

English Language and Literature as Media of Communication During Pandemic

Proceedings of the 5th
English Letters Undergraduate Conference

Universitas Sanata Dharma

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**English Language and Literature as Media of Communication During
Pandemic**

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Contents

Title.....	iii
Copyright.....	iv
Contents.....	vi
A Welcoming Address, Chair of English Letters Department Universitas Sanata Dharma.....	x
Plenary Speaker 1	
Pika! Pika! Can There Possibly Be A Quasi-Translation? <i>SF. Luthfie Arguby Purnomo</i>	1
Plenary Speaker 2	
Social Media Literature Works as Media of Communication During COVID-19 Pandemic <i>Catharina Brameswari</i>	12
Participants’ Papers (linguistics focused)	
Compounding Words of Fantasy Terms in Book from <i>Liyue Genshin Impact</i> <i>Gaizka Darmawan Pratama, Dewa Bagaskara, Michael Surya D.P</i>	22
English Consonant Mispronunciation in Joko Widodo’s Speech <i>Alviena Timothea, Felisita Novena, Rofika Aldri</i>	32
Syntactic Ambiguity Found in <i>Allkpop</i> Headlines Related to <i>K-Pop</i> Artists Comebacks <i>Talitha Djulia C., Sekar Puti Nadifa, Sarah C. Raisa</i>	40
Word-Formation of English Slangs Used in Bretman Rock's <i>YouTube</i> Video from December 2020-April 2021 <i>Anastasia Srikandi Cahyaningtyas, Faustin Claudia Sharapova, Regina Dea Amanda</i>	51
Word-Formation Processes in The Song <i>Edamame</i> by Bbnos ft. Rich Brian <i>Glenn Puturuhu, Revika Yulianti, Zefanya Novita Wibisono</i>	64
The Processes of Word-Formation Depicted in The Names of Social Media Platforms: <i>Tiktok, Instagram, YouTube, Facebook, and WhatsApp</i> <i>Helena Faustina Trisunjata</i>	72
The Word-Formation of Geological Terms in <i>Jakarta Post</i> Article Entitled “Anak Krakatau Erupts, Loud Rumble Heard in Virus Stricken Greater Jakarta”	

<i>Wastu Nimpuna Weka Prabowo, Cornelia Ratih Laras Cynthia, Veronia Aurelia Avanti.....</i>	79
<i>NSRU English Education Students’ Understanding of Idioms in English Songs Aphiwat Buasuwan, Warunee Tokiaw, Satwika Nindya Kirana.....</i>	88
<i>Facing the Industrial Revolution 4.0 with English as Communication Tool Ratu Ayu Okta Krisharini.....</i>	96
<i>Syntactic Structure Analysis in Justin Bieber's Album Purpose Song Titles Aurelia Nungki Wikandyani, Claudia Argi Sanctusgita, Dominic Cellina Primantari.....</i>	104
<i>Stylistic Analysis of Phrase used in WHO Official Instagram Hashtags on COVID-19 Related Posts Marselina Lika, Gregoria Galuh Sekar Kinanti, Lucia Anggraita Citra Christy, Lely Sukowati.....</i>	118
<i>Analyzing the Pronunciation on Minimal Pairs of Our Surroundings Using English Word Kartika Purnomo, Ganesya Daniella.....</i>	126
<i>Word-Formation of COVID-19 Terms in Medical News Today’s Website Ariq Wardhana, Bernadetta La Viola da Costa, Tiara Ayu Angger Wengkuningtyas.....</i>	134
<i>How The Alabama Accent Stands Out Among Other Us Accents Through Forrest Gump Film Wijasena Aji Pratama, Emirrizal Rafif Adyatma, Iqbal Lazuardi.....</i>	145
<i>Derivational Processes of Medical Words in COVID-19 Q&A #AskWHO Live Series Playlist in World Health Organization (WHO) YouTube Channel Theodora Pramasitha Yudanti, Andra Febri Aura, Ian Millenianda Adlik Putra.....</i>	153
<i>Analysis of Variation of English Abbreviations Used by Student: A Sociolinguistic Study Joko Prayudha S.....</i>	162
<i>The Lexical Categories of Compound Words on Articles about Music Bearix Da Silva, Maria Devita Violina, Atalya Zarah Septirina.....</i>	168
<i>Word-Formation Processes of The Slang Words Used in 22 Jump Street Movie Script Genoveva Divastovia K.P., Maria Aurelia N.Y., Bertilla Claudia D.....</i>	176
<i>An Analysis on Syntactic Ambiguity in The Jakarta Post News Headlines Abiyyu Rifqi Allamah, Drietama Bagus Narayana, Muhammad Erfian Hutama Putra.....</i>	198

