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# THE PROCESS OF ACQUIRING DECLARATIVE SENTENCE ON APHASIA

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## Abstract

The present study investigates the process of acquiring declarative sentences in adult aphasia. This study seeks to address the question of how the process of an aphasia to acquire declarative sentences. Using a case study, the process of interview was implemented to explore the subject's response toward this issue. The subject is an adult Indonesian speaker who is 69 years old. The data were obtained from interviews and documents. The interview section was used to explore the process of acquiring declarative sentences, and the documents were used to check the validity of the interview. The data analysis of acquiring declarative sentences showed: (1) the process of acquiring the language on an adult is through behaviorist theory that consists of subject's routines in reading books, newspapers, and comics. (2) In adult language learners, the duration of acquiring the language is not too long and challenging. The subject takes a significant effort to deal with various activities, and it is the characteristic of an adult in acquiring the language. (3) In the construction of declarative sentences, the subjects could produce six sentences correctly and no grammar errors. He also could interact with others through those sentences. The challenge is on the way he produces, which is slowly mouth movement. Additionally, we open the gate of future research with pieces of evidence. It was recommended the future research on this study might be conducted in a quantitative method with more adult aphasia involved.

**Keywords:** *second language acquisition, aphasia language learner, declarative sentence*

## I INTRODUCTION

This article aims to demonstrate how an adult who experienced aphasia relearn how to speak and communicate. Since the scope of language is extensive, we will limit it to the acquisition of declarative sentences. Even though a wide range of research on adult language acquisition is blooming for quite some time, to our knowledge, there is still a little attention of study that focuses on adult aphasia learning process. However, it is vital to remember that not only is this a case study, the objective of this research also only takes a little piece of the whole phenomenon.

Now, talking about learning a language in the adult period, even though researchers have provided extensive analysis on how the age of acquisition is crucial in successfully learning the target language, this effortful and complex process is typically standard. This phenomenon thus paves an excellent opportunity for various self-learning neural developments stimulating in an ecological context. Another study also mentioned that adult language learning has been analyzed by employing artificial languages or categorization tasks that aim to particular skills for example lexical learning (H. Li et al., 2019; Plante et al., 2015).

Due to high level of cognitive skills, better analytical ability, logical thinking, and stable self-monitoring capacity, some researchers believe that an adult can learn a new language effortlessly (Mohamad Nor & Rashid, 2018). In contrast, some others also argued that adult must confront some factors that can discourage them to acquire the target language. Adult learners of a second or additional language (L<sub>n</sub>) need to acquire syntactic structures, lexical items, morphological paradigms, and phonological properties in order to communicate in the new language successfully (Schepens et al., 2020). The process of learning these abilities is dynamic. There are cases where even after several years of exposure towards the target language, adult learners are still unable to earn language proficiency like a native speaker.

Previous studies have shown a specific interest in adult language acquisition as L<sub>2</sub> or L<sub>n</sub> in a variety of focus such as the impact of L<sub>1</sub> background (Artieda, 2017), learners' distinguish aptitude (Kidd et al., 2018; Saito, 2017), a biological factor especially age (Abutalebi & Clahsen, 2018; Arnon et al., 2017; Deng & Zou, 2016), and environment that supports social interaction (Montrul, 2020). These findings are evidence that adult language learners' barrier is not always dependent on their cognitive skills. Even so, research on an adult who learns a language due to aphasia, to our knowledge, has never been discussed before.

This study sheds light on adult language learners' process after their aphasia to acquire the declarative sentence as a learnable aspect of language acquisition not already placed in the input system of the human brain. Due to memory loss, they have to learn the language repeatedly as if they were just

born. This background is rare and exciting to fill in the gap of how an adult learns language without a prior language ability. Interlanguage usually occurs when learning a new language due to their L1 knowledge. However, with this background, interlanguage stands no chance to happen. Thus, it will reveal the factors that can prevent adult learners from acquiring a new language.

Studies have found that agrammatic aphasia patients are having an issue in interpreting complex declarative sentences. (Salis & Edwards, 2008). Another study also states that various studies indicate how aphasia subjects have success and failure patterns in understanding various structure types (Berndt et al., 1997). A declarative sentence is a sentence that is commonly used to make a statement or to declare an idea. It is aimed to state a fact or argument in a declarative mood. This sentence type structure can be various, but the least minimal is subject followed by the predicate. Like any other sentence formula, it consists of semantic and syntactic structures. Polar questions are derived from declarative sentences by auxiliary movement. For instance, declarative with progressive verbs place the auxiliary "is" before the verb "playing" as in the sentence "The boy is playing." The declarative sentence is one of the sentence structures that is commonly analyzed by researchers in another type of brain-injury as well (Salis & Edwards, 2008).

In the case of aphasic patient, they have difficulty not only in understanding the sentence but also producing (Berndt et al., 1997; Schwartz et al., 1987). Sentence production is a compound process that requires various stages such as conceptualization, phonological selection, and syntactic composition (Sung et al., 2018). The cognitive resource is one of the required factors as it will be engaged with syntactic formulas in which its complexity rises. Also, Chomsky (1957) stated that the individual's input does not explain the syntactic knowledge that supports the correct structure.

With that being said, in this paper, our purpose is drawn into this research question: how an adult who experienced aphasia has to relearn or acquire declarative sentences. Finally, we will critically demonstrate the stages in which the subject has to go through in learning declarative sentences with regards to this research question.

## II MATERIALS AND METHOD

This study was executed with a case study research design to explore the process of acquiring declarative sentences. Descriptive qualitative performed to describe the existing phenomenon as naturally as possible. The critical point of this method is that the researchers can only report what happens without having the control to manipulate the variables. In a case study, it is an intensive exploration about a person to get generalization of the research focus. Then, to explore the adult aphasia process on declarative sentence, one adult speaking Indonesian language was recruited as the subject of the research. He is 69 years old who got Aphasia five years ago. At that time, he got a serious accident with his brain which caused he forgot how to speak and arrange some proper sentences. Then, he tried to reacquire the language including declarative sentence which becomes the focus of this study.

To gather the data, this study used interviews and documentaries as the instrument of research. The interview section is used to explore subjects' responses toward the process of acquiring a declarative sentence. It was recorded and transcribed to know the subjects' responses to the process. Documents were collected to support the data from the interview. This is also used to check the validity of the research or triangulation of qualitative research.

Then, to analyze the data, the theory from Cresswell (2012) was implemented. First, the recorded interview was transcribed. It was then read to get the general sense of the data, which is used to answer the research question related to acquiring declarative sentences on adults. After that, it is described in narrative description. The data were interpreted based on the theories of some scholars, personal views, making comparisons between the findings and the literature review.

## III RESULTS AND DISCUSSION

### 3.1 THE PROCESS OF ACQUIRING LANGUAGE

The subject is asked about acquiring language during his treatment on Aphasia and after he can remember well. The subject says that to acquire a language, he tries to do reading activities. He reads the newspaper every morning, some books, and also comics. For adults, the main resource of new vocabulary comes from several contexts, including reading (Ma et al., 2015). Reading is one of possible sources where a learner can acquire word meanings. Some scholars hold the view that in the adolescent learners, L1 literacy improvement through reading can positively benefit the L2 achievement (Artieda, 2017). This activity is done individually and regularly, which becomes his habit. It is supported by

Behaviorism theory, which strives to explain that the process of habit formation is the key to L2 acquisition of linguistic structures (Powell et al., 2012). Behaviorists believe that learning is an observable behavior, through some stimulus and response through mechanical repetition.

Besides the habits, the subject said that he got treatment from a doctor to speak. Here, the doctor did some instruction such as showing an apple and the subject had to spell a-p-p-l-e. This condition was supported by Sweller (2017), who stated that learning to acquire in adult needs to be effortful since they have to look at the explicit instruction on the part of instructors.

### 3.2 LENGTH OF THE PROCESS OF ACQUIRING

This question aimed to know in the subject's case how long adults with Aphasia could speak well after the tragedy. The subject explained that there are some stages times during the process, which are the first three months is controlling and checkup that in this stage he does read as an interview question number one said, the second is after three months, he is able to enter the office and did some activities such as writing a letter, memo and report where at this stage he could write well also a bit fluent in speaking. It is supported by Bley-Vroman (1989) who proposed that adult second language learning acquisition is not similar to the child language progress as to adult it is more alike to their usual general problem-solving. Moreover, age of acquisition can beneficially impact the learner for example words that are acquired during childhood can give a positive progressing privilage once they become an adult in a variety of lexical and semantic tasks, including sentence processing (Arnon et al., 2017). Early-acquired words tend to get faster response than later-acquired ones after controlling for adult usage patterns (the word's frequency in adult language).

Furthermore, the subject trains himself by writing a letter and other worksheets in his office. Zhang, Q., & Min, G. (2019) point out that the key factors affecting writing outcomes are participants' characteristics. While in this case, the subject got effortful to do his language proficiency.

### 3.3 DECLARATIVE SENTENCE THAT COULD BE PRODUCED

This question sheds light on how many sentences could be produced during the process of acquiring. Then from the data, the subject could construct six declarative sentences during the three months process of controlling; below are the constructed sentences:

- I ride blue Vespa motorcycle
- I wear a cap
- I use glass shoes
- I wear grey pans
- I turn right to go home
- I fell in front of the mosque

Generally, the sentence is constructed well, and he tries to state some ideas. Also, he used the sentence to answer the question from the doctor. It is supported by Shopen (2007) that says declaratively, the sentence is conventionally used for speech acts such as claiming, stating, reporting, complaining, and bragging. Moreover, the theory of universal grammar by Chomsky (1976) stated that biologically humans are born to learn a language since they are provided with the language faculty or Language Acquisition Device (LAD).

### 3.4 ERROR ANALYSIS OF THE SENTENCE DURING THE PROCESS OF ACQUIRING

Data shows that there is no error analysis, such as in the interview question number three that he is able to utter six sentences in a good construction such as:

- I ride blue Vespa motorcycle
- I wear a cap
- I use glass shoes
- I wear grey pans
- I turn right to go home
- I fell in front of the mosque

The sentences are good grammatically, but the barrier is on the way he produces them is too slow. He knows what he wants (the words are in the brain) to say, but it is challenging to produce. According

to Kresen in Latif (2015) an adult learner is a formal thinker who is able to utilize formal operations such as conscious grammar, meta-awareness, and general abstract rules of language. Vygotsky (1978) believes that language learning or acquisition only happens when the learner tries to communicate with somebody who has higher proficiency such as their teachers or friends who achieved higher fluency in the target language. In this case, the subject constructs sentence well due to his habits to read and interact with people such as the doctor and his family.

### 3.5 DISCUSSION

The following discussions are based on the research focus. There is the process of acquiring declarative sentences in adults. Here, the subject was asked about acquiring language, the length of the process, how to construct a declarative sentence, and the error analysis of declarative sentences. The subject explained that there are some factors to provoke him to acquire the language. There are analyzing book offices, reading the newspaper regularly every morning, and reading comics to entertain him. Ade-Ojo (2019) suggests that the seeming insensitivity of adult literacy provisions to the process of acquiring language, the ideological as autonomous perceptions of literacy.

Those activities became his habit to acquire language. This condition shows that the theory of behaviorism, which says learning as the acquisition of a set of structures through the process of habit formation (Powell et al., 2012), on language acquisition is proven. In adulthood, speech sounds' better behavioral performance is related to tremendous success learning foreign language vocabulary; non-native speech perception abilities may act as a "gatekeeper" to the initial stages of foreign language learning (Qi et al., 2019). In sum, the behavior and the richness of literacy are the main factors to acquire the language in adult.

What is more, adults' self-monitoring ability in the process of acquiring language is powerful (Deng & Zou, 2016). The subject use reading as learning strategies to carry out autonomous learning without any force from others. In other words, He has a strong self-monitoring. Language control is a crucial part of the language learning process, involving the recruitment of extra resource when comprehension is effortful (Gurunandan et al., 2019).

Furthermore, the subject answered on the acquisition period is through controlling in 3 months and practicing in 7 months.

During the controlling stage, the subject tries to acquire the language by reading some texts, writing, and interacting with people. It is on Bley-Vroman's (1989) theory that proposed adult second language learning acquisition more similar to general adult problem-solving. The subject also tries to write something such as reports and notes. As Chik and Ho (2017) stated that the act of repeatedly writing things down using pen and paper is the best way to remember the new words adult learn. In addition, during this time, the subject got some instruction from the doctor to pronounce and speak some words. Here, an adult need to be effortful since they have to look at the explicit instruction on the part of instructors (Sweller, 2017).

In terms of a declarative sentence, the subject responds to some sentences. He can speak without having any grammatical mistakes. Deng et al. suggested that adult L2 speakers with high morphological cognition are sensitive to rule violations and apply error. This situation also indicates that the theory of Universal grammar proposed by Chomsky says every human is biologically equipped to learn a language using the language faculty other Language Acquisition Device (LAD). In the case of tricky words on declarative sentences, advanced learners have already developed a sensitivity to morphological information (Kimppa et al., 2019), while such knowledge is weak in beginners.

The subject also could use the sentence to interact because the adult brain displays significant neuroplasticity in response to social interaction (P. Li & Jeong, 2020). Besides, the declarative sentences can be used for representative, declaration, commissure, expressive, and directive speech acts. For example, from the data the subject says "I wear a cap," the speaker states the function of speech act as stating that he has just worn a cap. Ade-Ojo et al. (2015) has explored the nature of the social dimension of adult literacy which recognizes literacy as a social practice. Piaget stated that the interaction with the environment and the thereby acquired sensorimotor information initially drives cognitive development (Vogt et al., 2019). Moreover, the most-immediate environmental pertains can affect the frequency of language used that can help an adult to acquire and process the language better (Kidd et al., 2018).

## IV CONCLUSION

This research was conducted to pinpoint acquiring the declarative sentence, and it was conducted on an adult aphasia. The conclusion was explained in this part.

The data earned from the research shows: (1) the process of acquiring the language is through behaviorist theory that consists of the subject's routine in reading books, newspapers, and comics. (2) In adult language learners, the duration of acquiring the language is not too long and challenging. The subject takes a significant effort to deal with various activities, and it is the characteristic of adults in acquiring the language. (3) In the construction of declarative sentences, the subjects could produce six sentences correctly and no grammar errors. He also could interact with others through those sentences. The challenge is on the way he produces, which is slowly mouth movement.

Having researched pinpointing the process of acquiring declarative sentences on adult language learners, this research has its limitations. The subject of the research should be enriched in quantity. One single subject is not enough to get valid information on this issue. We cannot provide strong evidence or prediction about whether a similar correlation exists in adults. It might be the other adult language learners' point of view on this term, what they feel and what they do through the process of acquisition.

