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THE RELATIONSHIP AMONG CRITICAL THINKING, CULTURAL INTELLIGENCE, AND ETHNIC IDENTITY OF IRANIAN EFL LEARNERS

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ABSTRACT

The present study is an attempt to investigate any relationship among critical thinking, cultural intelligence, and ethnic identity of Iranian English as a foreign language (EFL) learners. It also pursued if there is any significant difference among the three ethnic groups of Iranian EFL learners in their critical thinking and cultural intelligence. To this end, 180 ethnically diverse language learners from Turkish, Persian, and Kurdish ethnicities and from different language institutes were selected non-randomly. Using Nelson proficiency test 120 students were selected considering 1 SD above and below the mean score of the group. Three questionnaires of critical thinking, cultural intelligence and ethnic identity were administered to them. The data were analyzed through Pearson correlation, one-way ANOVA and multivariate ANOVA (MANOVA) all of which assume normality of the data. The findings revealed that the first null hypothesis, which poses there isn't any relationship between critical thinking and cultural intelligence of three Iranian ethnic groups of English learners, was supported. On the second and third null hypotheses which argue that there isn't any significant difference among the three ethnic groups in their critical thinking and there isn't any significant difference among the three ethnic groups in their cultural intelligence, the results showed that three different ethnic groups were different in critical thinking and cultural intelligence abilities so the second and the third null hypotheses were rejected. Findings of this research will be of benefit to educational systems, curriculum designers, material developers, language teachers, and language learners. Sociolinguists can also be benefitted from the findings of this study.

KEYWORDS: *Critical Thinking, Cultural Intelligence, Ethnic Identity, EFL Learners*

INTRODUCTION

Critical thinking (CT) as an ability is of particular importance in modern education. It is also an important topic in language teaching and learning area. The ability to think critically is an important feature of all members of a society as a whole and of learners in all the fields. Almost everyone would agree that one of the main goals of education is to enable students to think

critically. All educators are interested in developing critical thinking skills in their students and thus better prepare them to successful learning.

In Schafersman (1991) view, critical thinking is correct thinking in the pursuit of relevant and reliable knowledge about the world. Another way to describe it is reasonable, reflective, responsible, and skillful thinking that is focused on deciding what to believe or do. A person who thinks critically can ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically from this information, and come to reliable and trustworthy conclusions about the world that enable one to live and act successfully in it.

According to some researchers (Mahyuddin, Lope Pihie, Elias, and Konting, 2004), language learners with critical thinking ability are capable of thinking critically and creatively in order to achieve the goals of the curriculum; capable of making decisions and solving problems; capable of using their thinking skills, and of understanding language or its contents; capable of treating thinking skills as lifelong learning; and finally intellectually, physically, emotionally and spiritually well-balanced.

Earley and Ang (2003) assert that cultural intelligence (CQ) is a construct that encompasses and measures a person's capability for successful adaptation to new cultural settings, that is, for unfamiliar settings attributable to cultural context. It has also been maintained that CQ reflects an individual's capacity to adjust to new conditions and produce novel behavior. It is the ability to discern, adjust and behave effectively.

In Kramsch (2013) opinion, the contribution of CQ in foreign or second language classroom is clear because culture cannot be separated from what is learned and classroom is full of interactions and communication tasks, oral skills, and interpersonal and social skills all of which fall within the domain of CQ.

Ethnic identity is dynamic and socially constructed, and reflects a sense of belonging to an ethnic group with shared heritage, including language use, traditions, religious practices, values, ancestry, and the like (Hecht, Collier, & Ribeau, 1993). Simply stated, one's ethnic identity is a composite of both one's self perception of an ethnic group and the views held by others about one's identity (Nagel, 1999).

Our country is a multi-ethnic country with plentiful ethnic diversities and ethnic culture achievements, so more studies on culture and ethnic identity construction is particularly important.

Statement of the Problem
Although some studies have been done on critical thinking in the field of EFL education, there is little information found on elements that affect the critical thinking ability of Iranian EFL learners, and previous studies didn't specify what makes this ability improve or which skills students need to cultivate it. Nevertheless, little practices have been done in enhancing critical

thinking ability in spite of its advantages in language learning. Additionally, there is almost a lack of research on the probable relevance of the critical thinking ability and cultural intelligence ability of Iranian EFL learners considering differences on their ethnicity. It seems that the role of culture and ethnicity differences on developing thinking skills in Iranian EFL learners has been ignored and little importance has been given to individual and cultural differences in language learning process.

Purpose and Significance of the Study

Considering the importance of critical thinking, cultural intelligence, and the influence of ethnicity differences in language learning capability, the present study made an attempt to investigate the existence and strength of the relationship between critical thinking ability and cultural intelligence of three ethnic groups of Persian, Turkish, and Kurdish EFL learners. The purpose of the present study is to further investigate any difference among these three ethnic groups of Iranian EFL learners in their critical thinking and cultural intelligence abilities.

This study is a chance to discover some factors that may have an effect on the ability to think critically among Iranian EFL learners. In spite of diversity and increasing popularity of the research on critical thinking and different aspects of education, studying on the cultural constraints and ethnicity differences influencing critical thinking ability of language learners, have been a neglected area. So, the present study helps at obtaining some strategies to improve thinking abilities in language learners considering their cultural intelligence and ethnicity differences. Moreover, high level of cultural intelligence has a positive effect on learning the culture of the speakers of a foreign language in general and on learning a foreign language in particular. So, present study leads to suggesting affective strategies considering EFL learners' differences in critical thinking and cultural intelligence abilities to improve and facilitate language learning process.

LITERATURE REVIEW
Critical Thinking

Facione (1990) defines critical thinking as "purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or conceptual considerations upon which that judgment is based" (p. 3). Facione believes that CT is essential as a tool of inquiry. As such, CT is a liberating force in education and a powerful resource in one's personal and civic life. While not synonymous with good thinking, CT is a pervasive and self-rectifying human phenomenon.

Ever since the thinking movement in 1980s, educational scientists and the general public alike have come to agreement that critical and creative thinking abilities should not be just another educational option; rather it should be an indispensable part of education, because being able to think critically is a necessary condition for being educated (Norris, 1985).

The learners may become proficient in English language if they are motivated and taught how to display critical thinking in English language usage, which signifies that the learners must be

reflective in their production of ideas, and they may critically support them with logical details and examples (Rafi, 2011).

Nikoopour, Amini Farasani, and Nasiri (2011) investigated the relationship between critical thinking and the use of direct and indirect language learning strategies used by Iranian EFL learners. They selected 100 college students majoring in English Translation. The Strategy Inventory for Language Learning (SILL), and a Questionnaire of Critical Thinking, were administered to them. A statistically significant relationship was found between critical thinking and the use of specific direct and indirect language learning strategies, such as cognitive, meta-cognitive, and social, but not with memory, compensation, and affective strategies. In the light of the study, it can be implied that critical thinking has an effective role on the processes of foreign language learning and learners who are more critical are more successful in language learning.

Magno (2010) investigated the role of metacognitive skills in developing critical thinking. To this end, the Watson-Glaser Critical Thinking Appraisal and the Metacognitive Assessment Inventory were administered to 240 freshmen college students in Philippines. In order to determine the effect of metacognition on critical thinking, the Structural Equation Modeling (SEM) was used. The Pearson Product Moment correlation procedure revealed that the factors of metacognition are significantly related to the factors of critical thinking.

Cultural Intelligence

According to Livermore (2011) CQ or cultural intelligence is the capability to function effectively across a variety of cultural contexts, including national, ethnic, organizational, and generational. It's a whole new way of approaching the age-old topics of cultural sensitivity, racism, and cross-border effectiveness.

Those with high CQ have the ability to encounter new culture confusing situations, think deeply about what is happening (or not happening), and make appropriate adjustments to how they understand, relate, and lead in the context of this different culture (Van Dyne, Ang, & Livermore, 2010).

As discussed so far, nearly all researches on CQ are in relevance to leadership, management and business and a number of empirical studies on CQ and other cultural, sociocultural, ethnical aspects affecting foreign language learning are scarce. The present study tries to investigate the relationship between CQ and critical thinking ability of Iranian EFL learners considering three different ethnic groups as representative of all other ethnicities living in this country.