Ellipsis and Substitution: The Scrutinization on <i>New York Times</i> Online (Case of Study: 2020 U.S. Presidential Election Articles) <i>Enggin Valufi, Agung Prasetyo Wibowo</i>	209
Gaming Language in God of War and Devil May Cry (Ludic Linguistic Perspectives) <i>Jiror Rudif</i>	221
Hesitation Phenomena in English Language Learning Courses Conducted via Online Learning Platforms <i>Bedita Marsela</i>	235
 Participants' Papers (literature focused)	
Native American Stereotype in <i>Pocahontas</i> <i>Gracia Puspa Anindita</i>	242
The Inferiority of Women in Shakespeare's "As You Like It" <i>Monica Yudya Gloriadio</i>	247
Loss of Faith in Terms of Agape and Eros between James Joyce's "Araby" and Elie Wiesel's "Night": Comparative Analysis <i>Billiam Susanto</i>	257
Theta Roles Analysis of <i>The Story of That Place</i> Narratives of Webtoon <i>Ghost Teller</i> Season 1 <i>Adrian Wijaya Putra, Elizabeth Kivana Damayanti,</i> <i>Gabriella Ery Kusumaningtyas</i>	265
Commodification of Women's Body in Mahasweta Devi's Breast Stories <i>Rari Kusalalitya</i>	276
Isolation and Depression Portrayed in <i>Home Alone</i> Webtoon <i>Radotya Pramathana Dirgantara, Ridho Bagaskoro</i>	280
Black Feminism as Reflected in Amanda Gorman's <i>The Hill We Climb</i> <i>Natasya Mariana</i>	300
 Participants' Papers (translation focused)	
The Analysis of Referential and Connotative Meaning in Jeff Kinney's "Diary of a Wimpy Kid, Book 1" (Indonesian Version) <i>Adha Estu Rizqi S.R.</i>	311
Thai to English Translation Difficulties <i>Erna Ponmewon Vilhjamsdottir, Theeraphat Koksri, Satwika Nindya Kirana</i>	321
English Language Translation Mastery	

<i>Yuliana</i>	330
Directive Act Dubbing Strategies of <i>Toy Story</i> as Translated by Professional and Fan Translator <i>Izmi Hazima Afidanti</i>	336
Comparing Google Translate and <i>Bing</i> Translator in Translating Sport News in <i>New York Times</i> <i>Rut Gracia Gabriella Laempasa</i>	344
Addressing Term Translation as Found from The Translation of Fuadi's <i>Negeri Lima Menara</i> into <i>The Land of Five Towers</i> Regarding to Translation Ideology <i>Febiana Kusumastuti</i>	366
Meaning Transfer and Space Concern Negotiation from Character Classes, Skills, and Gears in Nexon's "Darkness Rises" <i>Nadya Octaviana Pramana Putri</i>	372

PREFACE

During the pandemic, people discover that (English) language and literary texts are not only keeping them connected but also helping them cope with the unexpected and challenging difficult they face. Through (English) language and literature, people share their experiences with the pandemic, propose solutions for their problems, and show their empathy to one another.

The fifth *English Letters Undergraduate Conference (ELUC) 2021* aims to discuss the above issue and share new ideas and practices related to the issue. This year, the conference invites two keynote speakers, Dr. S.F. Luthfie Arguby Purnomo (from UIN Raden Mas Said Surakarta) and Catharina Brameswari, S.Pd., M.Hum. (from Universitas Sanata Dharma). Their experiences will undoubtedly motivate the participants to see language and literature more thoroughly and comprehensively.

The English Letters Department extends sincere gratitude to all the participants (73 participants, 36 papers, from 7 universities) and everybody in the organizing committee who has been devoting their time, ideas, and energy. The participation of these individuals has established a high standard for the conference and certainly has enriched their experiences. Hopefully, this conference will be one of many ways to strengthen the academic relationship among participants. The English Letters Department welcomes all participants in this conference.

Enjoy this warm, thoughtful, and stimulating conference.

Yogyakarta, 2 September 2021

Drs. Hirmawan Wijanarka, M.Hum.
Chair of English Letters Department
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PIKA! PIKA! CAN THERE POSSIBLY BE A QUASI-TRANSLATION?