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# THE NOTION OF WIND ON ROSSETTI'S AND DAMONO'S LITERARY WORK

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## Abstract

Christina Rossetti and Sapardi Djoko Damono are two poets born in different nationalities. Both mostly drew simple poems using natural objects, such as wind. The writer believes that interpreting poems, in this case objecting to nature symbols, appealing and useful. The paper discusses several poems involved wind as an element on Rossetti's work. It also analyses "Angin 3" by Damono. Comparative method is used as an attempt to understand human literary behavior by examining both texts. The writer sorted, analysed, compared the literary works in various contexts to create meanings, convey their emotions, feelings, and ideas towards the writer herself as a reader. In summary, sense of uniqueness and employment over the works represent what the poets think and feel. Poetry is not only a tool, but also an experience gain for all readers to expand the ability of exploring and understanding the world, either concrete or abstract.

*Keywords: natural object, wind, poem, literary work*

## I INTRODUCTION

Who Has Seen the Wind?

By: Christina Rossetti

Who has seen the wind?

Neither I nor you:

But when the leaves hang trembling,

The wind is passing through.

Who has seen the wind?

Neither you nor I:

But when the trees bow down their heads,

The wind is passing by.

In a glimpse, Rossetti's poem entitled "Who Has Seen The Wind" may highly be interpreted as a common poem with the compilation words fulfilled by nursery rhymes. Fineman (2009), a poet and children's book author, had a notion that this poem is anthologized in collections for children: a poem with an 'easy' perfect memorization over certain forms and characteristics having two quatrains or 4-line stanzas, and it rhymes ABABABCB. Yet, is this natural phenomenon intended to a 'real' wind? A comment taken from one of Fineman's blog visitors then said that it is actually not:

When it asks, who has the wind it refers to God. We are the trees and when have worries we tremble with fear but God is there. When we bow our heads down and pray just like the trees in the poem God is there. The wind is like God, we can't see him but we can always feel the wind just like we feel God.

Wind is not a literally wind and trees are like a metaphorical word for human beings who are supposed to be afraid of God's existence, obliged to remember Him. Wind is God, as it is invisible. Fineman but justified, the beauties of poetry also have to consider its forms of writing. It can be observed simply by bringing people experiences and expectations along with the poetry, and nature elements enclosed within are interesting to contemplate. Unfortunately, poetry is used mostly for teaching tool rather than for exploring experience (Ofsted, 2007: 9)---pros and cons on literary appreciation. Yet in some cases, other merits of interpreting literary works are for therapeutic uses which

might highly lead to personal development, self-understanding and self-expression (Olson-McBride & Page 2012). The writer then agrees with Simecek & Rumbold's conviction (2016) that critical thinking in poetry is crucial to gain experiences which reflect our lives. Thus, based on the previous premises, the writer believes that interpreting poems, in this case objecting to nature symbols, appealing and useful for the poets and also the readers. Readers are encouraged to use poetry as that impactful words to explore and understand world.

## II MATERIALS AND METHODS

Poems contained wind as an element on Rossetti's is selected. This paper also analyses Damono's work. A wonderful poem entitled Who has seen the wind is taken from Rossetti's which was first published in 1947, whilst Angin 3 written by Damono is sourced from Damono's manuscript (1994).

Comparative method is used as an attempt to understand human literary behavior by means of the examination of samplings of several texts produced by several authors (Nemesio, 1999). He also added that the method aims to decipher humans' (poets) work related to writing and reading objects which may differ in different cultures. The writer sorted, analysed, compared both texts as well as related them to various contexts (historical, social cultural, literary, and biographical) to create meanings, convey their emotions, feelings, and ideas towards the writer herself as a reader.

## III RESULTS AND DISCUSSION

### 3.1 CHRISTINA ROSSETTI: A PIOUS

Born Christina Georgina Rossetti in London, December 5 1830 to Gabrielle and Frances (Polidori) Rossetti. Her father is Italian (poet and translator), and her mother is Italian and English, a religious temperament. Rossetti used bilingual in her house. She also taught religious devotion subject with her mother. The children of the family were artistic and scholarly. In 1853, she supported the family since her father became ill. Later she was diagnosed angina and Tuberculosis. Her mother nursed her. Almost Rossetti's poetry dedicated to her mom (Bloom, 2004: 13). The summary taken from poetryfoundation.org flattens religious devotion played a major role in Christina's life. She began to worship at Christ Church at Albany Street since 1843. She also had personal ties with High Church Theologians who became her personal adviser. Most works of her are very devotional, so that Rossetti's faith for life and art can hardly be overstated. The themes of death, faith, individual unworthiness, and the perfection of divine love were tightly sensed in her poetry. Most biographers portrayed middle-aged Rossetti as an overly pious. Her dedication to Anglo-Catholicism certainly intensified. Until her final illness, Rossetti worshiped at Christ Church, Woburn Square.

### 3.2 CHARACTERISTICS ON THE WIND POEMS

Rossetti's work was favorably accepted by the public at the moment: how she conveyed nursery rhymes in particular. In 1872, her collection of poems for children was made: *Sing-Song: A Nursery Rhyme Book*, (Hughes, A: 1999). It brings joy to children as it gives the memory aids for learning about time, number, months, and color, for instances. The sound and meter are well-arranged and delighted to be heard. However, Rossetti also frequently carried on thrilling phenomena such as rain, wind, and even death over her poems. Here are two others Rossetti's rhyming poems about wind:

#### The Wind Has Such A Rainy Sound

The wind has such a rainy sound  
 Moaning through the town,  
 The sea has such a windy sound,  
 Will the ships go down?  
 The apples in the orchard  
 Tumble from their tree.  
 Oh will the ships go down, go down,  
 In the windy sea?

O Wind, Why Do You Never Rest

O wind, why do you never rest  
 Wandering, whistling to and from,  
 Bringing rain out of the west,  
 From the dim north bringing snow?

The catchiness of the poems is unforgettable. It is easy to follow because of the playing sounds and repetition in each line. It would be planted to the memory of the readers as the rhyming pattern intensely fits. Moreover, the stanza meets the same sound pattern which is very neat. The use of iambic rhythm and meter in *Who Has Seen The Wind?* for instance, would make the sound move from up and down to down and up like asking question and giving answer. To have more distinction features on Rossetti's, further explanation about these three winds poem elements is elaborated below:

Elements	Who has Seen The Wind	The Wind Has Such A Rainy Sound	O Wind, Why Do You Never Rest
Quatrain	2	2	1
Stanza	4	4	4
Rhyme	ABAB ABCB	ABAB ABAB	ABAB
Rhythm & Meter	1st two lines: iambic trimeter Following lines: iambic tetrameter and trimeter	1st & 3rd line: iambic tetrameter 2nd & 3rd line: iambic trimeter	1st & 3rd line: iambic tetrameter 2nd & 3rd line: iambic trimeter
Alliteration	-	-	wandering, whistling
Repetition	Who has seen the wind Neither But when The Wind	has such go down (variation)	Bringing
Personification	trembling, bow down	moaning, tumble	wandering, whistling, bringing,
Qs.mark	Call and Response	Hesitancy	Monologue

*Table 1. The Analysis of The Three Winds' Poem Elements by Christina Rossetti*

### 3.3 THE WIND: SYMBOL AND IMAGERY

There is an emphasis between the title and the refrain in *Who Has Seen the Wind*. Wind represents something invisible but still we know its existence. Wind is a natural object which is mythical and mysterious. In lines 3-4, the effect of wind when it is passing through the trees is employed cleverly. Passing through trees means treating wind's nature respectively, no force. Those "trembling" leaves are resulted from the passing wind. We cannot see the wind, but the wind is there, is real, exists. The trees and their leaves are such a prove to wind's existence. Trembling leaves personifies human beings who feel suddenly frightened or eerie when the wind passing through. The bow-down (trees) heads also symbolize that actually they admit the power of wind. The trees defer to the wind's strength as allowing it to pass. Bowing down trees shows a level of respect to the wind. They have a mutual understanding but no need any explanations. (line 7-8).

The poems of *The Wind Has Such A Rainy Sound* and *O Wind, Why Do You Never Rest* also symbolize wind as a powerful natural object. The analogy in the poem *The Wind Has Such A Rainy*

*Sound* brings something remarkable. The wind has rainy sound, but the sea has windy sound is such contrastive point of view: the wind element in water and vice versa (sea to wind). The question marks in line 4 and 8 may imply uncertainty of the ship which will go down the sea to pass through forceful windy. It is also implicitly stated that the ship can be personified as human beings facing an ordeal in life whether they are strong enough or not, because wind results the apples tumbling from their tree as well (line 5-6). Rossetti may possibly give us this message of hesitancy toward the readers. *O Wind, Why Do You Never Rest*, is less or more may have similar personification judgment to our previous wind poems. Rossetti asked the wind as if it is tired or not to wander and whistle: to rule the nature or to make it stable (line 2).

### 3.4 A PERSPECTIVE OF WIND FOR INDONESIAN POET

The wind as a symbol written in Damono's poems is quite many. Even, there are three poems specially entitled to wind in sequences (*Angin 1*, *Angin 2*, and *Angin 3*). In this paper, the writer relishes his 'windy' poem *Angin, 3*, which is more interesting for us to discuss.

Bahasa	English
<p><i>Angin, 3</i></p> <p>"Seandainya aku bukan...." Tapi kau angin! Tapi kau harus tak letih-letihnya beringsut dari sudut ke sudut kamar,</p> <p>menyusup di celah-celah jendela, berkelebat di Pundak bukit itu.</p> <p>"Seandainya aku...." Tapi kau angin! Nafasmu tersengal setelah sia-sia menyampaikan padaku tentang perselisihan antara cahaya matahari dan warna-warna bunga</p> <p>"Seandainya..." Tapi kau angin! Jangan menjerit; semerbakmu memekakkanku.</p>	<p>Wind, 3</p> <p>"If only I am not..." But you wind! But you have not to be tired shifting from one to another room's corner,</p> <p>threading way through windows, flashing by that shoulder hill.</p> <p>"If only I..." But you wind! You are out of breath after extended to me with no purpose about quarrelling over sunrise and colors of flower</p> <p>"If only..." But you wind! Don't scream; Your fragrance deafing me.</p>

**Table 2. Bahasa and English Translation of Angin 3 by Sapardi Djoko Damono**

The use of *angin* or wind as natural phenomenon in Indonesian poems becomes an interesting focus to discuss for the writer is living in this country, so that she has known and learned sort of them. Several Indonesian poets also use this object (wind) as an invisible thing, yet can be sensed. One of well-known Indonesian poets who fond of attaching this attribute to a poem is Sapardi Djoko Damono. Damono is categorized as 1966's poet's group. Most of the 1966's works are surrealistic and absurd. The poems form is more liberated than the former, in forms of stanza, meter, and rhyme. With his own sensitivity and knowledge as a poet, he translated modern Brazilian and classical Chinese literatures. Damono also translated some of literary works, such as *The Old Man and The Sea* by Hemmingway, around 20 drama scripts including *Murder in Cathedral* by TS. Elliot, and *The Trilogy of Morning Become Electra* by Eugene O'neil. Damono is very famous over his simple and touching collection poems. Many people marked his poems mostly telling us about God, nature, love, and death. This is the reason why the writer chooses Damono as the comparison for Rossetti since they have similarities on certain perception, notably in some themes.

*Angin 3* has freer poetic forms, among the stanza, meter, and rhyme. It has one quatrain within first two quatrains containing 4 stanzas and a couplet in the last. There are lot repetitions used in his poems, for instance the words: *seandainya*, *tapi kau angin*, *tapi kau*, *letih-letih*, *sia-sia*, and *warna-warna*. He uses exclamation marks to emphasize what he meant as well. The writer thinks *Angin 3* probably delivers the message about discrepancy or temptation. The wind can be symbolized as lust, evil, or anything invisible: it depends on how the object described. The first quatrain (line 1-4) may give

the message to the readers that one has a huge discrepancy with let say 'woman' that is metaphorized as the wind. He makes a supposition using "Seandainya aku bukan.. (if only I am not...)" as if he can be something fulfilled in the blanks matched the wind: the wind which is invisibly overfill the room but fast moving (active) here and there in a sturdy way. He always wants to go with the wind but it is impossible to catch it. Next quatrain (line 5-8) emphasizes his other supposition but a word in repetition is reduced, become "Seandainya aku... (if only...)". The woman as wind convinced him deeply that the gap can be handled. She keeps telling him some beautiful things till no words left (out of breath) but it turns out useless. The man thinks it will not work. The last supposition uses only a word "Seandainya... (if only)". The man expects still that the woman is not the wind. The last part also can be deciphered the man's thought on impossibilities of being together, yet the woman keeps recalling him loudly (don't scream) like the nature of wind that blowing fragrance so he cannot forget her 'smell' easily.

#### IV CONCLUSION

The unique elements are highly supposed to be employed in every literary work. Besides adding more artistic and stylistic aspects within the poem, it would be strongly planted in the reader's mind. Rhymes and meter implementation to intone a poem for instance, or repetition which emphasizes intended meaning.

Rossetti uses wind to symbolize something powerful, mystical, and mysterious. Damono does too. Yet, sometimes it is decipherable to say wind is 'haunted' memory, shadow, image or even human being. Wind affects the surrounded especially some natural objects, like trees, leaves, sea, weather, room, and others. One thing to note, the more pious a person, the more unseen (abstract) he will think or contemplate as employed in the literary work. To sum up, poetry is not only a tool, but also an experience gain for all readers. Interpreting all literary formats undoubtedly expands the ability of exploring and understanding the world, either concrete or abstract.

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# DISCOURSE MARKERS OF HUMOR ANALYSIS IN TREVOR NOAH'S STAND-UP COMEDY

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## Abstract

Discourse markers have been widely studied in various discourses such as political discourse, legal, media discourse, and even daily conversation. However, there is still a lack of discourse markers research in humor studies. This study was projected to identify the linguistic aspects of humor genre utterances in stand-up comedy performed by Trevor Noah as one of the most influential stand-up comedians. In addition, those linguistic aspect is discourse markers. The data were taken from Trevor Noah's Video entitled *Prince Harry & Meghan Markle's Royal Wedding Live* at the O2 London. Afterward, the data were analyzed by using the theoretical framework of discourse marker and its pragmatic functions introduced by Brinton (1996). This study reveals that there are several types of discourse markers used in stand-up comedy, such as *ah, and, like, oh, alright, then, huh, well, yes/no, and I know/knew*. In addition, all of those discourse markers have different functions, and sometimes one discourse marker serves more than one pragmatic functions.

**Keywords:** *Discourse Markers, Pragmatic Functions, Humor, Stand-up Comedy*

## I INTRODUCTION

A discourse marker is a required element that cannot be separated from our daily live communication. A researcher exposed that discourse markers are an essential part of achieving social-communicative goals both in written and spoken discourse (Pjurko, 2015, p.5). Some examples of discourse markers that are frequently used in discourse are yeah, well, so, etc. Norrick (2000) has stated that discourse markers can be used to start a discourse, to tag a topic shift, or to quibble for a while to think before continuing (p. 49).

Meanwhile, Brinton (1996) has her definition of discourse markers which is pragmatic markers as it serves pragmatic meaning in the discourse. Brinton explains that discourse markers not only serve in the function of discourse marker as discourse element in the discourse organization but also serve a pragmatic function and term pragmatic markers covers the range of the item functions rather than discourse markers alone. Moreover, Brinton (1996) divided the role of discourse markers (pragmatic markers) into a textual and interpersonal level (p. 38). An interpersonal function of a discourse marker is affected by its textual function. A discourse marker cannot in any way be separated from analyzing its textual function. It is because the fundamental meaning of discourse markers will determine the use of discourse markers in utterance or discourse.