Nasiri and Ghadiri (2016) investigated the relationship between cultural intelligence and pronunciation quality of Iranian EFL Students. Besides, they investigated how cultural intelligence is related to gender and age. To these ends, a total number of 100 Iranian speakers of English majoring in English teaching were first asked to fill out a 20 items cultural intelligence questionnaire developed by Van Dyne, Ang, and Koh (2008) and then took an IELTS-like speaking test which was subsequently scored by two raters. The result of data analysis indicated that there is a medium positive correlation between participants' cultural intelligence and their

pronunciation quality. The findings also lead the researcher to conclude that gender and age were not determining factors in the participants' cultural intelligence.

Ang, Van Dyne, and Koh (2006) explored the relationship of personality with CQ using the Big Five Trait Model. This model is used to measure personality and composed of variables such as openness to experience, conscientiousness, extraversion, agreeableness and neuroticism. The results showed that conscientiousness was positively related to Meta-cognitive CQ, while highly agreeableness was related to behavioral CQ. On the other hand, neuroticism was negatively correlated with cognitive, motivational and behavioral CQ, and openness to experience was the only piece which was positively related to all four facets of CQ.

Ethnic Identity
An ethnic identity refers to a sense of self which involves a shared sense of identity with others who belong to the same ethnic group. Ethnic identity is also an important contributor to an individual's well-being; individuals derive positive self-attitudes from belonging to groups that are meaningful to them (Phinney, 1989; Tajfel & Turner, 1986).

There are many ways in which specific social factors affect L2 learning. The central factor, and the one that has attracted the most attention, is ethnic identity. Learners with positive attitudes towards their own ethnic identity and towards the target culture can be expected to develop a strong motivation and high levels of L2 proficiency, while also maintaining their own L1. In a socio-structural model, attitudes based on learners' sense of ethnic identity influence learning through the interactions in which learners participate (Ellis, 2008).

In order to investigate any influence that ethnic identity and motivation may have on Turk EFL learners' English proficiency in Iran, Saadat and Hosseini (2015) used an abridged version of the General Ethnicity Questionnaire, a motivation questionnaire, and a sample TOEFL test for data collection. The results indicated that both ethnic identity and motivation significantly influenced the Turks' English language proficiency. Similarly, a significant positive correlation was found between ethnic identity and motivation.

Podobnik (2009) investigated the role of ethnicity in second language (L2) learning motivation. The results of this study suggested that students who felt less strongly connected to their ethnic identity were likely to study longer than their more affirmed peers. It was concluded that although integrative and instrumental orientations play a strong role in L2 motivation, effects of ethnic identity are also important.

RESEARCH QUESTIONS
Regarding problems mentioned in the study, the following research questions were formulated:
Q1: Is there any relationship between critical thinking and cultural intelligence of three Iranian ethnic groups of English learners?
Q2: Is there any significant difference among the three ethnic groups in their critical thinking?

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Q3: Is there any significant difference among the three ethnic groups in their cultural intelligence?

METHODOLOGY

Participants

The total population of this study included 800 adult EFL students both males and females, with different language proficiency levels. They were from three different Persian, Kurdish and Turkish ethnicities and from different language institutes in Tabriz, Tehran, Silvana in West Azerbaijan, and Paveh in Kermanshah. Among them 180 students (60 students from each ethnic group), were selected non-randomly according to availability sampling. In order to investigate the background knowledge of the participants Nelson Proficiency Test (200A) was presented to them. Finally, 120 students (40 for each ethnic group), whose scores were 1SD above and below the mean were selected to participate in the study.

Instruments

In order to achieve the goals of the study, the following instruments were employed.

a) English Language Proficiency Test [Intermediate Nelson Test; (200A, 1976)]
Nelson English Language Proficiency Test adopted from Fowler and Norman Coe (1976), was used to assess the participants' language proficiency background and to achieve a homogeneous group of participants and at the beginning of the study. Nelson English Homogeneity Test is composed of 50 items which was expected to be answered in almost 40 minutes.

b) Test of Critical Thinking Disposition (CTDI)
In order to evaluate the critical thinking ability of participants, the Persian version of the standard test of critical thinking which is a version of Ricketts (2003) Critical Thinking Skills Test (CTDI) for adults, and is based on scale of critical thinking, produced by Facione in 1990, was presented to the participants. This standard and valid test includes 33 items and the participants were requested to answer to the questions of this test in about 20 minutes.

c) Test of Cultural Intelligence (CQS)
In order to measure cultural intelligence ability of participants, the cultural intelligence test adopted from Ang, Van Dyne, Koh, and Ng (2004), which consists of 20 multiple-choice items on a 5-points Likert scale was presented to them. The responses range from strongly disagree (1) to strongly agree (5). The participants were asked to answer the questions in about 10 minutes.

d) Test of Ethnic Identity (MEIM)
The multi-group ethnic identity measurement questionnaire (MEIM) with Phinney (1992), which is a new scale for use with adolescents and young adults from diverse groups, was administered to the participants. The questionnaire consists of 15 items which items 13, 14, and 15 are used only for purposes of identification and categorization by ethnicity. Participants responded to these statements on a 5-points Likert-type scale ranging from strongly agree to strongly disagree.

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Procedure

In order to answer the research questions and test the hypotheses of the study, the following steps were adopted: Nelson Proficiency Test and three questionnaires of Critical Thinking, Cultural Intelligence, and Ethnic Identity were administered to the participants of the study. The data collection process was done in three sessions for each ethnic group. One session allocated to obtain data about Nelson Test, one session for Critical Thinking test, and one more session allocated to obtain required data from Cultural Intelligence and Ethnic identity questionnaires. At the beginning of the data collection process everything was explained to the participants and they were justified about the study. The Cronbach's Alpha Reliability Test was administered to examine the reliability of three questionnaires applied in this study. The Cronbach' Alpha Reliability indices for the critical thinking, cultural intelligence and ethnic identity were .629, .742 and .662 respectively. The results were calculated, analyzed and compared in order to achieve the required objectives of the study.

The present research is a quantitative and correlational research that is carried out by the researchers in order to discover any relationship between three variables of critical thinking ability, cultural intelligence and ethnic identity of three different ethnic groups of Persian, Kurdish, and Turkish EFL learners.

RESULTS AND DISCUSSION

Before reporting the main results, it should be noted that the assumption of normality was retained. The absolute values of the ratios of skewness and kurtosis over their standard errors were lower than 1.96 (Table 1); hence normality of the data.

Table 1: Testing Normality Assumption

Group		N	Skewness			Kurtosis		
		Statistic	Statistic	Std. Error	Ratio	Statistic	Std. Error	Ratio
Fars	Critical Thinking	40	-.550	.374	-1.47	-1.085	.733	-1.48
	Cultural Intelligence	40	.198	.374	0.53	-.801	.733	-1.09
Kurd	Critical Thinking	40	-.445	.374	-1.19	-.372	.733	-0.51
	Cultural Intelligence	40	.336	.374	0.90	-.924	.733	-1.26
Turk	Critical Thinking	40	-.411	.374	-1.10	-.530	.733	-0.72
	Cultural Intelligence	40	-.373	.374	-1.00	-.681	.733	-0.93

The results of Pearson correlations (Table 2) indicated that there were not any significant relationships between critical thinking and cultural intelligence among;
- The Fars (r (38) = -.203, representing a weak effect size, p = .209),
- The Kurds (r (38) = -.019, representing a weak effect size, p = .906), and
- The Turks (r (38) = -.078, representing a weak effect size, p = .632).

Thus it can be concluded that **the first null-hypothesis was supported**.

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Table 2: Pearson Correlations; Critical Thinking with Cultural Intelligence

		Critical Thinking with Cultural Intelligence
Fars	Pearson Correlation	-.203
	Sig. (2-tailed)	.209
	N	40
Kurd	Pearson Correlation	-.019
	Sig. (2-tailed)	.906
	N	40
Turk	Pearson Correlation	-.078
	Sig. (2-tailed)	.632
	N	40

A one-way analysis of variances was run to compare the Persian, the Kurdish and the Turkish ethnic groups' means on the critical thinking in order to probe the second null-hypothesis. Before discussing the results, it should be mentioned that the assumption of homogeneity of variances was not met (Levene's $F_{(2, 117)}$ = 7.24, P = .001) (Table 3).