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Abstract

Pseudotranslation, as laid out by Toury, concerns on whether a text is an authentic work or a translated work. I argue that this concept of fake translation needs to be expanded due to the various use of fake translation for various purposes. Employing Toury's pseudotranslation, Reiss and Vermeer's skopos theory, and Johnson-laird and Oatley's propositional and non-propositional signals, I argue that another type of fake translation is existent. I call this type of fake translation quasi-translation. The difference a quasi-translation has from pseudotranslation lies on the presence of non-propositional signals and indirect mediation in metacommunication context. Through the former, an immediate recognition that a translated text is not a translation is captured. Through the latter, the 'translation' has a narrative function to connect the characters and the viewers in a narrative flow. Typologically quasi-translation emphasizes on memetic and diegetic purposes. The former refers to employing fake translation in Internet meme context and the latter to ensuring the narrative flow of a story. On the other hand, pseudotranslation emphasizes on revealing the authenticity and the translation status of a work through tracing.

Keywords: fake translation, pseudotranslation, quasi-translation, skopos, meme

Introduction

Hitler's Rant digital meme, a footage taken from 2004 *Der Untertag* or *the Downfall*, garnered millions of views over the Internet around 2006 to 2010, as studied by Silva & Garcia (2012), drew the interests on the use of fictitious translation on subtitles (Hirsch, 2019). Fictitious translation or pseudotranslation, as suggested by Toury (1995; 2012), concerns on whether a text is a translation text or not. Further Toury (1995; 2012) suggests that a text might fall into the category of pseudotranslation or fictitious translation if the text has a disguise mechanism like the uses of pseudonym and the claim of being a 'translator' as seen from the case of *the Kasidah* by Sir Richard Francis Burton, which will be further addressed on the literary review.

The problem of calling Hitler's Rant a pseudotranslation is that since it has become viral on the Internet that it is a meme, people have an immediate recognition that the translation on the footage of the Downfall is a fake. This immediate recognition results from what Popovič (1975) calls meta-communication, where the text mediates itself and the receivers indirectly. This meta-communication is delivered through what Johnson-laird and Oatley (1989) call non-propositional signals, in which the textual narrative contents seen as a subtitle are not synchronized with the visuals of the footage. The viewers understand that the subtitles are not the translation of what Hitler and his commanders speak. But, to make it as if it were a translation, synchronization or timing between the lip movements with the subtitles was standardly applied based on subtitling standards to indicate a translation-like fashion. This synchronization is the disguise mechanism of the pseudotranslation applied on Hitler's rant meme videos. The following example from Hitler Rants Parodies YouTube channel by the title 'Hitler reacts to being in quarantine/lockdown by the Coronavirus' might clarify what the statement implies:

- Hans Krebs: Coronavirus is a global pandemic. Most countries in the world have reported cases of the virus. Thousands of people have sadly died with many thousand in critical condition. Countries throughout the world are having to shutdown to battle this crisis.
- Adolf Hitler: Hopefully, Steiner will prevent us having to go into quarantine.
- Hans Krebs: My failüre... Steiner...
- Alfred Jodl: Steiner has ordered the lockdown of the Reich.

The excerpt indicates the presence of non-propositional signal which triggers an immediate recognition that the translation is fake since in Hitler's time, coronavirus has not yet been found. That the footage functions as a meme to campaign a warning about the danger of coronavirus points out the indirect mediation from the footage to the viewers. Though the content might be that of serious campaign, the nuance evoked is that of comedy which can be seen from the parodization of the content and the use of parodic expression like *My Failüre* to replace *Mein Führer* or *My Führer*.

The other problem of calling Hitler's Rant a pseudotranslation is the fact that it is an audiovisual meme aimed at making people burst into laughter through a playful communication. As implied by (Mäyrä, 2012) playful communication, originating from games and gaming, attempts at influencing the tones and the characters in particular social contexts through the implementation of playful traits, humor, play, and gaming. Through playful communication, target receivers are expected not only to comprehensively digest the delivered messages but also execute the messages performatively. One of the models netizens frequently encounter in communicating social issues playfully is repurposed and subverted popular film or real life footages with subtitling as the focus. The mushrooming of free and portable video editing apps enables anyone to edit, sub, and dub any video. This rapid technological advancement and higher degree of accessibility leads to the act of technology repurposing and subverting, where technology is modified as such to meet the need of the modifiers (Kereluik et al., 2011; Mäyrä, 2012; Tillander, 2011). In the context of subtitling, the repurposing and subverting circumnavigates around cybersubtitling, where subtitling practices make use of cyberspace in their creation and dissemination (Diaz-Cintas, 2018).