Humor discourse is a linguistic phenomenon that often either intentionally or unintentionally occurs in our daily communication. As a kind of humor, stand-up comedy is rich in linguistic features. Schwarz (2010, p. 3) describes in brief words as 'a combination of various linguistic features of joke telling such as wordplay and punning, hyperbole, repetitions, timing, and paralinguistic choices, which makes it receive great interest from linguists. Many studies have paid attention to this topic through diverse perspectives, such as pragmatics (Attardo, 2008; Attardo & Raskin, 2017), semantics (Allen, 1988), and cognitive linguistics (Brône & Veale, 2015). Therefore, my research will deal with the analysis of stand-up comedy by narrowing the scope of investigation into discourse markers of verbal humor expressed in stand-up comedy and their functions. Furthermore, humor as a linguistics phenomenon in stand-up comedy has been studied not comprehensively, which is proven by the small amount of research in terms of this research. One of the studies in terms of the topic mentioned before has been done by Schwarz (2010) who analyzes the aspects of linguistics in verbal humor especially stand-up comedy in her research. She explains that there are many linguistics aspects in verbal humor on stand-up comedy including one of them is discourse marker. Yuniar (2013) also investigates the function of the discourse marker *Ya* in Indonesian stand-up comedy.

The novelty of this research is that it seeks to investigate the discourse markers' textual and interpersonal functions in English stand-up comedy, as one of the humor genres. The research data were taken from *Trevor Noah's* stand-up comedy, who is a very famous stand-up comedian. He always puts the hottest world issues upon his jokes. Time Magazine has also declared *Trevor Noah* as one of the 100

most influential people of 2018 because of his comedy. He also becomes the most popular TV personality of 2018 according to a survey by MVPindex based on data from Facebook, Instagram, Twitter, YouTube, and Google Plus reported in hollywoodreporter.com. Therefore, those reasons above may guarantee the sense of humor he produces in his stand-up comedy. Moreover, the data of this research was a video entitled *Prince Harry & Meghan Markle's Royal Wedding Live* at the O2 London by Trevor Noah from *Trevor Noah* channel, Youtube. It was the performance of stand-up comedian (comic), *Trevor Noah* in the program *Saturday Night Show* at the O2 London which received millions of viewers and positive reviews than the other Trevor Noah's video.

So far, there has been no previous research that focused on the discourse marker used in English stand-up comedy comprehensively and under the perspective developed by Brinton (1996). Since this study deals mainly with the pragmatic functions of the discourse markers used in Stand-Up comedy, so Brinton's perspective of discourse markers and its pragmatic function; textual and interpersonal function (1996) is the most suitable framework of discourse marker and its pragmatic function.

## II MATERIALS AND METHODS

This research employed descriptive qualitative research. The researcher becomes the main instrument. The data of this present study were collected through several steps. First of all, a video entitled *Prince Harry & Meghan Markle's Royal Wedding Live* at the O2 London by *Trevor Noah* was selected. Then, the researcher watched the video, and then the spoken material of the stand-up comedy performance by *Trevor Noah* was transcribed in detail by marking utterances with humor-related annotation.

Furthermore, the researcher identified the discourse markers used in *Trevor Noah's* video by using a skimming reading technique as it centers on pointing out specific information from the content as stated by Rosidi (2008). Lastly, the researcher selected the DMs followed by laughter as the data. Moreover, in analyzing the selected data, the researcher identified the discourse markers used in a stand-up comedy based on Brinton's DMs inventory item (1996).

After that, by following the concept of the function of discourse marker by Brinton (1996), the researcher determined the pragmatic functions which consist of textual and interpersonal functions of discourse markers. Lastly, based on the forms and functions found in finding and discussion the researcher concluded how DMs can help to generate laughter in stand-up comedy performance.

There have been some scholars focusing their investigation on discourse markers, such as Schiffrin (1987) and Hyland (2013), who emphasize that discourse markers are following dependent elements which bracket units of talk. They also categorize discourse markers into four kinds which are particles (oh, well), conjunctions (and, but, or, so, because), time deictics (now, then), and lexicalized clauses (y'know, I mean). Fraser (1999) has a dissimilar belief with Schiffrin (1987) about discourse markers. He solely notes discourse markers as a linguistic expression. He points out that discourse marker has two characteristics: (a) It has a core meaning which can be enriched by the context; (b) It signals the relationship that the speaker intends between the utterance the DM introduces and the previous utterance (see also Fraser, 1999; Aijmer, 2002; Muller, 2005)

## III RESULTS AND DISCUSSION

After checking the discourse markers used in Trevor Noah's stand-up comedy especially in the humor utterances utilizing the guidance of Brinton's discourse markers inventory item, the researcher found eleven types of discourse markers that match with the list of Brinton's discourse markers inventory item. DMs that appear in stand-up comedy are DMs *ah*, *and*, *like*, *oh*, *alright*, *then*, *huh*, *well*, *yes/no*, and *I know/knew*.

The first discourse marker that is listed in Brinton's DMs inventory is *ah*. The researcher found several discourse markers *ah* in Trevor Noah's stand-up comedy as seen in excerpts 6 and 7. We have ascertained that *ah* appeared in the data functioning as a DM instead of a disfluency filler because, according to Corley & Stewart (2008, p. 591), it is no more likely to use fillers such as *uh* (*ah*), in the fast conditions, as displayed in *Trevor Noah's* stand-up comedy. In addition, the second discourse marker found is *and*. It can be observed in excerpt 2. Moreover, one of the most frequently used discourse markers in Trevor Noah's stand-up comedy is *like*. It appears several times in the humor-related utterances, and it can be seen in excerpt 4. The next discourse marker is *right/all right*. This kind of discourse marker only appears once in the humor-related utterances on *Trevor Noah's* stand-up

comedy. It can be seen in excerpt 5. Moreover, the discourse marker *then* is also found once in the data on excerpt 3.

However, the rest of the discourse markers listed in Brinton's DMs inventory, such as *actually, after all, almost, anyway, basically, because, but, go, I mean/think, mind you, moreover, just, if, ok, or, really, so, say, sort/kind of, therefore, and you see* are, unfortunately, not found in humor related utterances on *Trevor Noah's* stand-up comedy.

Furthermore, the discourse markers found in this study will be presented in the table below. Moreover, the frequency of the appearance is also added to see which discourse markers are used frequently in the humor-related utterances on *Trevor Noah's* stand-up comedy.

DM	Occ	DM	Occ	DM	Occ
ah	7	5. right/allright	1	9. yes/no	8
and	9	6. then	1	10. you/Iknow	4
like	11	7. uh-huh/mhm	3	11. Yeah	3
oh	2	8. well	1		

**Figure 1. Discourse Markers and Their Frequency Distribution**

In addition, based on the characteristics of discourse markers proposed by Brinton (1996) along with Jucker & Ziv (1998) such as Discourse markers usually short and lack phonologically and Discourse markers appear outside the syntactic structure, they usually have no clear grammatical function, there is an addition of one discourse marker which has not been listed in Brinton's DMs inventory item namely *yeah* in the finding. All in all, there are eleven in the total of discourse marker types used in humor genre utterances on *Trevor Noah's* stand-up comedy. Moreover, from the discourse markers found in the data, there are several pragmatic functions that will be specifically discussed in the following section.

### 3.1 DISCOURSE MARKER AS TOPIC SWITCHERS

The pragmatic function of discourse markers as topic switchers lies under the layer of textual function. Halliday (1994) stated that textual function is formed in the theme structure of the discourse, the given or new information, and cohesive relations. The cohesive relations which compare to discourse markers are conjunctive relations that relate content components together. In other words, it refers to the organization or the discourse. Castro (2009) elaborates the understanding of opening markers devised by Brinton which says that the pragmatic function of discourse marker as topic switchers is used to present a new topic from a previous topic. It also serves as topic switchers in the partial shift on the topic. Therefore, to move from one topic to another topic or shift in the topic the speaker will use this kind of discourse markers.

Furthermore, there is a discourse marker occurs in the data which serves the the textual function as a topic switcher. It can be seen from excerpt 1 below.

Excerpt 1

Trevor Noah : MEET TREVOR'S UNCLE BOBBY. I DIDN'T EVEN KNOW I HAD AN UNCLE BOBBY!! *Well* now you do and he shits his pants!!

Audience : Burst of Laughter

The discourse marker *well* in the excerpt above is used to initiate a topic shift from the topic which discuss the condition of Trevor doesn't have uncle namely Bobby into the new topic that tells Trevor recognizes his uncle starting from the moment of speaking, so in the second topic, he got an uncle namely Bobby. Thus, the discourse marker *well* in *Trevor Noah's* stand-up comedy serves a textual function as topic shifters.

### 3.2 DISCOURSE MARKER AS NEW INFORMATION INDICATORS

The next pragmatic function of discourse marker found in the data is discourse marker as new or old information indicators. This discourse marker is used when the speaker wanted to add new or old information so that the flow of the information will be as expected and more understandable.



Furthermore, in the data, the researcher found a discourse marker that functions as a new information indicator and it appears several times. The discourse marker which functions as a new information indicator is discourse marker *and* as illustrated in the excerpt 2 below.

Excerpt 2

Trevor Noah : Everyone was stressed out about it, Megan Markle's family was in the tabloids. The Daily Mail trying to destroy their lives! Man, when the Daily Mail comes after you, they do not mess around! They will find that one Uncle in your family who's an alcoholic *and* shits his pants!!!

Audience : Burst of Laughter

As what we can see in the excerpt above Trevor Noah explains that when you become the attention of society, the media will always try to search for your mistake to be reported. In the excerpt above, Trevor Noah gives an example about media finding that one of your uncles is an alcoholic and he adds new information which is shit his pants. The discourse marker *and* in the excerpt above connect two different information which is an alcoholic and shits his pants and DM *and* works as new information indicators. Thus, the marker *and* between the information of an alcoholic and shits his pants serves as a textual function in terms of marker that indicate new information.

### 3.3 DISCOURSE MARKER AS SEQUENCE MARKERS

The third pragmatic function of discourse marker found in the data is discourse marker as sequential markers. When the speaker wanted to convey something that has sequential steps or even the order of an object or other things, the speaker will use markers to relate step one to another step. This marker is called a sequence or relevance marker. The discourse marker which functions as a sequence marker in the data is discourse marker *then*.

Excerpt 3

Trevor Noah : African Pastor, and-and-This was like it was weird in a good way! He started giving a sermon. And he started talking about Martin Luther King. And *then* he started talking about slavery.

Audience : Burst of Laughter

Trevor Noah : And I could see, in that moment, there were people in the audience who were like "God Save The Queen! God Save The Queen! Somebody STOP this man! God Save The Queen!"

Audience : Burst of laughter

Discourse marker *then* in excerpt 3 above functions as a sequential marker. It becomes the marker of the action sequence done by the Pastor from *he started talking about Martin Luther King* into the next action which says *he started talking about slavery*. Therefore, the discourse marker *then* in Trevor Noah's stand-up comedy serves a textual function and works as a sequence marker.

### 3.4 DISCOURSE MARKER AS REPAIR MARKER

The next pragmatic function and the last function of the discourse marker's textual function is the repair marker. A repair marker is used when someone aims to repair what he or she has said before. It indicates that the speaker wants to repair the previous discourse and change it with the correct discourse. That is why the marker is called a repair marker.

Discourse markers as repair marker appear frequently in Trevor Noah's stand-up comedy since he speaks continuously and sometimes he unintentionally states something wrong and then he attempts to repair it. We can see the use of discourse marker as repair marker in the excerpt below.

Excerpt 4

Trevor Noah : I'm not gonna front *like* she has a gangster vibe about her...

Audience : Burst of Laughter

The appearance of the discourse marker *like* in the excerpt above indicates self-repair. Trevor at the first time trying to say *I am not gonna front* and then he corrected his statement by saying she has a gangster vibe. The function of the discourse marker *like* in the excerpt above fulfills a textual function as a repair marker.

### 3.5 DISCOURSE MARKER AS COOPERATION OR AGREEMENT MARKER

The next discourse marker that operates at the interpersonal level is the discourse marker as cooperation or agreement maker. Brinton (1996, 38) stated that the interpersonal functions of pragmatic

markers are related to Halliday's interpersonal elements (2006, in Spanakaki 2007). A marker with interpersonal function is related to the nature of the social trade and expresses demeanors, sentiments, and assessments. It refers to the writer or speaker's stance towards the content or the potential reader. Therefore, cooperation or agreement maker means that the speaker expresses an idea about something then he or she will try to cooperate or to make an agreement with the audience. There are several discourse markers in *Trevor Noah's* stand-up comedy which serve as cooperation or agreement maker include *Alright*, *yeah* and *I know*. The analysis of the use of discourse marker which functions as Cooperation or Agreement Marker can be seen in the excerpt below.

Excerpt 5

Trevor Noah : If have a black person playing the cello - It's safe to say, that you've canceled out the blackness of that event! That's the safest way to introduce blackness into your family. Daddy!! I'm dating a black man!! What?!? He plays the cello! *Alright*, bring him in, bring him in!

Audience : Burst of Laughter

Discourse marker *alright* in the excerpt above indicates the agreement of the queen in responding to such a situation. She realizes that she is the queen so that she responded and agreed with the situation above. Therefore, the function of *alright* in the excerpt above is a response marker and agreement marker.

However, These DMs found and highlighted in the present study also appear in other discourses, such as everyday-conversation, political and media discourse, monologue, etc. For instance, Zarei (2013) describes that discourse markers *oh* and *well* are used in the dialog on *interchange books* which are quite similar to the ones found in this research. Moreover, Castro (2009) also describes that the same discourse markers found in this study also occur in EFL Classroom interaction. To sum up, according to the results of this study, there is no significant difference between discourse markers in humor with the ones used in other variants of discourse.

#### IV CONCLUSION

Most of the DMs found in the present study occur as a response or reaction marker within the speech in stand-up comedy. So, the comic employs impersonation techniques and making a dialogue within the speech; first, the comic says a certain statement and then the comic himself responds to the statement. The discourse markers in stand-up comedy mostly occur in this form. Meanwhile, the rest of the discourse markers appear as topic switchers, new information indicators, sequence or relevance markers, cooperation, and agreement markers, checking understanding markers, and confirmation markers.

Furthermore, those DMs could seemingly help to generate laughter in some ways. First, discourse markers as new information indicators or markers. These discourse markers help to create laughter by providing more information about the discourse. The more information provided, the funnier it will be. Second, discourse markers as response markers that help to generate laughter by using the appropriate response in a particular context. Third, discourse markers as agreement markers can help to generate laughter. For example, saying commonly shared knowledge, then agreeing to it in specific context (functioning like a satire) produce laughter. The last is discourse markers as checking understanding markers. These markers help generate laughter by also having satire in them. So, the comic pretends to ask something very clear in aiming of expressing satire.

