in detention they do not want to endure. The problems created by Bender reveal themselves gradually to recognize each other, which finally lead them to a classic assumption: they all have problems with their parents. But here, it focuses on the two characters only, namely Bender and Brian.

Abusive swearing is a kind of swearing which has an effect of insult or uttering something disagreeable which can offend the feeling of the hearer (Pinker, 2007). That is triggered by the characteristic of being an ignorant one to another at the early time. Hatred that they feel in the beginning, likewise, Bender's tendency to act harshly, is the cause why they tend to mock each other. They mock to show the verbal aggression, which can escalate the listeners' arousal in a tense situation and increase their tendency to commit counter-violence (Jay, 2000). It is also shown by the scene of Bender mocking his friends, either to insult or to aggress, with such name-calling like "*You are a bitch!*" and curse like "*Fuck you!*".

Dysphemistic swearing is commonly to show the derogatory of a certain thing (Pinker in Ljung, 2011). Derogatory of a thing can be possibly elicited by some reasons. It might be either a form of real dislike or a form of showing intimacy among peers (Jay, 2000). Like what Bender says, "With you activities people being *assholes*" it shows the dislike towards his peers, and what Brian says, "Do you always carry this much *shit* in your bag?" which shows the way she follows the previous speaker that has said it, in this case, to show the intimacy.

The depiction of how social background impacts the characters' way of swearing is figured by two factors; the parents themselves and the social condition. The first factor, namely the parents, can affect the children's swearing behavior because the children are supposed to think that their parents are imitable for a good model of life (Jay, 2000). So when the children acquire swearwords from the parents who utter it, they might imitate and utter it too. The other way is when parents are mad to their children and showing it by uttering swearwords or cursing them, the children will be triggered to show their verbal

aggression (Jay, 2000). Jay (2000) also added that it is easy for children that is treated with parents' anger to have reason to be aggressor. Thus, they will tend to swear to show their aggression. The social condition factor may stimulate the tendency of swearing through the psychological condition of a person. When they are in a tough and difficult condition, they are supposed to feel uncomfortable, which can bear to their way of speaking and uttering. When their mind is narrow and offended, they will tend to utter the disagreeable things that come out on mind, so that is how swearword is produced.

The likelihood of using abusive swearing is because of the characteristics that their parents build in them. It is as the consequence that is acquired by the children who are being abused. Most of their parents are such a harsh caregiver that their children even don't like. This is the example of psychological factor that is affected by the socio-cultural condition (Jay, 2000). Bender, for example. His parents, coming from working-class family, treat him abusively, acquired indirectly by Bender, so that he can intimidate his friends. He shows that his parents are abusive by mimicking his parents' attitude as in datum 28. It is in line with Jay (2000) which stated that kid can always thought that they should be seemed to consider that their parents is their model of behaving. The bad-mouthed parents which utter swearword frequently can influence or even encourage their children to imitate them, since the mindset of that children is usually modelling the parents.

Moved to the character of Brian. Brian comes from high class family, seen from his contribution to join the academic clubs in school, his parents' support to always get good grades, and how his parents consider the composition of healthy menu for his lunch (Brian has nutritious foods for lunch brought from home at school). Nevertheless, Brian's parents are such a demanding persons. It elaborates the characteristic of competitive mindset and hard to face the veracity that sometimes they can fall and fail. This such characteristic tends to create an underestimating mindset which points to a habit of mocking, insulting, and intimidating (Jay, 2000). But, Brian does not swear a lot because he is not accustomed to swear. Additionally, he is not explicitly treated bad-verbally. Brian's swearword utterance is mostly as emphatic swearing which spilled over the function as idiomatic swearing. It is shown by his utterances like "*Fuckin' Rapunzel, right?*" "*wait for your fuckin' prom*" "*fuckin' idiot*" and "*fuckin' trunk*". So, the swearing phenomena that showed by Brian is mostly just a social motive, which is to show intimacy among peers (Jay, 2000), though sometimes it is also induced by the problems that is also come from the parents.



It is moderately hard to say that swearword explicitly relates to the social background, due to its various kind of background that is expanded in this movie. But, at least, swearword can infer the characteristics that are shaped according to their social background. Briefly, one who has harsh and tough social background tends to swear a lot rather than those who is not. Hard-pressed by the parents' abusive behavior and utterance can also trigger them to utter abusive swearing in order to insult or to mock the others. Also, regarding that swearing can influence the others to also swear, people swear because of acquiring the swearing surroundings.

## CONCLUSION

The relation between swearwords' classification based on Pinker's theory (2007) and based on Ljung's theory (2011) is that each categories based on Pinker's theory can embrace some categories based on Ljung's theory. In other words, Pinker's theory more focuses on the function distinguished from its way of uttering, and its way of uttering classifies the syntactical structure of function based on Ljung's theory. Yet, the Pinker's classification of swearwords' function can spill into each other since sometimes a swearword can have more than one function.

Social background involves the family background and the parenting style. This study draws a conclusion that parenting style contributes the children's characteristics, in which it can affect their verbal aptitude and attitude, whether they will be good or bad. The immorality can emerge a bad language use which leads the children to speak impolitely and tend to utter swearwords.

In this study, it is concluded that swearword can be used to portray the social background of the characters, by noticing the problems that are faced by the character which is influenced by the social class and parents. Here, both of the characters utter swearword. Yet, the social background and class of each character triggers the swearwords listener to consider it differently, regarding the significant intensity of both characters' swearing is really prominent. In this movie, Bender's swearword utterance are mostly deemed as an offensive matters, since it comes out from Bender's mouth which comes from working (lower) class family, also supported by his immoral attitude which can offend and encourage them to do verbal aggression. Otherwise, the swearwords utterance of Brian is not considered as the offensive ones, because he is from upper (high) class family, supported by the respectable behavior. His swearword utterance is mostly just to show intimacy and the informal situation. Thus, the swearwords that

are uttered by the characters can portray their each social background.

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