Table 3: Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
7.249	2	117	.001

As displayed in Table 4 the Kurds (M = 36.55, SD = 3.50) had the highest mean on the critical thinking. This was followed by the Turks (M = 35.42, SD = 2.26) and the Fars (M = 32.41, SD = 3.93) groups. The results of the Brown-Forsythe's ANOVA and Tamhane' post-hoc tests will be reported because the groups did not enjoy homogeneity of variances.

Table 4: Descriptive Statistics; Critical Thinking by Ethnic Groups

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Fars	40	32.41	3.937	.622	31.15	33.67	25	37
Kurds	40	36.55	3.505	.554	35.43	37.67	29	42
Turks	40	35.42	2.267	.358	34.70	36.15	31	40
Total	120	34.79	3.724	.340	34.12	35.47	25	42

Since the assumption of homogeneity of variances was violated, the results of the Brown-Forsythe test were reported. Based on the results displayed in Table 5 ($F_{(2, 101.23)}$ = 16.70, P = .000) it can be concluded that there were significant differences between the means of the three groups on the critical thinking. Thus the second null-hypothesis as "there was not any significant difference among the three ethnic groups in their critical thinking" **was rejected.**

Table 5: Robust Tests of Equality of Means; Critical Thinking by Ethnic groups

	Statistic	df1	df2	Sig.
Brown-Forsythe	16.703	2	101.237	.000

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The results of the Tamhane's post-hoc comparisons (Table 6) indicated that;

- The Kurds significantly had a higher mean (M = 36.55) than the Fars (M = 32.41) (MD = 4.14, p = .000).
- The Turks significantly had a higher mean (M = 35.42) than the Fars (M = 32.41) (MD = 3.01, p = .000).
- There was not any significant difference between the Kurdish (M = 36.55) and the Turkish (M = 35.42) ethnic groups' critical thinking.

Table 6: Multiple Comparisons; Critical Thinking by Ethnic Groups

		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
(I) Group	(J) Group				Lower Bound	Upper Bound
Kurd	Fars	4.141*	.833	.000	2.11	6.18
	Turk	1.130	.660	.250	-.49	2.75
Turk	Fars	3.012*	.718	.000	1.25	4.77

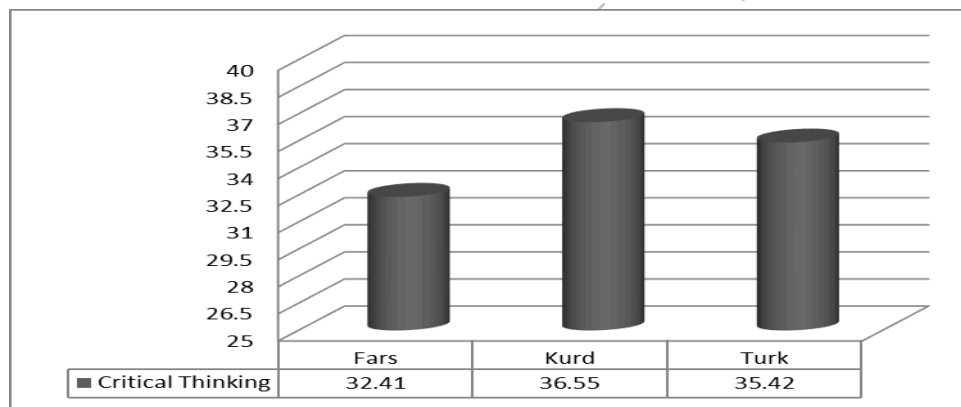*. The mean difference is significant at the 0.05 level.

Figure 1: Critical thinking by ethnic groups

A one-way analysis of variances was run to compare the Fars, the Kurds and the Turks' means on the cultural intelligence in order to probe the third null-hypothesis. Before discussing the results, it should be mentioned that the assumption of homogeneity of variances was not met (Levene's $F_{(2, 117)} = 7.52$, P = .001) (Table 7).

Table 7: Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
7.521	2	117	.001

As displayed in Table 8 the Kurds (M = 46.51, SD = 8.74) had the highest mean on the cultural intelligence. This was followed by the Turks (M = 41.63, SD =6.82) and the Fars (M = 37.69, SD = 5.19) groups. The results of the Brown-Forsythe's ANOVA and Tamhane' post-hoc tests will be reported because the groups did not enjoy homogeneity of variances.

Table 8: Descriptive Statistics; Cultural Intelligence by Ethnic Groups

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Fars	40	37.69	5.199	.822	36.03	39.36	28	47
Kurds	40	46.51	8.741	1.382	43.71	49.30	33	64
Turks	40	41.63	6.823	1.079	39.45	43.81	28	54
Total	120	41.94	7.891	.720	40.52	43.37	28	64

Since the assumption of homogeneity of variances was violated, the results of the Brown-Forsythe test were reported. Based on the results displayed in Table 9 (F (2, 10.43) = 15.59, P = .000) it can be concluded that there were significant differences between the means of the three groups on the cultural intelligence. Thus the third null-hypothesis as "there was not any significant difference among the three ethnic groups in their cultural intelligence" **was rejected**.

Table 9: Robust Tests of Equality of Means; Cultural Intelligence by Ethnic groups

	Statistic	df1	df2	Sig.
Brown-Forsythe	15.595	2	100.433	.000

The results of the Tamhane's post-hoc comparisons (Table 10) indicated that;
- The Kurds significantly had a higher mean (M = 46.51) than the Fars (M = 37.69) (MD = 8.81, p = .000).
- The Turks significantly had a higher mean (M = 41.36) than the Fars (M = 37.69) (MD = 3.93, p = .015).
- The Kurds significantly had a higher mean (M = 46.51) than the Turks (M = 41.63) (MD = 4.87, p = .000).

Table 10: Multiple Comparisons; Cultural Intelligences by Ethnic Groups

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Kurds	Fars	8.814[*]	1.608	.000	4.87	12.76
	Turks	4.875[*]	1.753	.021	.59	9.16
Turks	Fars	3.938[*]	1.356	.015	.62	7.25

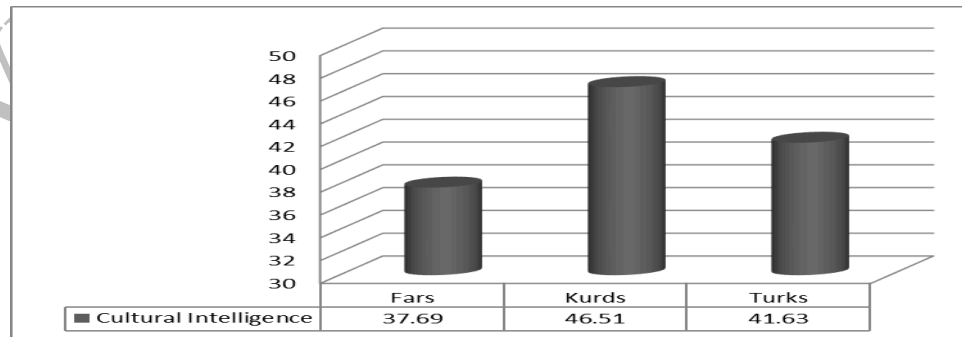*. The mean difference is significant at the 0.05 level.

Figure 2: Cultural intelligence by ethnic groups

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Table 11 displays the Cronbach's alpha reliability indices for the three questionnaires employed in this study. The indices for the critical thinking, cultural intelligence and ethnic identity were .629, .742 and .662 respectively.

Table 11: Cronbach's Alpha Reliability Statistics

	Cronbach's Alpha	N of Items
Critical Thinking	.629	33
Cultural Intelligences	.742	20
Ethnic Identity	.662	12

According to the statistical analysis, on the first research question (Is there any relationship between critical thinking and cultural intelligence of three Iranian ethnic groups of English learners?), the results indicated that there was not any significant correlation between critical thinking and cultural intelligence among three different ethnic groups of Iranian EFL learners, so **the first null hypothesis was supported.**

Possible findings of this study can be in contrast with the findings of Magno (2010), who investigated the role of metacognitive skills in developing critical thinking among 240 freshmen college students who were taking their first year in college in Philippines. The Pearson Product Moment correlation procedure revealed that the factors of metacognition are significantly related to the factors of critical thinking. Since metacognitive skills are one of the components of cultural intelligence abilities, it can be considered that cultural intelligence is a predictive factor in developing critical thinking ability among students.