Eventually, Discourse markers can help generate laughter if it occurs in the punch line section which is delivered by using stand-up comedy techniques such as impersonation and callback techniques. For instance, the discourse marker *and* can help to generate laughter in a way that it adds more information so that the stand-up comedy will be funnier because there is a lot of funny information. Besides, discourse marker can also help in generating laughter in terms of the use of particles as mostly response or reaction which is stated repeatedly using callback technique such as the use of discourse marker *Ya* in Bahasa Indonesia (Yuniar, 2013) and its English equivalent terms found in this research, such as discourse marker *huh*, *yes*, *ah*, and *yeah*.

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# ELLIPTICAL SENTENCES IN OPEN FILE A CLIFF HARDY NOVEL BY PETER CORRIS

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## Abstract

Ellipsis is a branch of syntax that studies about elimination of words to avoid repetition in a sentence. This study concerns the types of elliptical sentence and analyze the constituent structures of sentences in the novel by Peter Corris in title Open File A Cliff Hardy. This study applied the theory proposed by Quirk and Greenbaum (1973) to find out the types of elliptical sentence and the theory from Brown and Miller (1991) to analyze the constituent structure of a sentence. The data were collected by documentation method and analyzed descriptively by means of a qualitative method. The finding shows that there are five types of elliptical sentences of which the most dominant is ellipsis of subject (and auxiliary).

*Keywords: Elliptical sentence, Sentence structure*

## I INTRODUCTION

Language is very important in our life; by language we can conduct communication with other people. In this world there are various languages and English being one of them used in almost all countries and it becomes an essential thing. In using this language, we often make repetition of words that we do not even need to include a replacement for a word or expression that has already been said. Ellipsis is a branch of syntax that studies an elimination of repetitive words. An elliptical sentence is a shorter sentence that has been omitted, but maintains the same meaning to reduce word or words to make it more simply. It is important to know that we can learn how to combine repetition of words without changing the meaning. Novel is a kind of written text that employs ellipses.

## II MATERIALS AND METHOD

The data source of this study was taken from Novel written by Peter Corris entitled “Open File A Cliff Hardy” (year). The data were collected by using documentation method. through reading the novel intensively. Taking a note of the data which is considered to be ellipsis, then they were classified into types of ellipsis which consist of: Ellipsis of subject (and auxiliary), Ellipsis of auxiliary only, Ellipsis of Predicate or Predication, Ellipsis of Whole of Predication, Auxiliary in Predication, Ellipsis of direct object or subject complement, Ellipsis of head of noun phrase and prepositional complement, and Ellipsis of Adverbial. This study used two theories to answer the problem, they are the theory proposed by Quirk and Greenbaum (1973) to answer the problem of what types of elliptical sentence and the theory proposed by Brown and Miller to answer the problem how the constituent structure of the sentence.

## III RESULTS AND DISCUSSION

This study found five types of elliptical sentence. They can be seen below:

No.	Types of Elliptical Sentence	Quantity	Percentage
1	Ellipsis of subject (and auxiliary)	189	94,5%
3	Ellipsis of predicate or predication	8	4%
4	Ellipsis of whole predication	1	0.5%
5	Ellipsis of direct object or subject complement	1	0.5%

6	Ellipsis of head of noun phrase and preposition complement	1	0.5%
	Total	200	100%

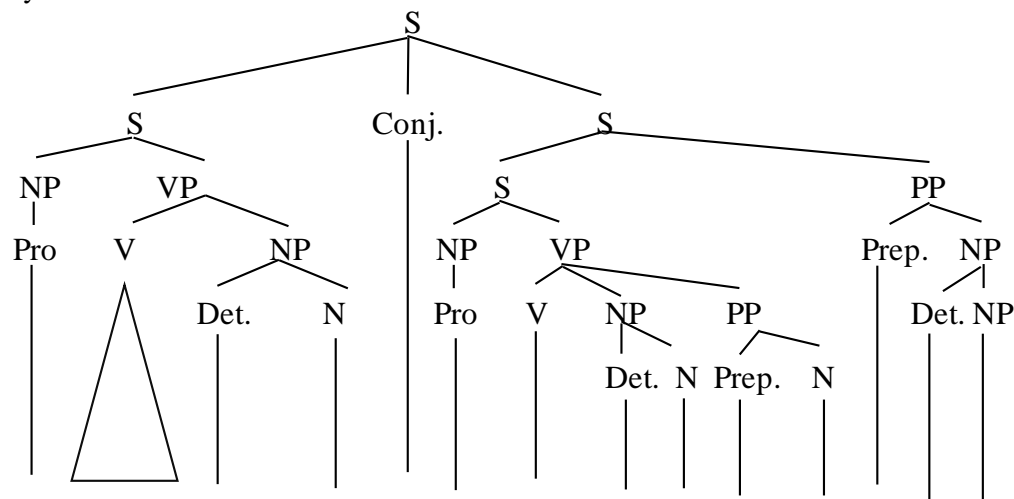
*Table 1. Types of Elliptical Sentence*

### 3.1 ELLIPSIS OF SUBJECT (AND AUXILIARY)

Ellipsis of subject (and auxiliary) is the subject of sentence is ellipped if the subject is identical. In the *Open File A Cliff Hardy* by Peter Corris 189 data of ellipsis of subject (and auxiliary) were found. Only one selected example is illustrated below:

Data 1: He subbed out the cigarette and Shuffled a pile of papers on his desk

This sentence is categorized as ellipsis of subject (and auxiliary), originally the sentence is *He subbed out the cigarette and (he) shuffled a pile of papers on his desk*, however after being omitted the sentence becomes *He subbed out the cigarette and Shuffled a pile of papers on his desk*. The subject (he) in the second clause is ellipped. Therefore, this sentence can be categorized as ellipsis of subject (and auxiliary). Constituent structure of sentence can be seen as below:



He subbed out the cigarette and (He) Shuffled a pile of papers on his desk

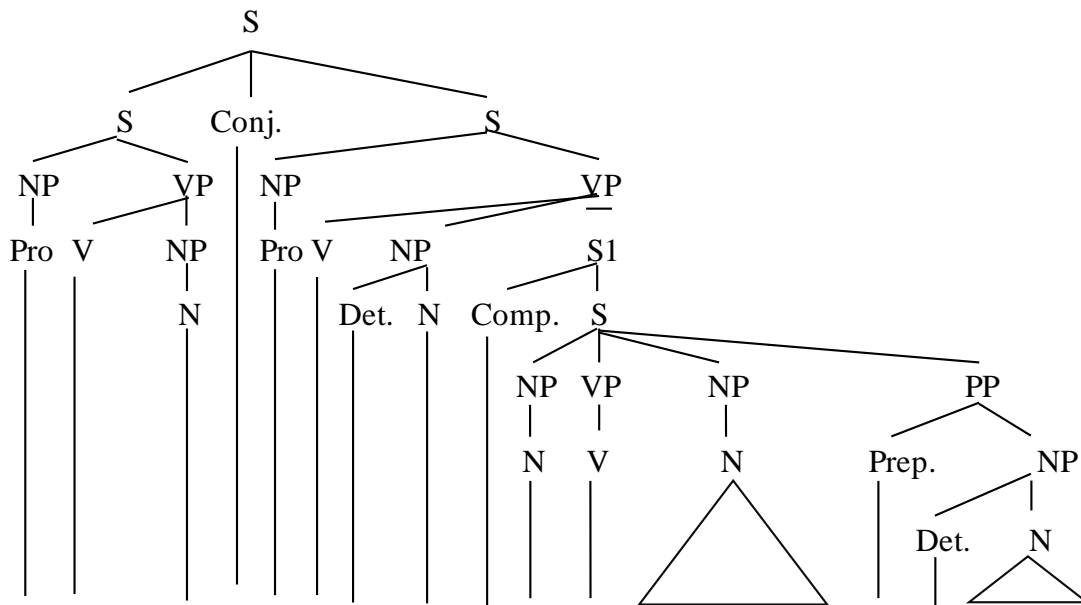
The type ellipsis of this sentence is ellipsis of subject (and auxiliary). The sentence has two clauses which are leftmost S and rightmost S then they are separated by conjunction *and*. Those clauses have noun phrase constituents (NP) and verb phrase constituents (VP) as the branches of S. the noun phrase (NP) constituent is *He* that the realized items is in the leftmost S meanwhile the constituent noun phrase (NP) in the rightmost S is empty. Therefore, this sentence is categorized as the ellipsis of subject (and auxiliary).

### 3.2 ELLIPSIS OF PREDICATE OR PREDICATION

Ellipsis of predicate or predication is the types of ellipsis if the predicate or predication is ellipped. The subject maybe ellipped as well. In this study there were 8 data found. The selected data are as follows:

Data 2: I met Watson and a detective named Constable Kate Cafarella at the Mona Vale Police Station

The sentence above is classified into ellipsis of predicate or predication that has two clauses and separated by conjunction *and*. Originally the sentence must be *I met Watson and (I met) a detective named Constable Kate Cafarella at the Mona Vale Police Station*; however, after being ellipped the sentence becomes *I met Watson and a detective named Constable Kate Cafarella at the Mona Vale Police Station*. The word *I* as the constituent of noun phrase and *met* as the constituent of verb are empty in the second clause to avoid repetition. Therefore, this sentence is classified into ellipsis of predicate or predication. The constituent structure of sentence is represented below:



I met Watson and (e) (e) a detective (e) (e) named Constable Kate Cafarella at the Mona Vale police Station

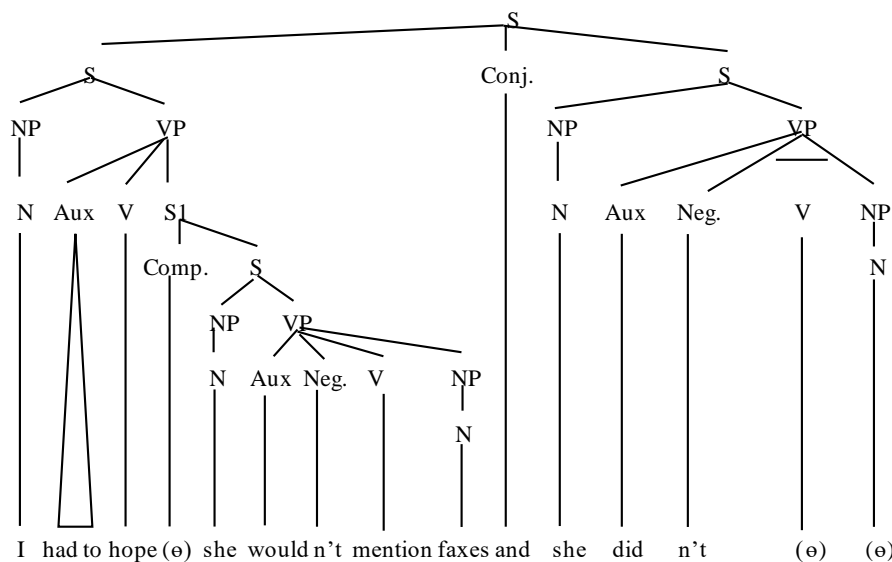
The mother nodes S broke into two branches which is leftmost S and rightmost S. The leftmost S has branches which is noun phrase (NP) and verb phrase (VP). Immediate constituent noun of noun phrase is *I* and constituent verb phrase (VP) has two branches they are verb and noun phrase, the immediate constituent verb of verb phrase is *met* and noun phrase is *Watson* then the rightmost S also has two branches which is noun phrase (NP) and verb phrase (VP), however because of the empty of the noun and verb therefore it is symbolized by using symbol (e).

**3.3 ELLIPSIS OF WHOLE OF PREDICATION**

Ellipsis of whole of predication is the predication is ellipited completely. The data found in this study is 1 data.

Data 3: I had to hope she wouldn't mention faxes and she didn't

The sentence has two clauses that are separated by conjunction *and*. The ellipsis of whole of predication occur in the second clause, the real construction must be *I had to hope she wouldn't mention faxes and she didn't (mention faxes)*. Meanwhile after being ellipited the sentence becomes *I had to hope she wouldn't mention faxes and she didn't*. The whole of predication of sentence is the verb ellipited and accompanied by the noun phrase. Explanation of sentence structure is portrayed below:



From the tree diagram above, it can be seen that the mother nodes S is separated into leftmost S and rightmost S. braches of leftmost S is noun phrase (NP) and verb phrase (VP), immediate noun of

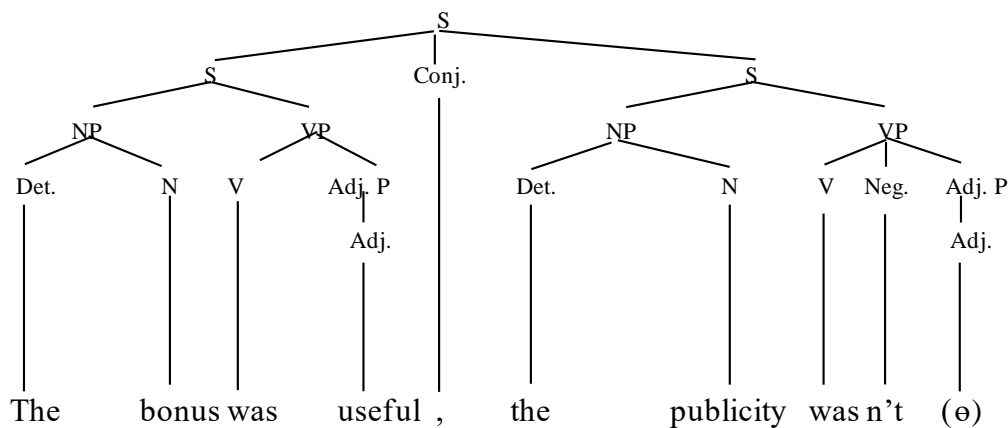
noun phrase is *I*, then the constituent verb phrase has three branches they are auxiliary (Aux), verb (V) and S1. In the S1 there were independent clause explained *she wouldn't mention faxes*. Word *she* as the constituent of noun phrase, *would not* as the constituent of auxiliary and negative, then *mention faxes* as the constituent of verb and noun phrase and becomes the whole predication. Meanwhile, the rightmost S is *she didn't* as the constituent of noun phrase and auxiliary. However, the empty of constituent verb and noun phrase is indicated by using symbol (ϕ). That mean the constituent is ellipted.

**3.4 ELLIPSIS OF DIRECT OBJECT OR SUBJECT COMPLEMENT**

Ellipsis of direct object or subject complement is the direct object or subject complement is ellipted. In this study there were only 1 data found.