I argue that fake translation applied for playful communication, as seen from the footages of the Downfall, some famous Korean drama series, and other popular or viral videos through various types of translation, is not a pseudotranslation. I call this fake translation quasi-translation. To prove that this fake translation is existent, I will show how quasi-translation differs from pseudotranslation in characteristics and how skopos or purposes differentiate quasi-translation from pseudotranslation by employing the theories of pseudotranslation by Toury (1995; 2012), skopos by Reiss and Vermeer (2014), propositional and non-propositional signals by Johnson-laird and Oatley (1989), and meta-communication by Popovič (1975). Spradleyan technique of analysis (2016) was applied to indicate the differences between pseudotranslation and quasi-translation.

Skopos theory, as laid out by Reiss and Vermeer (2014), emphasizes the roles of the translator's purposes in the translation process. Since purposes are the primary concerns in translating a text, what is within and what surrounds the translators influence the translation process and thus, impacting the translation quality. Pseudotranslation, if viewed from skopos perspectives, implies that the act of faking or blurring the writing status is related to the purposes of the 'translators.' The primary purpose of pseduotranslation is to introduce novelties into a culture (Toury, 1995). Rambelli (2019), who calls these purposes motivations, specifies these novelties into four areas, namely themes, styles, genres, and ideologies. Sir Richard Francis Burton's *The Kasîdah of Hâjî Abdû El-Yezdî*, for example, he

presented himself as the ‘translator’ of an Arabic-Persian monorhymic qasidah. There he introduces the Islamic spiritualism theme in qasidah style and format. Since the source text was not found, The Kasidah was considered to be a pseudotranslation.

In the case of The Kasidah, Arabic-Persian culture is the cultural novelty Burton attempted to introduce. The case of The Kasidah, as discussed by Bassnett (1998), is categorized as pretended translation or inventing a translation since Sir Richard Francis Burton hid himself under the disguise mechanism of pseudonym F.B., which stands for Frank Baker. The use of the pseudonym aimed at constructing a belief that this person was existent. To ensure the readers that Frank Baker was not a fake, he published some translated works before ‘translating’ The Kasidah. There are four other types of pseudotranslation besides pretended translation, as proposed by Bassnett. The first is the inauthentic source. A pseudotranslated text falls into this category when the text is suspected to be compiled from multiple source texts. The second is self-translation. This pseudotranslation occurs when an author translates his or her own work and makes the work appear as a translation in particular disguise fashion like side-by-side display. The third is traveling translation. This pseudotranslation refers to the use of signaling to indicate that particular expressions are delivered in translation fashion. One of the signaling devices is the use of pidgin. Fourth is fictitious translation. This pseudotranslation deals with the use of signaling to indicate the language spoken is actually not the same language as spoken by the other locutors though the language shares the same identity. The use of archaic English to replace a fictional language among the people who speak modern English is an example.

Methodology

This qualitative research is descriptive in fashion. The data of this research were verbal and nonverbal expressions that fulfill the criteria of not being a pseudotranslation but a fake translation in general. Those criteria were the presence of translation-like actions, non-propositional signal, and indirect mediation of the ‘translated’ text. These data were acquired from purposively selected films, animation films, games in the forms of footage and screenshots. The sources of data were the footages of the Pokémon series, Crash Landing On You (CLOY), Itaewon Class, and the Downfall. These sources of data were selected based on whether the sources contain the criteria employed for the data collection.

The data collected were analyzed by employing the technique of analysis as laid out by Spradley (2016). Four phases of analysis were taken in this analysis technique. The first was domain analysis. In this phase, the status of being datum and non-datum was analyzed by employing the criteria constructed from the theory of pseudotranslation, propositional and non-propositional signals, and meta-communication. The next phase was taxonomy analysis. In this analysis, propositional and non-propositional signals, meta-communication, and skopos were implemented in tandem to reveal the presence of a different type of fake translation, which was different from pseudotranslation, which I called quasi-translation. The in-tandem analysis was also exercised in the next phase, componential analysis, to reveal the purposes behind the quasi-translation implementation. The last phase, finding cultural theme analysis, was employed by connecting the characteristics of quasi-translation and the purposes it has.

Since this research also relied on footage search through the use of the Internet, this research also employed the four dimensions of ethnographic Internet research as laid by Miller and Slater (2000). These four dimensions are dynamics of objectification, dynamics of mediation, dynamics of normative freedom, and dynamics of positioning. The first refers to the way people engage with the Internet. In this translation research, the engagement refers to the design of quasi-translation for multi-purpose use through the use of subtitling, dubbing, and localization. The second refers to the way people engage the media as new media. In this

research, the new media refers to footages disseminated throughout the Internet that contains quasi-translation. That there were, for instance, subtitlers who used subtitling for cyber campaignings like #stayathome or #dirumahaja in a quasi-translation format as the enclave for the other media point out the dynamics of mediation. The third refers to the way people view freedom and norms in the context of the Internet. In this research, the view of freedom was seen from the use of footages from audiovisual and digital media in repurposing and subverting manners to create a quasi-translation. The fourth refers to the transcending position of the media in the networks of the Internet. In this research, the transcending position is seen from multiple ‘translators’ who ‘agree’ on implementing the same structure for different purposes, which I called quasi-translation.