Nevertheless, as Ten Dam and Volman (2004) observed, empirical research which addresses the role of culture in relation to critical thinking is currently limited. To the best of our knowledge, there is no published study involving direct comparison of critical thinking and cultural intelligence with regard to ethnicity differences in Iranian EFL contexts.

Regarding the second research question (Is there any significant difference among the three ethnic groups in their critical thinking?), the results obtained from analyzing the data indicated that, there were significant differences between the Fars, the Turks and the Kurds' means on critical thinking. Thus **the second null-hypothesis was rejected.**

Findings of the present study is in agreement with findings of Alagozlu (2007), who claims that Turkish EFL students are not strong enough to express their thoughts, especially in a foreign language, and they should be supported regarding critical thinking skills. This problem is rooted in the system of traditional education, which provides ready-made information requiring no questions. One possible reason for such differences may be partially attributable to the cultural differences leading to different abilities of the participants. Concerning the third research question (Is there any significant difference among the three ethnic groups in their cultural intelligence?), the results obtained from data, indicated that there were significant differences between the Fars, the Turks and the Kurds' means on cultural intelligence. Thus **the third null-hypothesis was rejected.**

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A study designed by Azizi, Hosseini Fatemi, Pishghadam, and Ghabanchi, (2015) to determine whether there is any association between Iranian EFL learners' Cultural Intelligence (CQ) and their Home Culture Attachment (HCA). The results of correlational study indicated a significant relationship between CQ and some of sub-scales of HCAS. Then, it was estimated that there is a statistically significant difference between male and female subjects with regard to their CQ but there is no statistically significant difference among the age groups with regard to their CQ.

To the best of the researchers' knowledge no study ever has investigated the cultural intelligence ability differences among ethnically diverse EFL learners. It remains, however, to be explored whether the CQ of three ethnic groups of Iranian EFL learners are different.

CONCLUSION
In studying the relationship between critical thinking and cultural intelligence among these three ethnic groups the results showed no significant relationship between the two variables. In other words, being a culturally intelligent person can't be a predictor factor to being a critical thinker among the three different ethnic groups under discussion in this study. So this issue is not addressed more in this part and accordingly further study is needed.

This study deals with investigating any difference in critical thinking ability among three ethnic groups of Persian, Kurdish, and Turkish EFL learners. Based on the results of the current study, Kurdish EFL leaners performed better in critical thinking than Turkish EFL learners, followed by Persian EFL students. In other words, Kurdish EFL learners are better critical thinkers, while Turkish students performed moderately in critical thinking and the Persian EFL learners lied in the last level of critical thinking ability. It should be mentioned that there was not any significant difference between Kurds (M = 36.55) and Turks (M = 35.42) ethnic groups' critical thinking. Discovering levels and extremes of the ability to think critically among students of these three ethnic groups, will help the researchers in providing appropriate ways to enhance it among those who suffered more from the low levels of critical thinking ability. This study revealed that students of different ethnic groups have different abilities to think critically, so more attention should be paid to reduce the differences. This study also deals with investigating any difference in cultural intelligence ability among three ethnic groups mentioned above. As revealed by the present study, Kurdish intermediate EFL learners who benefitted from higher levels of critical thinking ability experienced higher levels of cultural intelligence ability. It followed by Turkish EFL learners. Persian EFL learners were the last who enjoyed from the cultural intelligent ability. This study also revealed that students of different ethnic groups have different levels of cultural intelligence abilities.

In conclusion, because of the significant role of critical thinking and cultural intelligence in developing effective language learning, they need to be promoted among language learners. Since critical thinking is one of the requirements of successful education in general and language learning in particular, findings of present research will give insights for language practitioners, material developers and curriculum designers to be aware of some factors that affect development of critical thinking ability and accordingly to improve language ability of Iranian EFL learners.

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Sociolinguists can also benefit from the findings of this study, so that they can discover any probable correlation between Iranian EFL learners' critical thinking and their ethnicity differences. In present research both critical thinking and cultural intelligence of EFL learners were affected with ethnicity differences. These findings can help ELT practitioners in providing appropriate ways of enhancing CT and CQ abilities among EFL students of different ethnicities. Regarding this, educational systems, curriculum designers, material developers, language teachers, language learners and also sociolinguists will be benefitted from findings of this study.

Limitations of the study
Depend on the novelty of the present study, there wasn't enough literature around it or any related concepts. This study had a comparatively small sample size for such a correlational study, this obstacle made the generalizability of findings limited. Since this research conducted among some ethnically diverse EFL students, there were religious diversities or social class differences among them. Anxiety or other individual problems, time restrictions, dishonesty in answering questions, personality and sociocultural differences, impact of native language and so, could have influenced the results as intervening factors and may affect the validity of research.

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THE EFFECT OF TEACHING TECHNIQUES AND ANXIETY ON THE SPEAKING SKILL

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ABSTRACT
The objectives of this research were to see if Students' achievement in speaking taught by using Talking Chips is higher than Students' achievement in speaking taught by using Game Based Activity. An experimental research with factorial design 2x2 was used in this research. The population of this research was the students of eleventh grade year an academic year 2016/2017 of Madrasah Aliyah Swasta Al-Washliyah 22 Tembung. The sample of this research consists of two classes; class A was used as the experimental group treated by using Talking Chips technique and class B as the control group treated by using Game Based Activity technique. The sampling technique used is cluster random sampling. The instrument for this research were speaking test and questionnaire sheet. The data were analyzed by applying Two-Way Anova. Based on the analysis, there were found that students' achievement in speaking skill taught by using talking chips is higher than taught by using game based activity, with $F_{observed}$ is higher than F_{table} at the level significance $\alpha = 0.05$ (FA = 13.647>Ftable3.98). After the Tuckey Test was applied, it showed that students have low anxiety got higher result if they were taught by using Talking Chips, and the students have high anxiety got higher if they taught by using Game Based Activity.

KEYWORDS: Speaking Skill, Talking Chips, Game Based Activity, Anxiety

INTRODUCTION
Speaking is very important because by mastering speaking skill people can carry out conversation with others, give the ideas and exchange the information with others. In this case, the students should have the ability to speak English in order that they can communicate with others. Although speaking skills are crucially important, many students consider that speaking is frightening skill and they felt anxious when speaking in the foreign language. Anxious foreign language students identify speaking in the target language as the most frightening language skill.

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It is often reported that they feel stressed and even start to "freeze" when they have to act out a role-play or deliver a speech.

However, Horwitz, Horwitz and Cope (1986) emphasize the role of students' beliefs (e.g. remaining silent and reluctant to speak until fluency in the foreign language is established) in increasing their anxiety levels. The reason of this silence is mostly because students fear to make errors and as a result get corrected by the teacher in front of their classmates. The phenomenon above is also happened for the students in Madrasah Al-Washliyah 22 Tembung. Most of the students in the twelfth grade consider that speaking is the hardest skill to master, because the ability to speak in foreign language is more complicated than the ability to read, write or listen. Based on the data taken from Madrasah Aliyah Al-Washliyah 22 Tembung, most of them still got failed in speaking skill. While the standard score of this school is 75. There are several factors contributed to unsatisfied result which may cover the environment, the students' personality such as anxiety and the existing teaching techniques which should be improved to meet the students' needs.

From the preliminary observation of the second year students of Madrasah Al-Washliyah 22 Tembung, there were some difficulties faced by the students in learning speaking. The most difficulties skill faced by students and made them anxious when learned it such as; first, most of the students have difficulties to express their ideas by using English because they lack of vocabulary. Second, they are too shy and afraid of making mistakes in speaking. They always felt nervous to participate individually during the lessons. Most of the students were still shy to speak. Third, they are lack of confident to speak up especially when the teacher asked them spontaneously. So, it made them unprepared to speak up. Then, they are bored in learning English because the teaching learning speaking activities are done in a monotonous teaching. Considering the fact and the problems above, it needs the appropriate teaching technique in order to solve the problem of the students in learning speaking skills such as Talking Chip and Game Based Activity in teaching speaking skill.