Data 4: the bonus was useful, the publicity wasn't

The sentence above is categorized into ellipsis of direct object or subject complement because the subject complement in the second clause is ellipsis. The first sentence is *the bonus was useful*, while the second clause is *the publicity wasn't*. the subject complement of *useful* is ellipted alone. If the ellipsis does not occur in the sentence, the real sentence must be *the bonus was useful, the publicity wasn't useful*. The constituent structure of sentence can be seen as below:



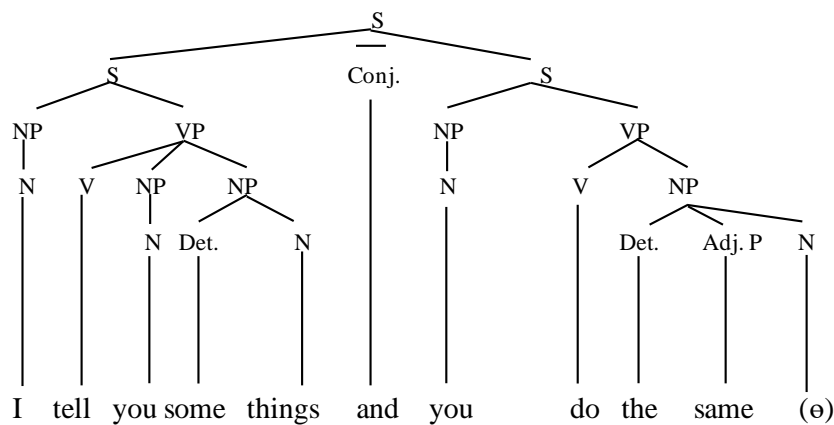
The diagram above first expanded into two branches which is leftmost S and rightmost S, in the middle is sign coma (,) that separated the clause. Leftmost S has two branches which is noun phrase (NP) and verb phrase (VP), *the bonus was useful*. *The bonus* is the constituent of noun phrase and *was useful* is the constituent of verb phrase, *was* is constituent of verb and *useful* is constituent of adjective. While the *publicity wasn't* is the constituent of rightmost S, which *the publicity* is the constituent of noun phrase and *wasn't* is the constituent of verb phrase. However, the constituent of adjective is empty and it is indicated by symbol (ϕ) that means the constituent is ellipted.

**3.5 ELLIPSIS OF HEAD OF NOUN PHRASE AND PREPOSITIONAL COMPLEMENT**

Ellipsis of noun phrase and prepositional complement is the noun of noun phrase and preposition of object is ellipted. In this study only 1 data found. The representative of data can be seen below:

Data 5: I tell you some things and you do the same

The sentence above is categorized as ellipsis of head of noun phrase and prepositional complement; If the process of ellipsis does not occur in the sentence the real sentence must be *I tell you some things and you do the same (things)*. In the second clause the head of noun phrase which is *things* is ellipted. Therefore, this sentence is categorized as ellipsis of head of noun phrase and prepositional complement.



The tree diagram above shows that the mother nodes S is expanded into two branches which is leftmost S ad rightmost S. Constituent of leftmost S is *I tell you some things*. *I* is the constituent of noun phrase and *tell you some things* is the constituent of verb phrase. The head of noun phrase is (things). *You do the same* is the constituent of leftmost S; *you* is the constituent of noun phrase and *do the same* is the constituent of verb phrase. However, the constituent of (things) as the head of noun phrase is empty. Therefore, it is indicated by using symbol (e)

#### IV CONCLUSION

This study analyzed types of elliptical sentence in *Open File A Cliff Hardy* by Peter Corris and the constituent structure of sentence. There are 200 data of elliptical sentence, the finding shows that there are five types of elliptical sentence, they are: 94,5% of ellipsis of subject (and auxiliary), 4% of ellipsis of predicate or predication, 0.5% of ellipsis of whole of predication, 0.5% of direct object or subject complement and 0.5% of head of noun phrase and prepositional complement. Ellipsis of subject (and auxiliary) is the subject alone ellipsis in the sentence to avoid the repetition of subject, ellipsis of predicate or predication is the first part of predicate or predication ellipted. ellipsis of whole of predication is the predicate ellipted and accompanied by the noun phrase or other complement, ellipsis of direct object or subject complement is the direct object alone is ellipted, and the ellipsis of head of noun phrase and prepositional complement is the noun of noun phrase and preposition of object is ellipted. Among six types of elliptical sentence, ellipsis of subject (and auxiliary) is the most dominant types of ellipsis found in this study. This type became more dominant than the other due to the fact that character use in the sentence is the same in order to avoid repetition of subject in the sentence.

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# IDENTIFYING HIGHER ORDER THINKING ACTIVATION IN ENGLISH TEXTBOOK MANDATED IN INDONESIAN SENIOR HIGH SCHOOL

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## Abstract

This paper aims at investigating factual phenomenon of higher order thinking as it reflected in the reading activities of *Bahasa Inggris SMA/MA XI*. Using theory of Bloom's (2001) taxonomy, this study used the content analysis method to identify reading features specifically for their essay questions and exercises and tasks of the English textbook. The data of essay reading questions were collected by using coding checklist. Three categories of higher order thinking (analyze, evaluate, and create) were discovered while the distribution of the higher order thinking level is higher than the lower order thinking level. The finding reveal higher order thinking activation and activities in the reading exercises and tasks was unequal, especially the create skills which pursued lower distribution, e.g. not provide treatment properly of the higher order thinking than the analyze skill and the evaluate skill. This puts emphasis on the evaluate skills.

**Keywords:** *Higher Order Thinking, Reading Exercise, English Textbook*

## I INTRODUCTION

In English language teaching process, English textbooks performs a substantial role in EFL classroom because it provides beneficial guidance and covers the materials that teachers need to deliver. As one language activities, reading is a crucial part that stimulates higher order thinking skills because the students need to analyze and synthesize what they have read. An effective English textbook must have relevant reading perhaps followed by exercises and questions. Besides, those exercises assist students to understand the teaching material and to know their ability in reading as the basic skill of the language. By giving the questions, reading exercises should involve higher order thinking skills due to the involvement of five scientific processes on 2013 curricula.

Krathwohl (2002) offered three levels of higher order thinking in Bloom's revised taxonomy; namely analyze, evaluation and create. Farrel (2002) stated that most of language textbooks for example reading textbook gives exercises such as predicting, inference, checking prior knowledge, and guess the content of the text. Seif (2012) examined the higher order thinking activation in reading sections of English textbooks distributed in Palestine. The findings reveal analysis skill 51.92%, synthesis skill 41.35% and evaluation skill got 6.73%. The reading activates fairly students higher order thinking.

Another study was also conducted in 2016. Lubis (2016) reported his high order thinking analysis from senior high school English textbook. The report shows 12.9% for analyze skill, 2.6% for evaluate skill, and 1.2% for create skill while lower order thinking skills got 83.2%. To this, the higher order thinking still exists in English textbook even if it has the lower number of distribution than the lower order thinking. Recent study revealed revealed that 95.6 % belongs to lower order thinking skill—remember (55.7%), understand (36.8%), apply (3.1%), whereas, 4.4% belongs to higher order thinking skill—analyze (2.2%), evaluate (2.2%), and create (0%) (Sari, 2017). The reading exercises in English textbook activate students higher order thinking although it has the lower number than the lower order thinking. The rare analysis in the contexts of Indonesian schooling English textbook has driven this study to address critical thinking activation as reflected in the reading activities. Thus, the current research aims at identifying critical thinking activation as it indicated in the reading activities which potentially promote critical thinking in their completion.

## II MATERIALS AND METHOD

A content analysis (Ary, et al., 2010) was employed as the technique of data analysis in this current research. The data were collected following Bashir, et al'. (2014) *Bahasa Inggris SMA/MA XI*. The book was published by National Ministry of Education and Culture. In addition, descriptive statistics was employed in presenting the results of data analysis to show the higher order thinking features of the English textbook. In the last stage, the descriptive statistics results were then critically interpreted qualitatively.

### III RESULTS AND DISCUSSION

#### 3.1 CHAPTERS AND READING TEXTS

The textbook *Bahasa Inggris SMA/MA XI* purveys many exercises for students to study. Overall, the book serves all language skills such as activities of speaking, listening, reading, and writing with their language components. These are present in the whole exercises and tasks for the students. However, it is the reading exercises and tasks which are the focus of the study. Eight reading texts were found to be explored and investigated texts—folklore, opinion article (discussion text), speech (argumentative text), a play, formal invitation, short story, personal letter, a skit (a short comical/funny drama) as shown in the following table.

Chapter	Theme	Number of Exercises	Reading Exercises	Essay Reading Exercise
1	Can greed ever be satisfied?	15	10	4 (1, 2, 3, & 6)
2	Bullying: a cancer that must be eradicated	14	10	3 (1, 2, & 3)
3	Hopes and dreams!	13	7	3 (1, 2, & 3)
4	Vanity, what is thy price?	11	7	3 (1, 2, & 3)
5	Benefit of doubt	12	7	3 (1, 2, & 3)
Total Exercises	65	38	16	

*Table 1. Essay Reading Exercise distribution*

65 exercises in the textbook *Bahasa Inggris SMA/MA XI* practicing and promoting all language skills as well their components while 38 exercises practice the reading skill. Nevertheless, 16 out of 38—amounts of the reading exercises in the textbook—the essay reading exercises. Meanwhile, the rests are not only the other types of reading exercises but also essay reading exercise like responding, reading aloud, multiple-choice, editing, short-answer, gap-filling, fill in the blank, complete the column, cloze, labeling, and matching. From the textbook, the distribution of the essay reading exercises is supposed to provide more attention again, because it has lower distribution compared to the other reading exercises types. Test types of the reading are presented in the following table.

Exercise types	Chapter and numbers of exercises					Total
	1	2	3	4	5	
Essay	1, 2, 3, 8	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3	16
Responding	-	-	6	6	-	2
Reading Aloud	4	4	4	4	4	5
Multiple-Choice	5	-	-	-	-	1
Editing Task	6	-	5	6	6	4
Short-Answer	7	8	-	-	-	2
Gap-Filling	9	-	-	-	-	1
Fill in the Blank	10	6, 10	7	5	7	6

Exercisetypes	Chapter and numbers of exercises					Total
	1	2	3	4	5	
Complete the Column	-	5, 7	-	-	-	2
Labeling	-	9	-	-	-	1
Matching Task	-	-	-	-	5	1
Cloze Task	15	14	13	11	12	5
Total exercises/tasks	11	11	8	8	8	46

*Table 2. Exercises and tasks types in reading*

12 types of reading exercises, such as essay question, responding question, reading aloud, multiple-choice question, editing, short-answer question, gap-filling, fill in the blank, complete the column, labeling, matching, and cloze task. Either of the highest distribution (see the table)—clearly the essay question out of two more another test types, like short-answer and fill in the blank, those are, by acquiring 16 exercises out of 46 exercises, which practice the reading skill. Thus, it seems better than the rest distributions of another reading test types, like 1 exercise each (for multiple choice, gap-filling, labeling, and matching), 6 exercises (for fill in the blank), 5 exercises each (for cloze, and reading word aloud), 4 exercises (for the editing task), and 2 exercises each (for responding, short-answer, completing the column) out of 46 exercises. All reading provides essay questions constructed evenly in five chapters of the book besides except reading aloud, editing task, short-answer, fill in the blank and cloze.

### 3.2 HIGHER ORDER THINKING IN ESSAY READING: CATEGORIES AND DISTRIBUTION

54 essay questions were identified from 16 essay reading exercises. Directed from revised Bloom's taxonomy (2001), lower order thinking level (remember, understand, apply) and higher order thinking level (analyze, evaluate, create) were adopted. After examining and categorizing, the higher order thinking activities are found--analyze, evaluation and create. Interestingly, these domains of higher order thinking distributed more than lower order thinking skills. It is proven by the result of the data analysis which shows that the higher order thinking receives 64.8% while the lower order thinking collects 35.2%. In other word, 1:1.84 comparison.

From 5 chapters, 54 essay reading questions are still lack of higher order thinking level (35 questions) and the rests are lower order thinking (19 questions). there is an unevenness of the numbers of distribution of higher order thinking questions in the essay reading exercise as shown in the following table.

Higher Order Thinking (HOT) Level	Essay Reading Questions	Percentage
Analyze	12	$12/54 \times 100\% = 22.2\%$
Evaluate	19	$19/54 \times 100\% = 35.2\%$
Create	4	$4/54 \times 100\% = 7.4\%$
Total	35	$35/54 \times 100\% = 64.8\%$

*Table 3. Higher Order Thinking Skill distribution in essay exercises*

The calculation of the ratio between each skill of the higher order thinking looks like, among others: 1:1.6 (between evaluation and analyze), 1:4.8 (between create and evaluation), and 1:3 (between create and analyze). The findings evaluating skill is regarded as the highest level of the taxonomy as Wulandari's studies (2016).

Furthermore, the study demonstrates an unbalanced amount too, inasmuch as, the create domain just obtains 7.4% only, out of 100%. It is quite startling if compared to the findings in Seif's study that the synthesis skill or create skill acquires a superb number namely 41.35% (Seif, 2012). It might occur

because the author assumes that the textbook is addressed for the heterogeneous classes, who are less competent or incapable to answer the questions-based create skill of the higher order thinking skill in much number (Brookhart, 2010). Nevertheless, it is better if the attention of the author of the textbook tends to enrich several essay reading questions into the create skill, particularly in chapter 2 that has none of questions-based in create skill.

First, the analysis skill obtained 12 out of 54 questions or 22.2%. It gets the second place in the distribution of higher order thinking skill. This is available in all five chapters of the textbook as well. From 12 questions which belong to the analyze skill, the highest distribution of the questions is from chapter 4, namely, amount to 4 questions. Meanwhile, chapter 1 and chapter 3 have the same distribution, that is, amount to 3 questions each. The same distribution occurs too in chapter 2 and chapter 5 as well, namely 1 question each.

Second one is the evaluate skill. 19 questions out of 54 or 35.2% belongs to the evaluate skill. It is the highest number among the three skills in the higher order thinking level. Subsequently, the evaluate skill is also available in all five chapters of the textbook. Further on, the highest distribution of evaluate question is from chapter 2 namely amount to 6 questions out of 19 questions. Whereas, the rest chapters distribute as follow: chapter 1 (2 questions), chapter 3 (3 questions), chapter 4 (3 questions), and chapter 5 (5 questions).

The last category is the create skill or the most critical thinking skill. It only distributes 4 questions out of 54 essay reading questions or 7.4%. From 5 chapters of the textbook, there is one chapter of the textbook that does not cover the create level, namely, chapter 2. In details, those four chapters distribute as follow: chapter 1 (1 question), chapter 3 (1 question), chapter 4 (1 question), and chapter 5 (1 question). However, 4 questions out of 35 higher order thinking questions that belong to the create skill (C6), in fact far away from idea, because the criterion of good questions according to Sudjana (1990) is as follows, 30% for easy level (C1, C2), 40% for medium level (C3, C4), and 30% for difficult level (C5, C6). That is to say, the create skill (C6) on the basis of good question's criteria should amount of 8 questions while the number questions of other higher order thinking skills are supposed to be as follows, 11 items (analyze), and 8 items (evaluation); so that the percentage of distribution of those higher order thinking skills, in the essay reading exercises in the textbook, are supposed to be as follows, 20.4% (analyze skill), 14.8% (evaluate skill), and 14.8% (create skill). Thus, the proportionate amount of distribution of the higher order thinking skill on the basis of good question's criteria, are supposed to be 27 questions, out of 54 essay reading questions in the textbook.

As addition, this lower create distribution normally occurs through receiveing complex responses (Daiek & Anter, 2004). This high skill is addressed for higher education settings. This will be a good chance for English teachers to provide their students this skill as a preparation to attend university by distributing the create skill in the essay reading questions. Finally, in the higher order thinking level, the evaluate skill is the focus. Again, it confirms that evaluate skills regardless the two skills. Subsequently, it is still considered as the highest distribution comparing to the other six cognitive domains. There was only 4 out of 54 questions or 7.4% distribution. The create skill needs to train students to make their original argument, thinking and ideas. In short, varieties of questions are still less paid.

#### IV CONCLUSION

The analyze, evaluate, and create—the three categories of higher order thinking—were available in the essay reading exercises of English textbook entitled *Bahasa Inggris SMA/MA XI* published by Kemendikbud 2014. This book is fairly promoting critical thinking in English language learning, even though some limitations are also identified. Limitation is found in the contexts of reading assessment and evaluation materials such as authenticity and student empowerment. This is interesting, because critical thinking, higher order thinking, and empowerment is key points in the 21st century skills. Issue of authentic reading exercises is still out of discussion. Thus, further analysis in high order thinking should be taken into account.

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# SLANG LANGUAGE IN INDONESIAN SOCIAL MEDIA

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## Abstract

Slang is a phenomenon of using language variations that arise due to language development and a social dynamic in society in the realm of language. Slang in Indonesian is referred to as bahasa gaul and is mainly used by young people when communicating with other groups. Therefore, this study attempts to analyse more in depth the form, function and meaning of existing slang, particularly used in social media. This research is qualitative by documentation methods in data collection. The data was obtained through observations about the use of slang in several social media then the slang found is classified into the type and formation of words. Based upon Allan & Burridge (2006) the findings show that the forms of slang found on social media are very diverse, creative and active including Fresh and Creative, Flippant, Imitative, Acronyms and Clipping

**Keywords:** *slang, social media, acronym, flippant, clipping*

## I INTRODUCTION

Language is the main means of communication used by humans to interact with each other, convey opinions and information, or show self-identity. A person who speaks Indonesian can be assumed that he is Indonesian, the same is true of other languages. The languages in the world are very diverse. Even one language has various kinds of dialects and registers used by certain groups. Language is very closely related to society. The section that discusses the relationship between language and society is called Sociolinguistics. The existence of a language cannot be separated from the speech community. In line with people's life which is always dynamic, language experiences the same thing. A language is always developing, some are progressing with the addition of various aspects, some are even almost extinct because no one is using them anymore. The development of a language is usually based on the needs, current circumstances, and of course the wishes of the speaker (Chaika, 1998: 8). Everyone has the ability to create new words, use existing words in new ways, and create sentences by combining elements that have never been heard before. Things like this are very common among adolescents, where with great creativity they often produce new utterances and combine various language variations in their daily communication.

The use of code-switching, code mixing, interference (inserting foreign language elements into Indonesian words or vice versa), borrowing foreign terms, and using slang both orally and in writing have become the informal language styles of today's young people. One of the language variations that is often used in social interactions is slang. According to Chaer & Agustin in Antoro (2018: 2), slang is created and used by certain social groups to interact internally so that it is not known by others. This is in line with the meaning of slang in KBBI where slang or often called bahasa gaul is a non-formal dialect of Indonesian used by certain communities or certain areas for social interactions. Currently, the use of slang words has become more widespread and spread beyond that group. Slang has become a trend among teenagers and one of the factors that have contributed to spreading this out is social media. This is because using social media has become a new lifestyle among teenagers, where on social media they can have certain groups with similar hobbies, interests, work, and others.

Social media has successfully spread the emerging new slang language, so it is not surprising that slang is also used as a social language on social media. Budiasa & Savitri (2019) state that from the results of the questionnaire, as many as 76% of the young generation currently use slang in their conversations between close friends, both verbally and in writing. In written form, they usually use it in social media, such as when sending messages via Whatsapp, giving comments or direct messages on Instagram, Facebook, Twitter, and Youtube, for example:

Bonjour mes amis, *comment ça va?* Do you know that today we will have a crepes cooking program, yuhuuu, Buruan *skuy* if you want to join? Hurry up and go to #WarungPrancisUMY (Instagram)

RIP Marie Fredriksson - Roxette the songs of this Swedish duo make *ambyyaar* hearts, one music group that accompanied my mother's teenage years 'Let's (Whatsapp status).

From the two examples above, there are slang words that we encounter very often, namely *skuy* and *ambyar*. These two words can be categorized as slang because initially only certain groups understood their meaning, but then the use of these words became wider and almost all adolescents understood their meaning and even used them socially. The word *skuy* is an exchange of the letter order of the word *yuks* (let's go) while the word *ambyar* actually comes from the Javanese language but its usage has become wider and so does its meaning. The true meaning of the word *ambyar* is shattered into pieces, but is usually used as a complement to a sentence as an expression of deep disappointment or sadness, even the writing is sometimes given additional letters to further emphasize its meaning.

These two examples of words are far from the Indonesian language norms, but the facts are more familiar among young people today. Based on this phenomenon, studying or dissecting slang words is very interesting to do as part of language change in today's digital era. The use of slang on social media is certainly an interesting phenomenon to explore because of its massive and dynamic distribution and use. This means that almost always new words emerge which initially come from conversations on social media which are then widely used by teenagers. In addition to Budiasa & Savitri (2019) as stated previously, another analysis of slang was made by Sudyanti, N.L et al. (2019) in their study to conclude several types and functions of slang words found in a film. The results of the analysis show that of the four types of slang, the imitative form is the most dominant because the speaker does not need certain knowledge but merely imitating words that already exist. Based on the explanation above, the issues to be discussed in this study are: 1) the forms or types of slang that often appear on social media these days, 2) the function and meaning of slang used in social media by teenagers.

## II MATERIALS AND METHOD

Teenagers usually use slang words in everyday conversation. The origin of the slang word itself is unknown. This is in line with the opinion of Yule (2006) who describes slang as a word or phrase that is used more frequently than everyday words by young people or certain groups. No one knows the origin of the appearance of a slang word. Usually slang words are new words that arise from the expansion of the meaning of existing words without heeding formal language rules and are used by certain groups (Per & Gaynor in Alwasilah, 1990: 56). To examine the form of slang in this study, the theory of Allan & Burridge (2006) will be used, which divides the types of slang words into 5 types: 1) Fresh and creative types in the sense that new vocabulary words that did not exist before, are the result of creativity, imagination, informal forms, or are contemporary words, for example *buddy*. 2) Flippant, which is a slang made of two or more atoms that bring up new connotative meanings and have nothing to do with the literal meaning of the word, for example *fancy pants*. 3) Imitative, which is a slang word that imitates or comes from a word that is in Standard English but has a more expanded meaning, for example *honey*, *sick*, *gotta*, *wanna* 4) Acronym, which is a word that comes from two or more words which are pronounced as a word and fulfils phonetic rules 5) Clipping is a slang word that is formed from removing certain parts of a word, for example *bro*, *sis*. See also Kridalaksana in Antoro (2018: 16)

To find out the form and type of slang used in social media, the observation method is used, namely by tracking the appearance of slang on various social media such as Instagram, Facebook, Twitter and WhatsApp. Slang language will be classified based on its form, function and meaning.

## III RESULTS AND DISCUSSION

Regarding Types and Meanings of Slang Language in Social Media, the theory of Allan & Burridge (2006) will be used in identifying the types of slang words found as data with the inclusion of fresh and creative types of slang, flippant, imitative, acronyms and clipping. This theory is in line with the types of slang words conveyed by Kridalaksano in Antoro (2018: 16) which states that the formation of slang words consists of acronyms, fragments, abbreviations, and contractions. Based on data obtained from various social media, the use of slang words is very diverse and this shows that the formation of slang continues and is increasingly being used in written language on social media on Instagram, You Tube, WhatsApp, and Facebook. The following will describe the types or types of slang words found in data sources, then determine the meaning and how these words are formed.

As proposed by Allan & Burridge (2006) five types of slang are found in the current study with the inclusion of fresh and creative, flippant, imitative, acronyms and clipping.

### 3.1 FRESH AND CREATIVE

Slang words that are classified as fresh and creative are vocabulary that did not exist before, which were formed as a result of imagination, creativity, informal forms, and contemporary words. The following are the slang words that can be classified into this type and their meanings and forms are simultaneously translated

No.	Slang Word	Meaning
1	Kuy/skuy	Used as an interjection to invite someone to do something Is a reversal of the order of the letters in the word yuk, yuks; (let's go)
2	Coy	A close nickname for friends in a relationship as a substitute for the person's name and later a nickname for anyone. Other forms can be cuy
3	Santuy	Used to express the attitude of not being hasty in doing something, or not being too bothered about something. Another form of the word relax.
4	Ashiaapp	An interjection that expresses someone's readiness / willingness to do something that is asked by another. Is a jargon or characteristic of the number one Indonesian Youtuber, Atta Halilintar
5	Unfaedah	To mention something that is useless. Formed from the word un + faedah. English prefix un- means negative (no), while the word faedah means useful. Then the word unfaedah means useless

*Table 1. Fresh and Creative*

### 3.2 FLIPPANT SLANG

This type is a word /phrase that is formed from 2 or more words which form a new meaning that is different from the literal meaning of the word that forms it. Here are some slang phrases that are often found on social media:

No.	Slang Word	Meaning
1	Netizen + 62	Satire to refer to a person or Indonesian people / netizen meaning a group of people, and +62 is the dialing code for the country of Indonesia
2	Generasi micin	A term for young people who are mostly acting unnatural (from cute to cute ones that make us sad). Formed from the words <i>generation</i> and <i>micin</i> . Micin is a type of flavor enhancer in food (MSG) which can have side effects if consumed in excess, including weakness of thinking, excessive sweating, etc.
3	Sobat missqueen	The term for Twitter social media users and the word <i>missqueen</i> serves as a creation of how to spell the original Indonesian word <i>miskin</i> (poor)

*Table 2, Flippant*



### 3.3 IMITATIVE

According to the theory proposed by Allan & Burridge, slang words that are included in this type are words that have already existed before, but their meaning has expanded and is even very different from the original. Below you can see the slang words that are classified as the imitative type

No.	Slang Word	Meaning
1	Ambyar	Used to express a disappointment, feeling sad until you don't know what to do. In KBBI, <i>ambyar</i> means scattered, fragmented, broken into pieces
2	Haqiqi/hqq	Describes something very extraordinary and irrefutable. For example, <i>essential enjoyment</i> . According to KBBI, intrinsic means <i>true, actually, in fact</i> , it derives from the word <i>hakiki</i> which is usually associated with religious or divine teachings. Nowadays, <i>hakiki</i> is used as slang language with the change of some letter to make it different from the existing word, another form that is often used is <i>haqiqi</i> or <i>hqq</i> . The meaning of <i>haqiqi</i> as slang is referred to something that really nice or give ultimate sensation to someone.
3	Bosque	A call for the other person to raise or raise the status. Slang term for my boss. Sometimes the pronunciation is slightly different, like [boskyu] or [boskuh]
4	Gasss	Used as an interjection to invite the other person to do something as soon as possible. But later on, it can also be used to describe the behavior of other people who speak in a high and fiery tone as if someone is angry (gasping). Derived from the word gas in the automotive sector which means a part that pulls or raises the speed.

*Table 3. Immitative*

### 3.4 ACRONYM

An acronym is an abbreviation formed from the initial letter or syllable and is pronounced as a word (Oxford Dictionary of English 2020).

No.	Slang Word	Meaning
1	Bucin	The term for someone who is in love and willing to do anything. Short for love slave. It stands for <i>budak cinta</i>
2	Kepo	The term to describe someone's curious attitude towards something. It stands for <i>Knowing Every Particular Object</i>
3	Baper	It expresses feelings carried away and stands for <i>terbawa perasaan</i> .
4	otw, otewe	A term for being on a trip. It stands for <i>on the way</i> .
5	Follback	A term that is often used by <i>netizens</i> so that their account is followed back by others. The abbreviation of 2 English words, namely <i>Followback</i>

*Table 4 Acronym*

### 3.5 CLIPPING

For this type, the slang formulated as fragment of a word in order to facilitate or simplify pronunciation and spelling.

No.	Slang Word	Meaning
1	Bro, brow, vroh	A close call for a friend or interlocutor (male). It is a fragment of the English word, <i>brother</i> .
2	Sis, sista	from the English word, namely sister which means <i>sister</i>
3	Cuk	Close call of friends as a substitute for the person's name. A fragment from the Javanese curse, namely <i>jancuk</i> which means <i>damn, jerk</i> which is used to express disappointment or astonishment over something extraordinary

*Table 5. Clipping*

## IV CONCLUSION

Based on the analysis that has been made, it can be concluded that several things are related to the type and use of slang on social media. Regarding the type the slang language found on social media consists of fresh and creative, flippant, imitative, acronym, and clipping. The formation of slang continues to occur and is increasingly being used in written language on social media on Instagram, YouTube, WhatsApp and Facebook.

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# IMPROVING CREATIVE WRITING FOR YOUNG LEARNERS USING CTL POST COVID 19

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## Abstract

The research aims to implement contextual teaching and learning approach in writing skill which is integrated in the lesson plan. This is a case study in a primary school in Indonesia. The purpose of the study is to investigate the improvement of students' writing skill post covid 19. There are five strategies in contextual teaching and learning approach, namely relating, experiencing, applying, cooperating, and transferring (REACT). The implementation is providing practices on descriptive and narrative writing. The assessment is the learning project related to real-world context and writing story telling. The result indicates that CTL enhances the students' creative writing because it is practical in real world situation. It is suggested to integrate CTL in a lesson plan which is relevant with the current development in English language teaching.

**Keywords:** *contextual teaching and learning, creative writing, lesson plan, REACT*

## I INTRODUCTION

One of the most common problem for Indonesian students in writing skill is putting the ideas into written form. Students understand what the teachers have explained theoretically, unfortunately, they have found difficulties in constructing their ideas and thought into creative writing. For this reason, they feel reluctant to write and do not have motivation to produce written answers in English. In addition, learning English is considered as foreign language acquisition that unknown vocabulary and sentence pattern are difficult to be mastered easily. Furthermore, grammar usage and time signals in basic English material are found difficult to be memorized so that students have inability to master this language (Taylor & Taylor, 2019).

It is a fact that mastering English language is different from learning Indonesian language for the mother tongue has no difference in using time signal and its language pattern. A person could communicate in Indonesian language without memorizing various sentence patterns (D'Arcy Nell, 2017; Inan-Karagul & Yuksel, 2014). In addition, formal education in Indonesia usually emphasizes the English teaching only on theory rather than practice. As the result, students become lack of practices especially in writing (Neff-Lippman, 2011; Reyhan, 2012). The condition also contributes to the problem of comprehension in writing skill, even though the teachers begin the learning process step by step by introducing vocabulary, explaining grammar rules, and providing examples (Renandya et al., 2018; McCowan, 2010). Therefore, the purpose of the study is to provide new concept in writing by using creativity through contextual teaching and learning in term of the lesson plan, classroom activity, and particular project for the students. In this case, creative writing is the term should be emphasized to enhance learning motivation using online media (Satriani et al., 2012). The second term is the use of CTL that provides teachers detailed solutions in lesson plan (Nawas, 2020).