LITERATURE REVIEW

Nunan (2003: 48) defines that speaking is the productive aural/oral skill. It can be said that oral is the process of listening about someone talking and oral is the process of giving respond to what is someone talking. By speaking, the speaker can deliver the message about a topic to the listener orally and listener gives feedback. Commonly, English language teachers are aware of the existence of a phenomenon called foreign language speaking anxiety. However, sometimes it appears to be problematic to classify whether a student seems reluctant to speak in the target language because of lack of motivation or increased anxiety level. In order to define speaking anxiety and its reasons, the general term anxiety should be defined according to its symptoms. Anxiety, as stated by Horwitz, Horwitz and Cope (1986, p.125) "is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system." Foreign language learners, who feel anxious, face symptoms such as sweating, palpitations, worry, forgetfulness and difficulties in language learning.

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On other hand, Margaretha Lanerfeldt argues that speaking anxiety is a speaking disorder such as stuttering. However, in contrast to stuttering, speaking anxious people's handicap is not acceptable. The difference is that other speech impediments have an advantage, because teachers and students can be aware of them and therefore not demand the same type of oral presentation. In contrast, students with speaking anxiety are seen as weaker as and less motivated than others, which also have an effect on their grades. Learners with low language anxiety will be successful in their second language learning. Learners with high anxiety, on the other hand, will not. Students with high levels of anxiety were afraid of speaking in the foreign language and they had a deep sense of self-consciousness and viewed foreign language production in classroom as a test situation rather than as an opportunity for communication. Less anxiety and high confidence level can lead to good oral performance.

Therefore, Talking Chips and Game Based Activity are techniques that can reduce students' speaking anxiety and also can improve students' speaking skill. Kagan and Kagan (2010: 17) points out that Talking Chips is a technique in teaching speaking which makes the students work in group. In line with Kagan, Hayman states that Talking Chips is one of techniques could be used for discussion during the learning process. Talking Chips ensures the students to have equal participation by requiring each speaker in group to surrender a token when sharing thoughts concerning topics.

According to Hilson (2010: 164), Talking chips is the strategies guarantees equal participation in discussion groups. This technique also allows the students in a group to speak without one student dominating the group discussion. In holding Talking Chips technique, the students would be given chips and the chips are used for every time they speak, they must put the chips in the center of the table. When the chips are over, the activity is done and the students may not speak until chips of all members of the group are over too.

While games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence. Moreover, certain games can make students feel comfort in learning, reducing students' frustration and stimulating students' interaction among other.

RESEARCH QUESTION
Is students' speaking skill taught by using Talking Chip higher than by using Game Based Activity ?

RESEARCH METHODOLOGY
This research was conducted in Madrasah Aliyah Al-Washliyah 22 Tembung. Experimental study was employed in conducting this research. The purpose is to determine cause-and-effect relationship. The research design used in this research was factorial design 2x2. It allows a researcher to study the interaction of an independent variable with one or more variables.

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The population of this research were students of eleventh grade year an academic year 2016/2017. The school population consists of two department; natural and social science. Natural sciences department consist of four classes while social science falls into four classes. In this case, the sample was taken by using multistage cluster random sampling. In taking the sample of this research, the researcher wrote the name of each class on small pieces of paper. Based on the two pieces of paper taken, XI-IPA 1 and XI IPA 3 are as the sample. In this research, XI-IPA 1 containing 34 students was used as the experimental group, named as group A and taught by Talking Chips. Meanwhile, XI-IPA 3 containing 34 students was used as control group, named as group B, was taught by Game Based Activity.

The data obtained are the result of anxiety test and speaking skill test. Thus, there are two techniques of collecting data; questionnaire and speaking skill test. Anxiety test is used to know the level of students' anxiety in speaking foreign language and speaking test is used to know the result of students' speaking skill after the treatment. The data are analyzed using descriptive analysis and inferential analysis. Descriptive analysis is used to know the mean, median, mode and standard deviation of the scores of the speaking skill test. To know the normality and the homogeneity of the data, the writer uses normality and homogeneity test. The normality and homogeneity tests are done before testing the hypothesis. Inferential analysis used is multifactor analysis of variance (ANOVA 2x2). It is used to test the hypothesis. Ho is rejected if Fo is higher than Ft. If Ho is rejected, the analysis is continued to know which group is better using Tukey test.

RESULT AND DISCUSSION
Students' Achievement in Speaking Skill with High Anxiety and Taught by Using Talking Chips

Scores of students' achievement in speaking skill that has high anxiety and taught by using Talking Chips can be explained that the highest score is 45 and the lowest score is 26. The calculation of scores indicated that mean is 34.55. The scores are shown in table 1.

Table 1: Frequency Distribution of the Scores of Students with High Anxiety and taught by using Talking Chips

No.	Interval Class	Absolute Frequency	Relative Frequency (%)
1	26-29	2	11.76
2	30-33	6	35.29
3	34-37	4	23.52
4	38-41	4	23.52
5	42-45	1	5.88
Total		17	100

Table 1 indicates that the average scores of students' achievement in speaking skill taught by Talking Chips with high anxiety are interval 34 – 37 with 4 students or 23.52%, 8 students or 47.05% got scores below the average and 5 students or 29.4% got scores above the average score. Clear description are presented in Figure 1
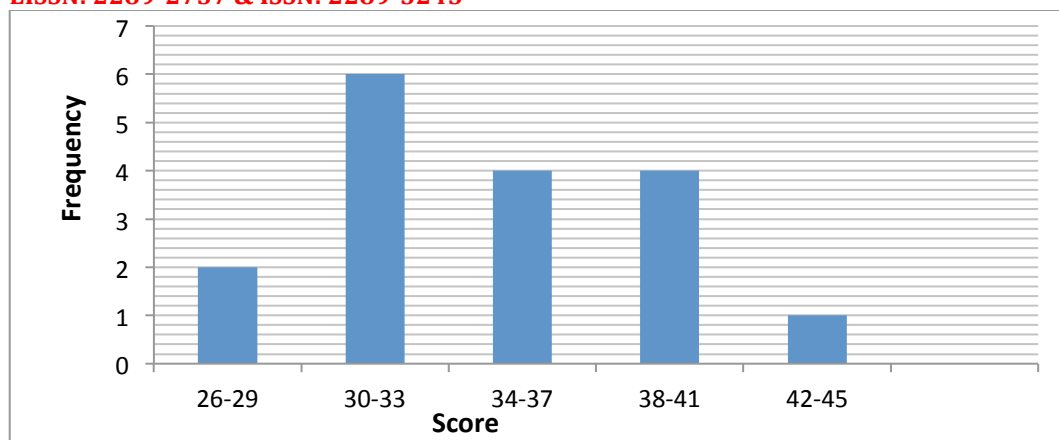
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Figure 1: Histogram on Students' Speaking Skill Achievement with High Anxiety and Taught by using Talking Chips

Students' Achievement in Speaking Skill with Low Anxiety and Taught by using Talking Chips

Scores of students' achievement in speaking skill that has low anxiety and taught by using Talking Chips can be explained that the highest score is 56 and the lowest score is 32. The calculation of scores indicated that mean is 43.11. The scores are shown in table 2.

Table 2: Frequency Distribution of the Scores of Students with Low Anxiety and Taught by using Talking Chips

No.	Interval Class	Absolute Frequency	Relative Frequency (%)
1	32 – 36	4	23.52
2	37– 41	3	17.64
3	42 – 46	5	29.41
4	47 – 51	2	11.76
5	52 – 56	3	17.64
Total		17	100

Table 2 indicates that the average scores of students' achievement in speaking skill with low anxiety and taught by using Talking Chips are interval 42 – 46 with 5 students or 29.41%. 7 students or 41.16% got scores below the average and 5 students or 29.4% got scores above the average score. Clear description is presented in Figure 2.
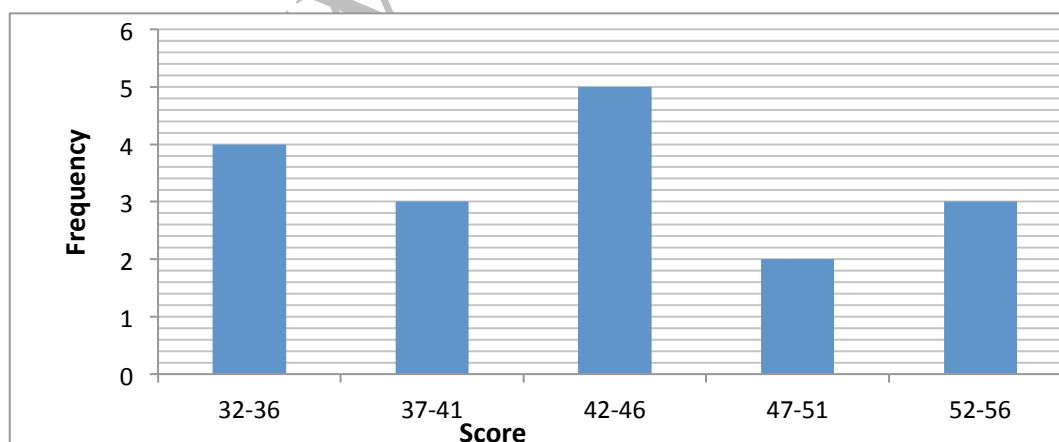