The students' background problem supports the idea of using contextual teaching and learning approach in order to create creative writing in the learning activity. Furthermore, improving writing skill should be included in the goal of lesson plan by integrating the skill and the use of CTL (Nasrun, 2014; Lynch, 2014). REACT is the strategy of contextual teaching and learning used in this study which means relating, experiencing, applying, cooperating, and transferring (Crawford, 2001). The lesson plan accommodates writing skill by using the application of REACT in online class. Furthermore, the lesson plan is described in detail for the learning activity, assessment, students' task, practices, and teaching materials. The examples of REACT enforcement are applying and transferring. Teacher gives an example of writing through video, explanation, and tutorial. The students practice writing according to the topic that has been set. Students are also asked to find another topic that matches with their preferences so that they know what to write and what to do in writing. In this case, the students learn how to transfer the basic knowledge of English skill in students' real classroom and life situation (TienRafida, 2016; Karim, 2017).

The use of CTL approach aims to set a lesson plan for writing skill. The implementation will be applied by using REACT (Satriani et al., 2012; Fadhillah et al., 2017). For this reason, CTL approach applies real practices and experiences for students to learn English. The application can be seen in the students' task and project by using real situation materials and background knowledge (Preradovic, 2020). Students transfer the knowledge into written form related to school and real life. CTL approach contains real practice to develop knowledge through projects and activities (Berns & Erickson, 2001; Susiloningsih, 2016). In this case, students have opportunity to create community of transferring knowledge among friends and practicing English skills. In addition, students also have opportunity to make connection between academic knowledge and situation occurred in the teaching process (Sears, 2003). As the benefit, students increase their motivation in mastering English and experiences in improving writing skill.

The previous researches conducted contextual teaching and learning approach for improving the academic purposes. The results indicated that the application of CTL improved students' critical thinking and motivation (Winarti, 2016; Sihono, 2004). In addition, CTL provided recommended strategy of teaching and learning in social, sciences, and English skills. The previous studies proved the effectiveness of contextual teaching and learning approach for all academic subjects. For this reason, contextual teaching and learning approach should be applied for the effectiveness and benefits in improving creative writing. Furthermore, character-based teaching materials through the contextual teaching and learning approach generated in the development study, have been declared effective for improving learning skills and developing student character (Sianipar et al., 2017). Contextual teaching and learning activities had positive effect on language achievement. It is strongly recommended to be used especially in improving writing skill (Gull & Shehzad, 2015; Dewi, 2018)

The application of contextual teaching and learning approach develops student English competency by engaging the material and the real experience. The strategy of REACT also motivates students to make connection between knowledge and the application to their lives as family members, citizens, and students (Hudson & Whisler, 2007). Thus, the lesson plan is designed to meet students' need and learning target to enhance writing skill. Furthermore, the study aims to answer the following research questions. 1) the integration of CTL approach and creative writing in the lesson plan, 2) the implementation of teaching creative writing to young learner post Covid 19.

## II MATERIALS AND METHOD

The study uses qualitative method to observe students' improvement in writing skill. The case study is taken in a primary school in Indonesia that the activity is conducted through online learning due to covid 19. The participants are the sixth-grade students in three classrooms. The study aims to meet the target learning in creative writing, apply REACT strategy in the lesson plan, and emphasize the students' involvement in learning activity from knowledge to the applications of real situation. The data collection technique uses the following procedure.

Outlining lesson Plan	The implementation	Data analysis
integrating creative writing and CTL (REACT)	Students' activity, Class projects	Students' writing result

*Table 1. Data Collection Technique*

## III RESULTS AND DISCUSSION

The function of REACT proves that students relate their background knowledge, practice vocabulary and grammar, cooperate with friends, and transfer knowledge. The strategy of REACT in CTL supports students to be autonomous and creative learners. The implementation of teaching creative writing to young learner post covid 19 consists of relating, experiencing, applying, cooperating, and transferring.

Relating means that students use their background knowledge to be related in the materials taught. The implementation of relating can be seen from the activity related to the topic that has been introduced. Students can identify the sequence of the story, and guess the meaning of vocabularies. In

brief, relating means students are familiar with the topic given and perform well in the writing exercises. For this reason, the purpose of relating is to make connection between ideas and practical activities. The activity can be seen in the lesson plan that they can put the ideas of storytelling into their descriptive and narrative writing. Students describe the main character from the story and write the sequence of story.

Experiencing is contextual teaching and learning strategy that makes meaningful connection between knowledge and academic purposes. Students are motivated to retell the sequence of the story using proper expression and intonation in online class. The examples are the activity of story repetition that each student presents the storyline in simple words or sentences.

Applying is the students' participation in constructing sentences to build a story and to describe someone or something according to background knowledge. In writing descriptive writing, students practice to write what they know to describe picture or someone they know to produce a creative writing. Here, students can apply the knowledge of grammar rules and vocabulary into descriptive and narrative writing. Students can retell the story by using simple present tense to conclude the story.

Contextual teaching and learning strategy accommodate strengths and weaknesses on students' writing skill. Whereas, students can share knowledge among the others in order to help in facing complex problem in understanding instruction or inability to accomplish the task. The purpose of cooperating is to maintain collaboration, team work, and participation. In this phase, cooperating enables students to be autonomous learners that they do not depend only on the teacher whenever they have problem in learning, in fact, they learn how to find solution themselves through literature, sharing knowledge, and information from media. In cooperating with other students, they need certain time to discuss their project. As it is online learning, they collaborate the ideas into written form and present the result in online class.

Students transfer what they know into descriptive and narrative writing. The activity can be seen from transferring the written work into spoken form by doing presentation in online class. In transferring knowledge into written form, students can use their background knowledge and experiences to conclude the story and provide moral value. They can share the conclusion and thought to the peers in order to be active in online learning.

Contextual teaching and learning help students in relating the materials they are learning to real life context. What the students have known as background knowledge, will be connected with the prior knowledge and forms experiences in learning. The learning target accommodates students in mastering writing skill. Thus, learning through context and real situation are great opportunities for students to practice theory in the class to be applied in community where they live.

The following lesson plan is used to teach creative writing. The purpose of outlining a lesson plan is to implement contextual teaching and learning approach to improve writing skill.

Writing genre	Teaching and learning activity	Creative writing
1. Descriptive writing	(Introduction)  - Teacher introduces a topic by using video, pictures, and storytelling (teacher can use zoom meeting or Google meet).  - Teacher asks students to do repetition in vocabulary  - Teacher asks students to guess the meaning of vocabulary that they learn  - Teacher explains grammar rules  - Teacher shows a video how to use grammar rules into sentences.  - Teacher asks students to do repetition on sentences and words.  - Teacher explains descriptive writing by giving example	Storytelling project, writing

2. Narrative writing	<p>and showing video to construct sentences.</p> <p>(Relating and experiencing)</p> <ul style="list-style-type: none"> <li>- Each student writes a sentence to describe something/ someone.</li> <li>- Each student shares the result of the descriptive writing</li> <li>- Teacher shows the examples how to write descriptive essay in two or three sentences.</li> <li>- Each student writes descriptive writing related to the topic in two or three sentences.</li> </ul> <p>(Applying and cooperating)</p> <ul style="list-style-type: none"> <li>- Teacher tells a story related to the topic</li> <li>- Students do repetition on some sentences.</li> <li>- Students write descriptive writing about the object or the figure in the story.</li> </ul> <p>(Transferring)</p> <ul style="list-style-type: none"> <li>- Students present their writing to the class (they can tell the sequences of story using proper expression and intonation).</li> </ul> <p>(Introduction)</p> <ul style="list-style-type: none"> <li>- Teacher introduces a folklore from Indonesia using video, story book, and pictures (teacher can use zoom meeting or Google meet).</li> <li>- Teacher asks students to do repetition on vocabulary</li> <li>- Teacher shows some pictures and asks students to guess the vocabulary</li> <li>- Teacher explains grammar rules</li> <li>- Teacher shows a video how to use grammar rules into sentences.</li> <li>- Teacher asks students to do repetition on sentences and words.</li> <li>- Teachers explain narrative writing by giving example and showing video to construct sentences.</li> </ul> <p>(Relating and experiencing)</p> <ul style="list-style-type: none"> <li>- Each student writes a sentence to retell one of the actions on the folklore.</li> <li>- Each student shares the result of narration.</li> <li>- Teacher shows the examples how to write narrative essay in two or three sentences.</li> </ul>	
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	<ul style="list-style-type: none"> <li>- Each student writes two or three sentences according to the actions on the pictures.</li> <li>(Applying, cooperating, and transferring)</li> <li>- Teacher asks students to make a sequence story by working together in group.</li> <li>- Students present the story in sequence.</li> </ul>	
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**Table 2. Lesson Plan**

The lesson plan provides detail information of applying REACT in contextual teaching and learning. It promotes some topics related to real world context. Based on the data taken in the assessment and students' work, it can be seen that students perform well in their study of acquiring English as the foreign language, students participate more in the discussion because the topics related to the knowledge of world that they have mastered. Furthermore, it can be seen that students improve their motivation in learning English because they are not only learning the language, but also enhancing creativity in writing, and cooperation.

The application of REACT in the lesson plan assists the teacher to know what to do in the class activities. The teacher as the facilitator works optimally in the teaching because students are the centre of the learning, and the teacher facilitates the class with various activity for monitoring their improvement. The function of lesson plan also provides detail activity and learning target so that both of them comprehend the objective of the study.

Contextual teaching and learning approach help teacher and students in connecting the meaning of subject matter through prior and new knowledge in order to get new understanding. The strategy of CTL provides a wide range of activities that enables students to take part in various contexts of their lives. The benefit of applying CTL is to motivate students in using creativity and the ability to work together. The activity in lesson plan aims to educate learners to be creative in writing sentences. Furthermore, the benefit of CTL is to strengthen students' memory and understanding of the concept because the students are learning through the material that has taken from their experience and new knowledge. In other words, they relate their prior and new knowledge to understand the lesson. Thus, they will easily remember, recall, and comprehend the material. In addition, contextual teaching and learning engages students in significant activity that helps them to see meaningful work by formulating projects, identifying problems, making choices, searching out information and reaching conclusion.

#### **IV CONCLUSION**

The role of teacher in teaching English for young learners is important, especially in the new normal era or post covid 19. The study recommends some techniques in motivating students to learn and write creatively even though the class is conducted in online meeting. For it is an online learning, teacher should use creative media so that students can focus on the lesson. CTL provides REACT method that gives suitable steps for teachers to do in online class. Creative writing should be created to trigger students' ideas and participation in online class. Contextual teaching and learning provide the strategy to make students relate what they know, practice the language, perform well in discussion, and know how to present the story. That is the meaning of REACT in creative writing. This study suggests the future study to use not only descriptive and narrative writing for teaching, but also expository writing for writing development.

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# THE USAGE SPECIFICATION OF REGISTERS IN SOCIAL MEDIA INSTAGRAM

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## Abstract

This research concerns with the usage specification of registers in social media as a renewable way of communication in the millennial era. The aims of this research were identifying and mapping the usage specification of registers in social media Instagram. It also aimed at finding out the function of the usage specification of the registers. This research was a combination of qualitative and quantitative research. The method applied for this research was observation method with note-taking techniques. The method used to analyze the data was discourse analysis method. To answer the problems formulated in this research, of Halliday's (1994) register theory was applied.

**Keywords:** *usage specification, register, social media, Instagram*

## I INTRODUCTION

Register is a linguistic phenomenon that exists in society. Register is a variation of language that is caused by the existence of the special characteristics of the needs of the user, for example, it can be found in the written language such as: an advertisement, article, pamphlet and social media. Meanwhile, when viewed from spoken language, we can see them in political language, presentation, parody, football commentator's session and other verbal actions which can not be mentioned one by one.

In the development of today's society, we will easily encounter various linguistic phenomena. The phenomena can be seen in social, alay, or slang language. Social language is the simple, informal language we use when talking face to face with family members or friends. It allows us to use slang terms or communicate feelings, needs and wants using symbolic hand gestures. Alay is short for anak layangan, literally meaning "kite kid". Alay is considered as various non-standard style expressions used regional or almost throughout Indonesia. Meanwhile, Slang is a type of language consisting of words and phrases that are regarded as very informal, are more common in speech than writing. It is typically restricted to a particular context or group of people. Those three linguistic phenomena mentioned are different from register due to the reason that the register is semantic concept that relates with arrangements and context. The linguistic phenomenon that examined in this is research was the usage specification of register in social media Instagram.

As we aware, social media is a contemporary lifestyle that is in high demand and inevitably 'forces' people to be able to understand if they do not want to be considered old-fashioned. Social media gives people the opportunity to become free writers, become independent journalists, become public figures, become online business people, build their self-image and there are many other things that can be done via social media, viewed from positive perspective. Meanwhile, if we look at it from the negative side, it will be easier to find fraud or criminal acts such as human trafficking. Positive and negative things, of course, are always like two sides of coin. We realize, social media has slowly changed the mentality, attitude, lifestyle and also the language of the people.

Language or style/variety of languages conveyed by the public through social media is a form of renewable communication. There is still not much research viewed from the linguistic aspects. Besides, language is also used to carry out integration, social adaptation, tools to express self-expression and also social control. Language variations (registers) found on social media are interesting things to study because there is still limited study or research concerns with this topic. Isnu Maharani & Mulyawan (2019) studied English registers in social media Instagram. They have explored and focused the research in identifying the English Registers. In the following year (2020) Isnu Maharani & Mulyawan proceed further research on the usage specification of registers in social media Instagram. The identification and finding of this research is expected to be able to provide additional insight to the academic world about the dynamics of language change that is so rapidly developing in society.

Based on the above introduction, this study seeks to describe the following problems; the usage specification of registers in social media Instagram, and the functions of the usage specification of register in social media Instagram.

The results of this study are expected to have theoretical and practical benefits. Theoretical benefits aim at broaden the reader's insight, in particular regarding variations in language, register in social media Instagram. In addition, this research is expected to widen "horizon" and perspectives, especially in the field of Sociolinguistics.

## II MATERIALS AND METHODS

The data source of this study was registers of eighteen (18) accounts taken from Instagram social media within a period of three months, from January to March 2020. The period of data collection conducted in the 2020 to give updated data for the research. The data was collected based on the frequency of appearance of accounts of particular categories in social media Instagram. The collected data was categorized according to the type of account seen in social media Instagram. The results of the categorization are presented in the form of tables and descriptions.

This study used the observation method and note-taking technique. The collected data taken from posted accounts in Instagram media in the period January-March 2020. The data taken manually by taking screen shot of every collected data. The data taken limited in the period of January-March. Existing data was then categorized based on the usage specifications. The data that has been identified and categorized were then tabulated in tabular form to get the percentage of usage and later described descriptively.

This research applied discourse analysis method. This method was a study that examines or analyzes the language used naturally, either in written or spoken form. The analysis emphasizes the study of language use in social contexts. The discourse in question is the language used to communicate.

The usage specifications of registers found in social media Instagram were grouped and analyzed for the use of the language and also the function of the usage of the registers. The analysis results of the usage specifications were presented in tabular form. The function of the registers was described descriptively.

## III RESULTS AND DISCUSSION

### 3.1 RESULT

This section describes the results of data analysis, namely the usage specification in Social Media, Instagram from January-March 2020 period. The data obtained in the following categories:

- (1) Health and Beauty
- (2) Minimarkets / supermarkets
- (3) Property and Contractors
- (4) Restaurant
- (5) Services
- (6) Convenience stores

Category	Account name	Number of Post	Percentage
Health and Beauty	<i>Meisa Bulu Mata</i>	29	0,03
	Parlour Me Beauty Salon	59	0,07
Mini market/Supermarket	AlfaMart	88	0,11
	Giant Indo	49	0,06

	Indo Mart	105	0,13
	Tip Top Super	29	0,03
	Carefour	104	0,13
Property and Contractor	Property&Contractor	10	0,01
Restaurant	Wr.Kayu Manis	49	0,06
	NUI Health Bowls	41	0,05
	Dapoer Sehat	37	0,04
	Cumi Doerr	10	0,01
	Baliku Jamur	36	0,04
Services	Bulu Waxing	8	0,01
	Jualan.Lau	8	0,01
Shops	J.Co Indo Coffee	21	0,02
	Nitra Jaya Kebaya	100	0,12
Total		783	

**Table 1. Frequency of Accounts Occurrence in Social Media Instagram Period of Jan-March 2020**

In category (1), accounts @Meisa Bulu and @Parlour Me Beauty Salon were found. Meisa Bulu Mata's account consists of 29 data and Parlourme Beauty Salon consists of 59 data. The Minimarket or Supermarket categories, we can get accounts such as @AlfaMart, @Giant Indo, @IndoMart, @Tip Top Supermarket and @Transmart Carefour. The frequency of appearance of AlfaMart accounts is 88, Giant Indonesia is 49 data, IndoMart is 105 data. For the Advertising category: Property and Contractor, there are 10 records. The restaurant category contains a total of 173 posts, which in detail are: @Warung Kayu Manis 49 data, 41 data @NUI Healthy Bowls, @Dapoer Sehat 37 data @ Cumi Doerr there are 10 data, @Baliku Mushroom has 36 data. There are a total of 16 data categories with details found at @Bulu Waxing hut and @Jualan Lau there are 8 data. The Shops, Barber, Coffee categories are as follows: @ J.Co Indon Coffee Shop has 21 data and the @Nitra Jaya Kebaya account has 100 data.

### 3.2 DISCUSSION

Ferguson (1971) argues that registers are situations of communication that occur regularly in a society (relating to participants, places, communicative functions, etc.) over time, which tend to develop over time, marking the structure of language and the use of language that is different from the use language in other communication situations.

A communication situation that recurs regularly in a social environment (in terms of participants, settings, communicative functions and so forth) will tend to overtime to develop indentifying markers of language structure and language use, different from the language of other communication situations (Ferguson, 1971).

Register according to Halliday (1994: 54) is a semantic concept that can be defined as an arrangement of meanings that is specifically connected to certain arrangements of terrain, engagement, and means. This arrangement is more familiar with context. Medan refers to what is happening or when the action is taking place, what are actually being said by the parties involved. Involvement refers to the people who take part in a conversation, the nature of the actors, their position and role. Means refer to the role taken by language in certain situations, such as pointing, explaining, and educating.

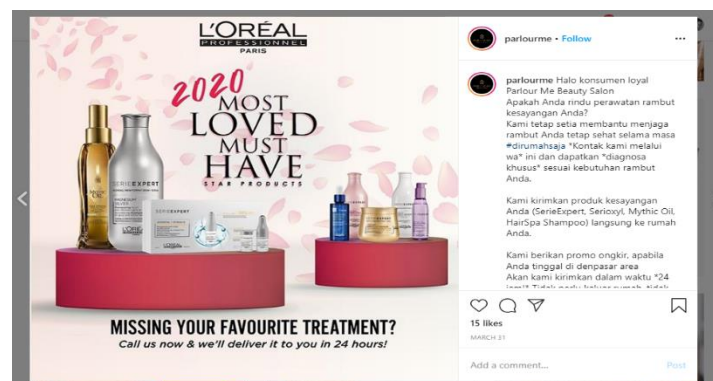
Register is a variety of languages based on the user, the language used depends on what is being worked on (Halliday, 1994).

Registers or variations of language in terms of usage used in certain professions make the language functional. Each register has a specific function. Ferguson (1971) explained that the function of registers or language variations in terms of their use was as follows:

- a. Instrumental functions, language oriented to the listener or interlocutor. The language used to regulate the listener's behavior so that the interlocutor wants to obey or follow what is expected by the speaker or writer. This can be done by using expressions that express demand, appeal or seduction
- b. Interaction function, language-oriented contact between parties who are communicating. Register in this case serves to establish and maintain relationships and show feelings of friendship or social solidarity. The phrases used are usually patterned but like when meeting, getting to know, asking a about the situation and so forth.
- c. Personality or personal function, language oriented to speakers.
- d. Problem-solving function, the language contained in expressions that ask for, according to or state an answer to a problem or problem. The expressions used in this function are in the form of questions that require explanation or explanation
- e. Imaginary or imaginary functions, language that is oriented towards the intent that will be conveyed by the speaker or writer
- f. Information function, the language used as a tool to provide news or information so that others can know.

From the data category above, we can temporarily see that the Mini market / supermarket account has the highest frequency of appearance, namely the @indomart account with a total of 105 posts, while the lowest frequency is on the services @ jualan.lau account with 8 posts. The lowest category is the services account, each consisting of 8 posts. The usage specification of registers in social media Instagram are as follows, each category is represented by 1 data.

### 3.2.1 HEALTH AND BEAUTY CATEGORY



Picture 1. Health and Beauty

From the above data, we can find the use of Indonesian and English. In the visual image display, the dominant color is red as the base for the shampoo, making this image look attractive. The sentences in English are found in:

- (a) 2020 Most Loved-Must Have Star Product
- (b) Miss your favourite Treatment?
- (c) Call us now and we'll deliver it to you in 24 hours

The sentences that appear in Indonesian language are:

- (a) *Apakah anda rindu perawatan rambut kesayangan anda?* (Do you miss your favourite hair treatment?)
- (b) *Kami tetap setia membantu menjaga rambut anda tetap sehat selama masa #dirumahaja* (We are still loyal to assist you to keep your hair healthy during the period #stayathome)
- (c) *Kontakkami melalui wa ini dan dapatkan "diagnose khusus" sesuai kebutuhan rambut anda* (Please contact us in this following wa and receive "special diagnose" in accordance to your hair needs)

(d) *Kami kirimkan produk kesayangan anda langsung ke rumah anda* (We send your favourite products directly to your home)

(e) *Kami berikan promo ongkir apabila anda tinggal di Denpasar area* (We give promotion of delivery charge if you stay in Denpasar area)

(f) *Akan kami kirimkan dalam waktu 24 jam* (We will send in 24 hours)

From the description of the above sentences, we can see registers or language variations such as:

(a) *Call us now*

(b) *We'll deliver it to you in 24 hours*

(c) *Kami tetap setia...* (We are still loyal.....)

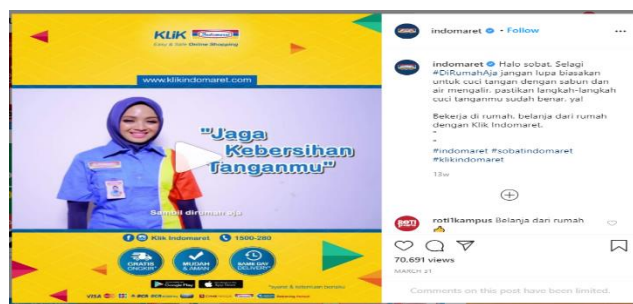
(d) *Kontak kami....* (Contact us.....)

(e) *Kami berikan promo ongkir....* (We give promotion of delivery charge....)

(f) *Kami kirimkan dalam waktu 24 jam* (We send in 24 hours.....)

Some of the registers found above are marketing registers that are commonly used to attract customers or buyers by using 2 language versions, Indonesian and English. Parlor me Beauty salon as a women's beauty centre delivers its products through advertising language as listed above. Register repetitions in the presentation of Indonesian and English are found in points (a) and (d), namely *call us now* and *contact us*. Other repetitions can also be found in points (b) and (f), namely *We will deliver it to you in 24 hours* and *We send it within 24 hours*.

### 3.2.2 MINIMARKET/SUPERMARKET CATEGORY



Picture 2. Minimarket/Supermarket

The above category is the mini market category, namely Indomart. The image displayed characterized by IndoMart's costumes and colours. The sentences that appear in the @indomart account are as follows:

*Halo sobat*

*Selagi #DiRumahAja jangan lupa biasakan untuk cuci tangan dengan sabun dan air mengalir, pastikan langkah-langkah cuci tanganmu sudah benar, ya!*

*Bekerja di rumah, belanja dari rumah, dengan Klik Indomart*

*Hi friends*

*While #stay at home do not forget to getting use to wash your hand with soap and running water, ensure your washing hand procedures have done correctly.*

*Work at home, shop from home, with Indomart click*

From the description of above sentence that appears on Instagram, several registers can be found as follows:

(a) *Dirumah aja* - just stay at home

(b) *Biasakan cuci tangan* - get use to wash your hand

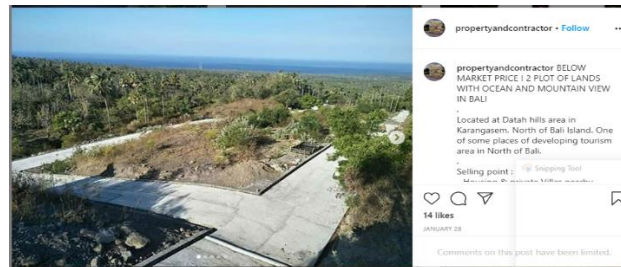
(c) *Bekerja dirumah* - work at home

(d) *Belanja dari rumah* - shop from home

(e) *Klik Indomart* - Indomart click

The register that appears on this account more emphasis on social appeals or messages to the community. Perhaps this is a form of Indomart's participation and concern toward events that occurred during this pandemic. A register with hashtag #dirumah aja is one of the viral registers in the community. During pandemic, people are limited to leave the house and suggested to do activities from home, one of which is shopping from home, point (d). A new habit that is also one of the registers during the pandemic is *Biasakan cuci tangan* as seen in point (b). The register that stated in point (e) shows recommendation to conduct virtual activities; online shopping by *Indomart click*.

### 3.2.3 PROPERTY AND CONTRACTOR CATEGORY



Picture 3. Property and Contractor

The above data shows the application of English language in delivering the information. The sentences are:

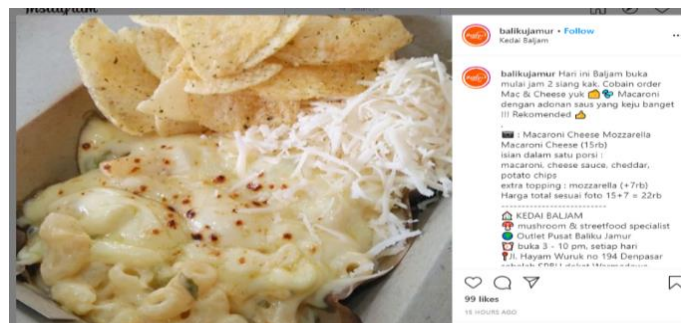
- (a) Below Market Place
- (b) 2 Plots of land with ocean and mountain view in Bali
- (c) Located in Datah hills area in Karangasem
- (d) One of some pieces of developing tourism area in North of Bali

The above sentences include following registers, they are:

- (a) Below Market Place
- (b) 2 plots of land
- (c) Located in....
- (d) One of some pieces....

Registers in English are commonly used as a form of information and product introductions offered by the @propertyandcontractor account. The register genre in the above account is oriented towards sales and marketing terminology and tends to be aimed at foreigners.

### 3.2.4 RESTAURANT CATEGORY



Picture 4. Restaurant

The image of mushrooms above is a type of information register that provides information about food, namely the @balikujamur account. The language used is Indonesian. Several registers were found from this account:

- (a) *Hari ini baljam buka mulai jam 2 siang* – Baljam opens at 14.00 tomorrow afternoon
- (b) *Cobain order Mac and Cheese yuk* – Let us try to order Mac and Cheese
- (c) *Rekomended* - recommended

- (d) *Isian dalam satuporsi* – the filler in one portion
- (e) Extra topping
- (f) sauce Macaroni, cheese, cheddar dan potato chips

Registers (a-f) are several registers showing lexical items in the culinary field. Baljam itself is also a register which stands for balijamur. The community then used to say baljam. Register (c) the word *rekommended* is a loanword from English which is also more of a choice than the word *recommended*.

### 3.2.5 SERVICES CATEGORY



Picture 5. Services

The account of the above category shows the service category in terms of sales of Magic Lash Oil Laura which is displayed in bright orange shades. The registers found from the above account are

- (a) *Jualan Lau* – Selling Lau
- (b) *Semagic itu kann* – that magic....

### 3.2.6 SHOPS CATEGORY



Picture 6. Shops

The account above is taken from the shop account of Nitra Jaya, with a picture of a white kebaya suit. The registers that can be found include the followings, that are shown in Indonesian phrase or sentences:

- (a) *Promo spesial* - special promo
- (b) *Hanya.....* - just
- (c) *Harga normal* – normal price
- (d) *Berlaku di toko kapal, nusa dua dan pembelian secara online* – applicable in kapal's shop, nusa dua and online purchasing
- (e) *Berlaku mulai 30 maret sd 20 april 2020* – valid from 30 march to 20 april 2020

Registers (a-e) are several registers related to sales marketing. This account is in the area of a shop that sells *kebaya* clothes. In order to attract consumer interest, register (a) is often used as a technique for making sales.

## 3.3 THE FUNCTION OF USAGE SPECIFICATION REGISTER IN SOCIAL MEDIA INSTAGRAM

There are six types of register functions, namely instrumental, interaction, personal, problem-solving, imagination and information functions. The results of the data analysis above are as follows:



Data 1 shows that the language function used in the account is an information function. The information provided is an advertisement, namely about shampoo. The other register functions are not visible in this data. Likewise, data 2 and others also show information functions. The information function shown tends to be advertising products. Data 2 is about IndoMart advertisements, data 3 is about property sales, data 4 is information about culinary types, namely baljam, data 5 is included in the magic lash oil sales service category, and data 6 oriented towards selling kebaya clothes.

#### IV CONCLUSION

The results of data analysis showed that the usage specifications of registers found from the six categories of accounts that appear in social media Instagram were marketing, appeals and information registers. The marketing register was shown from the property category, and the services and store categories. Meanwhile, the appeal register was found in the mini-market / supermarket category. Information registers can be found in all data from existing categories. It can be found that the most 105 posts were from the service category of mini-markets / supermarkets and the data that showed the minimum frequency of appearance of posts was from the service category.

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