Figure 2: Histogram on Students' Speaking Skill Achievement with Low Anxiety and Taught by using Talking Chips

Students' Achievement in Speaking Skill with High Anxiety and Taught by using Game Based Activity

Scores of students' achievement in speaking skill that has high anxiety and taught by using Game Based Activity can be explained that the highest score is 42 and the lowest score is 23. The calculation of scores indicated that mean is 34.41. The scores are shown in table 3.

Table 3: Frequency Distribution of the Scores of Students with High Anxiety and Taught by using Game Based Activity

No.	Interval Clas	Absolute Frequency	Relative Frequency (%)
1	23-26	2	11.76
2	27-30	2	11.76
3	31-34	3	17.64
4	35-38	6	35.29
5	39-42	4	23.52
Total		17	100

Table 3 indicates that the average scores of students' achievement in speaking skill taught by Game Based Activity with high anxiety are interval 31-34 with 3 students or 17.64%, 4 students or 23.52% got scores below the average and 10 students or 58.81% got scores above the average score. Clear description is presented in Figure 3.
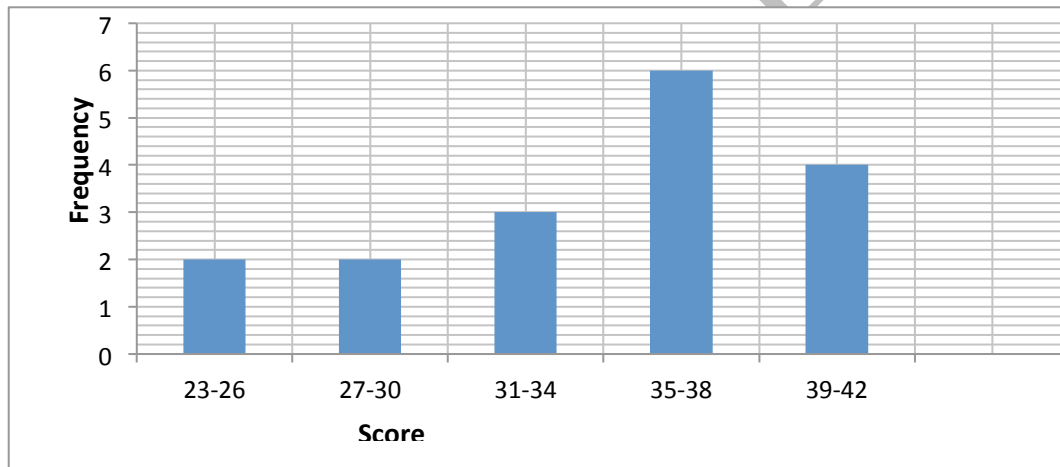

Figure 3: Histogram on Students' Speaking Skill Achievement with High Anxiety and Taught by using Game Based Activity

Students' Achievement in Speaking Skill with Low Anxiety and Taught by using Game Based Activity

Scores of students' achievement in speaking skill that has low anxiety and taught by using Game Based Activity can be explained that the highest score is 50 and the lowest score is 26. The calculation of scores indicated that mean is 36.82. The scores are shown in table 4.

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Table 4: Frequency Distribution of the Scores of Students with Low Anxiety and Taught by using Game Based Activity

No.	Interval Clas	Absolute Frequency	Relative Frequency (%)
1	26-30	4	23.52
2	31-35	3	17.64
3	36-40	5	29.41
4	41-45	3	17.64
5	46-50	2	11.76
Total		17	100

Table 4 indicates that the average scores of students' achievement in speaking skill taught by Game Based Activity with low anxiety are interval 36 – 40 is 5 students or 29.41%, 7 students or 41.16% got scores below the average and 5 students or 29.4% got scores above the average score. Clear description of the students' scores distribution is presented in Figure 4.
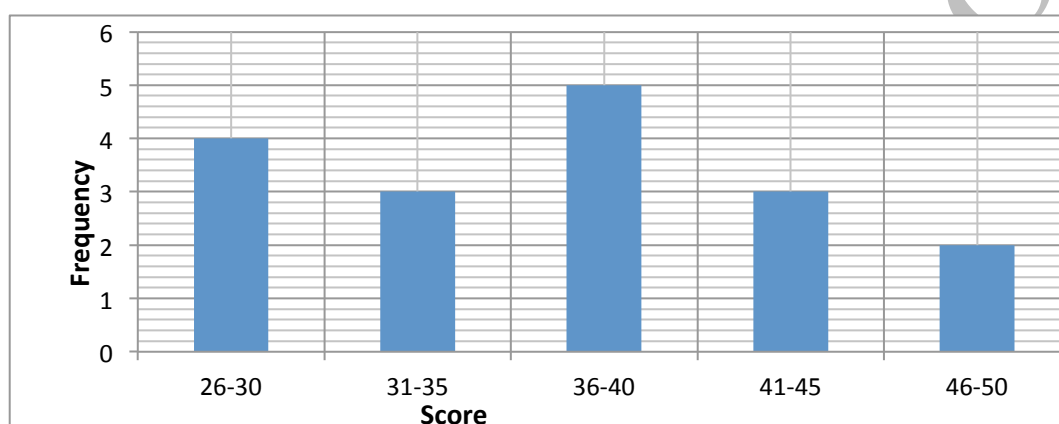

Figure 4: Histogram on Students' Speaking Skill Achievement with Low Anxiety and Taught by using Game Based Activity

The analyses showed that the value of $F_{observed} > F_{table}$ (13.647> 3.98) this means that the null hypotheses (Ho) has been successful rejected and it can be concluded that the first hypotheses of the research which stated that the students' achievement in speaking skill that was taught by using Talking Chips got higher score in speaking skill than the students' achievement in speaking skill that was taught by using Game Based Activity was really true.

Discussion

The using of various teaching technique is very important for students, it also occurs in teaching speaking. Teachers should have an effort to implement many techniques in teaching in order to see the ability and the comprehension of the students. Talking Chips and Game Based Activity are two of techniques in speaking and teaching speaking. The research findings from data analysis showed that both Talking chips and Game Based Activity techniques have significant effect on students' achievement in speaking skill. It can be seen by the total mean both of the speaking techniques; it shows that the students taught by using Talking Chips have higher achievement than students taught by using Game Based activity technique. It is because the Talking Chips trains the students to speak up but also creates fun and active condition in the classroom. Each student has the same chance to express their ideas and concern with equal

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participant of the students. By using it, students are encouraged to learn from each other. Talking chips can be used in all subjects and for all grades of students. Where in speaking activity, each member of group has a chance to give their contribution in listening view and thinking of the other members.

Kagan and Kagan (2010: 17) points out that Talking Chips is a technique in teaching speaking which makes the students work in group. In line with Kagan, Hayman states that Talking Chips is one of techniques could be used for discussion during the learning process. Talking Chips ensures the students to have equal participation by requiring each speaker in group to surrender a token when sharing thoughts concerning topics.

In other side, the using of Game Based Activity is also important as the technique of speaking. Games encourage students to stimulate their interesting and their work, in view of language learning as hard work that students have to effort to understand to and repeat the lesson accurately. Games provide one way of helping the learners to experience language rather than merely study it. Moreover, certain games can make students feel comfort in learning; reducing students' frustration and stimulating students' interaction among other. So they are not only learning the language but also socialize their selves.

One can simply say that games are enjoyable. However, in addition to being enjoyable, games refer to rules to be followed pointing at a serious instructional planning and delivery process. It also allows students to work cooperatively, compare with each other, strategize, think in different way, compare and share knowledge, learn from others, learn from mistakes, work in less stressful and more productive environment, and allow people to have fun. However, both Talking Chips and Game Based Activity techniques significantly affect students' achievement in speaking skill.

CONCLUSION
Based on the data analysis, it can be concluded that Talking Chips technique and Game Based Activity technique give the different effect on students' achievement in speaking skill. Students' achievement in speaking skill that taught by using Talking Chips is higher than students taught by using Game Based Activity. The students that were taught by using Talking Chips with low anxiety have higher achievement in speaking than the students that were taught by using Game Based Activity with low anxiety. On the other hand, the students with high anxiety get higher achievement in speaking if they were taught by using Game Based Activity than they were taught by using Talking Chips.

Limitation of the study
This study focuses on two teaching techniques; Talking Chip and Game Based Activity, the anxiety of the students was also investigated. By knowing high and low anxiety of the students, this study was expected to give clearer description on the effect of anxiety and teaching techniques on the students speaking skill.

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IMPOLITE READER RESPONSES ON ONLINE NEWS COMMENTS IN VIVA.CO.ID

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ABSTRACT

The objective of this descriptive qualitative study were to discover: the impolite utterances used by the readers as their responses on online news comments in viva.co.id news site. The data were the reader's utterances on online news comments in political news in order to find out the recurrances and the pattern of the data based on the problem of the study. The findings of the study shows that from four types of impolite utterances, there were threetypes of them occured namely attack on quality face (75.7%), attack on social identity face (20.5%) and attack on assosiation right (3.8%). Meanwhile impolite utterances attack on equity right was absence.

KEYWORD: *Impolite Utterances, The Forms of Impoliteness*

INTRODUCTION

Impoliteness is a field of pragmatics that has become relatively popular in recent years but has not gained nearly as much attention as linguistic politeness (Pennanen, 2013). Current scholars, most widely known Jonathan Culpeper and Derek Bousfield, have bagun to alleviate this imbalance. Watts (2003) includes impoliteness in his attemps to theorize politeness. He states that greater attention on politeness instead of impoliteness can be considered as astonishing because it is specifically impolite bahaviour that is more likely to be commented and judged in verbal interaction (Watts, 2003). In line with this, Eelen (2001:41) has noted that impoliteness has been ignored and called it as the conceptual bias in approaches to politeness. Thus, impoliteness is worth for study with social interaction for pragmaticians and sociolinguists, since it is part of it just as politeness but from different perspectives .

The idea of culture as system of shared norms leads to a vague distinction of which 'polite' and 'impolite'. Impoliteness evaluation is situational embedded and argumentative. Basically, impoliteness has several synonyms in the English language and somehow they all refer to the evaluation of negative behaviour (Culpeper, 2010:3233), because they attack somebody's identity

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or rights, and they cause specific emotional reactions (e.g. hurt, anger). It has been directly associated with the intentions of the speaker and perceptions of the hearer. As impolitness is assumed as attack someone's face, Culpeper (2005: 40) classifies impolite utterances into : (1) attacks on quality face (2) attacks on social identity face, (3) attacks on equity rights, and (4) attacks on association right.

In fact, there are certain rules that govern social interaction and any break of those rules creates impoliteness. For this reason, impoliteness is a break from the hypothesized norms of a community of practice (Mills, 2005: 262). According to Thomas' view (1995:149), impoliteness is the opposite of politeness in orientation to Brown and Levinson's politeness theory (1987). Thus, Culpeper explicitly abandons Brown and Levinson's distinction between positive and negative face and assesses interaction within context. Respectively, the context plays an essential role in the interpretation of impoliteness. Moreover, impoliteness can be interpreted differently by different persons depending on the context and other elements. Additionally, the hearer may interpret the speaker's utterances as impolite even though these utterances are not meant by the speaker and this will cause an attack between the speaker and the hearer.

Most of previous studies of impoliteness were made on face-to-face interactions or conversations, however. But these days, more and more people interact in the virtual world where they can see each other through computer screens or only through written text communication. As stated by Herring (2007) that communication, most basically stands for the exchange of information (be it ideational or relational), 'mediation' describes the fact that there is a technological means that is employed to communicate, and finally, 'computer' specifies that the means of mediation is related to technology, such as computers/internet, mobile phones, video conferencing, etc. This has made computer mediated communication (CMC) become an interesting field to be studied.

Computer Mediated Communication (CMC) enables people to interact in far distant of space and time. Meanwhile traditional tools for evaluating impoliteness in face-to-face interaction cannot be consistently applied to computer mediated communication (CMC). One characteristic feature, especially of many text-based CMC modes of communication (e.g., blogs, emails), is that they are 'anonymous' (faceless, bodiless) forms of interaction (Herring 2001: 621).

Furthurmore, Suler (2004) claims that the disinhibition effect found online can be explained as follows: users perceive the anonymity and invisibility of the web in a sense of "you don't know me" and "you can't see me", thus giving users the feeling that they can act in a more unrestrained way. Also, according to Suler, the factor of asynchrony creates a sensation in users that they do not have to deal with immediate consequences in connection with their behaviour online. A sense of "see you later" creates a certain distance between the person and their actions online. One other factor, discussed by Suler, is the thought that users experience a sense of minimized authority in a CMC setting. The idea "we're equals" seems to influence the behaviour of users online. The explanation above gives the non-face-to-face communication such CMC more chance of doing impoliteness. In most cases, participants in CMC are more likely to use comparatively impolite ways in communication in comparison with face-to-face communication.

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LITERATURE REVIEW

Impolite Utterances

As one of the studies in pragmatics field, the concept of impoliteness comprises a new and interesting field of studies next to and complementing politeness studies. Impoliteness is a break from the hypothesized norms of a community of practice. It is attributed to a speaker on the basis of assessments of his intention and motivations (Mills, 2005:122). Leech (2005) argues "my position incidentally, is that a theory of politeness is inevitably also a theory of impoliteness, since impoliteness is non-observance or violation of the constraints of politeness (Leech, 2005:18).

In line with that, Elen (2001:45) argues that politeness and impoliteness are two sides of a coin . Here, he means that there are always two sides to whatever kind of language behavior we engage in. One side is positive (politeness) and the other is negative (impoliteness). In fact, impoliteness focuses on intention and reception.

Another researcher who has provided us with significant detail on impoliteness is Bousfield (2008). Through his study, impoliteness is described as the contradicting form of politeness. He mentions that impoliteness constitutes the issuing of intentionally gratuitous and conflictive verbal face threatening acts which are purposefully performed; 1) unmitigated, in context where mitigation is required, and /or 2) with deliberate aggression, that is with the face threat intentionally exacerbated, 'boosted' or maximised in some way to heighten the face damage inflicted. Bousfield adds that for impoliteness to be considered successful impoliteness, the intention of the speaker (or author) to threaten/ damage face must be understood by those in a receiver role.

Face, in his view, is still considered as the best approach to comprehend impoliteness and the reason of intentional offence. He also notes that impoliteness does not occur without reason and it does not appear out of the blue in common situations. Impoliteness can only occur when the interactants are provoked sufficiently at some points. The most essential point is utterance which is perceived as threat to the utterer's face which can trigger impoliteness.

Impoliteness is in many ways connected with power relations that are asymmetrical (Bousfield, 2008; Culpeper, 2008). In asymmetrical power relationships impoliteness can be expected from the participant in the communicative situation who is higher ranked in power rather than the participant of lower rank. However, this does not rule out the possibility of impolite actions appearing from the lower ranked participant. In a situation where the lower ranked participant expresses an action of impoliteness reasons may vary. For example school children may use impoliteness in certain situations as a mean to be perceived as one of the "cool kids" (Culpeper, 2011). Most likely in this kind of situation the goal is to gain respect or improve status within a social group.

Menawhile Culpeper (1996) defines impoliteness as "the opposite of politeness ". his initial work is based on Brown and Levinson's theory of politeness but Culpeper (2005:355) reformulates his model of impoliteness as "the parasite of politeness". Furthermore, Culpeper changes his model

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in order to incorporate with the discursive nature of social interaction. Impoliteness aims at damage a person's identity and face. Culpeper et al (2003) note th at impoliteness is the use of strategies which are designed to attack the hearer's face and thereby cause social conflict and disharmony (Culpeper et al, 2003:1550).

Forms of Impoliteness

Some words and structures are more regularly perceived as impolite than others. The following are all regularly used in Culpeper's (2011) data and result in a negative reaction from the target (i.e. they took offence). Needless to say, using any particular form does not guarantee that the target will be offended-that depends on the context in which it is used. Although Culpeper has categorized the forms, it is very context-dependent. There are nine categories based on the data he collected. The first one is insults which are divided into four sub-categories, followed by pointed criticisms, challenging questions, condescensions, message enforcers, dismissal, silencers, threats and negative expressive. Square brackets are designed to give an indication of some of the structural characteristics of the strategies and alternatives are indicated with slashes.

Insults

Insult include derogatory statements and implications. It relates to the production of a display of low values for some target's ace including their quality, social idetity, equity and assosiation rights. The example o insult can be described as one asks an overwight woman when she is 'due'. Culpeper (2011) further exemplified insults into several forms:
a. Personalized negative vocatives
o [you] [[fucking/rotten/dirty/fat/little/etc.] [moron/fuck/plonker/dickhead/
o [berk/pig/shit/bastard/loser/liar/etc.]] [you]
b. Personalized negative assertions
o   [you]   [are]   [so/such]   [a]   [shit/stink/thick/stupid/bitchy/bitch/hypocrite/ disappointment/gay/nuts/nuttier than a fruit cake/hopeless/pathetic/fussy/ terrible/fat/ugly/etc.]
o [you] [can't do] [anything right/basic arithmetic/etc.]
o [you] [disgust/make] [me] [sick/etc.]
c. Personalized negative references
o [your] [little/stinking] [mouth/act/arse/body/etc.]
d. Personalized third-person negative references in the hearing of the target
o [the] [daft] [bimbo]
o [she's] [nutzo]

Pointed criticisms/complaints

Pointed criticisms/complaints are expressions of disapproval and statements of fault weakness or disadvantage. To exemplify, Culpeper (2011) provide these following atterances:
• [that/this/it] [is/was] [absolutely/extraordinarily/unspeakably/etc.] [bad/rubbish/crap/horrible/terrible/etc.]

Challenging or unpalatable questions and/or presuppositions

These forms are expressions when one mentions an unpleasant question or a presupposition in order to attack someone's face as seen below:

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- why do you make my life impossible?
- which lie are you telling me?
- what's gone wrong now?
- you want to argue with me or you want to go to jail?

Condescensions
Condensation is the form of patronizing behaviour of one producing or perceiving a display of power that infringes an understood power hierarchy. Culpeper (2011) give examples on how condescancion may be found:
- [that] ['s/being] [babyish/childish/etc.]

Message enforcers
Message enforce is aimed to get attention, especially to draw the partner back on task as can be found in the following instances, (Culpaper, 2011):
- listen here (as a preface)
- you got it? (as a tag)
- read my lips
- do you understand [me]? (as a tag)

Dismissals
Dismissals are the forms of expression when one wants to get rid of someone from the discussion, espesially in non-acceptable way, as exeplified in the following, (Culpeper, 2011):
- [go] [away]
- [get] [lost/out]
- [fuck/piss/shove] [off]

Silencers
Silencers are aimed to harshly interrupt someone to stop talking. Culpeper (2011) shows the instances of this form in the following:
- [shut] [it/your mouth, face/etc.]
- [shut] [the fuck] up

Threats
Threats are expressions of one's simply threatening the order that something unpleasant or violent will occur, espesially when a certain action is not done. The pattern of this form can be seen in the following, (Culpeper, 2011):
- [I'll] [I'm/we're gonna] [smashyour face in/beat the shit out of you/box your ears/bust your fucking head off/straighten you out/etc.] [if you don't] [X]
- [X] [before I] [hit you/strangle you]

Negative Expressive (Curses and ill-wishes)
Negative expressives include curses and ill-wishis, for, for instances (Culpeper, 2011):
- [go] [to hell/hang yourself/fuck yourself]

• [damn/fuck] [you]

RESEARCH PROBLEM
What impolite utterances are used on online news comments in viva.co.id news site?

RESEARCH METHODOLOGY
The research was conducted by using qualitative descriptive design wich case study in order to describe the impolite readers responses in viva.co.id news site. According to Bogdan and Biklen (1992:29) qualitative research is as direct source of the data and the researcher is the key instrument, qualitative means to find out how a theory works in different phenomenon whose data collected are in the form of words rather than number. And qualitative research has natural settings, attempting to make sense or to interpret phenomena in terms of meaning people bring to them.

This research applied descriptive design because the research due to the factors what Ary and Rezarviech (1997) say that descriptive study is used to get certain phenomenon that happen when a research conducted. This study examines the language impoliteness done by the readers in viva.co.id news comments as a subject research. In relation to this study, it will discover the impolite utterances used in vivanews.co.id readers' responses, find out the the realization of impolite utterances used and the reasons of using language impoliteness in viva.co.id news readers' responses will be observed and the result of the observation on this case study was described as the final result of this study. Therefore, in order to understand the phenomenon, the researcher elaborates the study, make a list and present it descriptively.

RESULT AND DISCUSSION
There were 4 types of impolite utterances used by news reader in viva.co.id online news, namely 1) attacks on quality face, 2) attacks on social identity face, and 3) attacks on assosiacion right. The table below would give the sample of impolite utterances were found in the data:

Example of Impolite Utterances Used by News Readers
in viva.co.id Online News

No.	Types of impolite utterances	Examples of Impolite utterances
1.	Attacks on Quality Face	**sombong bener loo hokkkkkk** *(How arrogan you are, hok)* *(Appendix 2, T1, U12)*
2.	Attacks on Social Identity Face	**liat Arogan nya seorang Calon Pemimpin DKI dengan kasarnya menggunakan bahasa. Apakah masih pntas untuk di pilih, MIKIR...............................!!!!** *(Look at the arrogance of DKI governor candidate in using impolite language. Is he still appropriate to be choosen? Think about it...)* *(Appendix 2, T11, U236)*
3.	Attacks on Equity Rights	-
4.	Attacks on Assosiacion Right	**yg ngomong gak pantes jadi warga negara Indonesia** *(the one who speak is not suitable as Indonesian citizen)* *(Appendix 2, T11, U237)*

And the data below can be seen in above to know the total number of impolite utterances.

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The Percentage of Impolite Utterances Used by News Readers
in viva.co.id Online News

No.	Types of impolite utterances	Total	Percentage (%)
1.	Attacks on Quality Face	296	75.7
2.	Attacks on Social Identity Face	80	20.5
3.	Attacks on Equity Rights	0	0
4.	Attacks on Assosiacion Right	15	3.8

From the table, it could be seen that the types impolite utterances used by the news readers in viva.co.id online news, there were 3 types of impolite utterances found namely: attack on quality face, attack on social identity face, and attack on association right. It was found that 296 (75.7 %) impolite utterances attack on quality face had high frequency usage in viva.co.id online news, followed by impolite utterances attack on social identity face which was 80 (20.5%), and impolite utterances attack on assosiation right 15 (3.8%).

This study found that there was a phenomeon occured when people tended to speak impolite utterances in online news comment. Culpeper's theory (2005) states there are four types of impolite utterances namely: 1) impolite utterances attack on quality face, 2) impolite utterances attack on social identity face, 3) impolite utterances attack on inquity right, and 4) impolite utterances attack on assosiation right. In this case, it was found that news readers applied three of them in their comment except impolite utterances attack on equity right. Furthurmore, the most type used by the news reader in online news comment was impolite utterances attack on quality face. This is contradictory with the result of the study done by Nasution (2014) who analyze the impoliteness in TV talk show. In her reseach, she found two types of them were used by the participants in Jakarta Lawyer Club Talk Show, hey are impolite utterances attack on quality face and attack on social identity face. But both of the studies have the same finding of impolite utterances frequently used by the participant of JLC Talk show and in online news comment, namely impolite utterances attack on quality face

CONCLUSION

It was found that from four kinds of impolite utterances proposed by Culpeper (2005), there were only three of them occured in viva.o.id online news comment, namely impolite utterances attack on quality face, impolite utterances attack on social identity face, and impolite utterances attack on assosiation right. Meanwhile, impolite utterances attack on equity right was absence.

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