Findings and Discussion

The Characteristics and the Typology Of Quasi-Translation

The findings on the characteristics of quasi-translation are blended with its typology in this section to ensure a smooth reading. Two characteristics which differentiate quasi-translation from pseudotranslation are perceived namely non-prepositional signals and indirect mediation in meta-communication context. The first refers to immediate recognition that the ‘translated’ text is not a translation while the second to how the ‘translated’ text mediates the narratives of the text to the audience. The findings also show that there are two purposes of quasi-translation implementation. They are memetic and diegetic purposes. The first refers to quasi-translation aimed at evoking laughter in the fashion of meme and the second to quasi-translation aimed at communicating the narrative flow of a story to the viewers.

Memetic Purposes

As introduced by Dawkins (1989), memes circumnavigate around imitation or replication in a structural fashion, from which virality ensues. In the context of Internet meme, these keywords are blended in as a carrier of social context which occurs by chance, addition, or parody (Castaño Díaz, 2013). Quasi-translation serves this purpose. In Indonesian context, *Crash Landing on You* and *Itaewon Class* are two most K-drama footages which were quasi-translated to serve memetic purposes. The following example from the footage of *Itaewon Class* by @salsabillanadzira might illustrate what memetic purposes imply. On the fansubbed footages, the female character, Jo Yi-seo, are in silence after having a talk with her male partner, Park Sae-ro-yi. In her silence, the fansubbers add subtitles visually surrounding their head to leave an impression of being absorbed in thought.



Figure 1 Memetic purposes from quasi-translated *Itaewon Class* footage

Jo Yi-seo: yang bapa lakukan ke kami itu jahat.

- (what you did to us was cruel, sir)
- Park Sae-ro-yi: ko jahat.
(cruel?)
kan kemarin kamu yang minta kuliah online kenapa sekarang ngeluh
(but you were the one asking for an online class and now you're complaining)
- Jo Yi-seo: kami mintanya kuliah online pak bukan tugas online, tapi semua dosen malah ngasi tugas online
(what we asked was online class, sir, not online assignment, but all lecturers gave us online assignments)
- Park Sae-ro-yi: hah?
- Jo Yi-seo: katanya karantina diri, belajar dirumah, kuliah dirumah, biar ga kena virus tapi semua dosen malah ngasih tugas
(we're told to quarantine ourselves, study at home, attending class from home, so that we not get infected by the virus, but all lecturers gave us assignments)
virus corona gakena, yang ada saya sakit karena stress dengan semua tugas pak
(we might not get infected by corona but we will be stress due to all the assignments, sir)
- Park Sae-ro-yi: kamu pasti bisa kok
(you can do it)
sekarang kerjakan tugasnya, jangan ngeluh mulu, kalau kamu cuma ngeluh-
(do the assignments now, don't always complain, if you only complain-)
- Jo Yi-seo: bapa ngomong enak, saya yang nyelesaiin tugasnya pusing pak
(you only gave the order, I, the one who completed the assignment, am dizzy, sir)
bapa ga kasian sama pelajar/mahasiswa?
(don't you have pity over students/college students?)
kita ngerjain tugas kadang sampe begadang
(we often do our assignments till late)
baru selesai satu, harus nyeselssain yang lain
(one done, we have to finish the others)
tolong pak gausah kasi kami tugas yang memberatkan lagi pak
(please sir give us difficult assignments no more)
biarkan kami belajar dengan nyaman
(give us a comfortable way of study)
tugasnya gabisa dicancel aja pak?
(can you just cancel the assignment sir?)
- Park Sae-ro-yi: hm tidak bisa
(hm no)
- Jo Yi-seo: *yaallah pak* (oh my god sir) *astagfirullah* (your mercy, Lord) *kuingin marah* (I wanna be mad) *melampiasikan* (wreck it up) *tapi kuhanyalah* (but I am only) *sendiri disini* (all alone here)

Without comprehending Korean language, the viewers could immediately recognize that the subtitles are not the translation of the source text spoken by the actors. It happens since the 'translation' involves #dirumahaja or #stayathome cybercampaigning especially the issues of online learning through the campaign #belajardirumah or #studyathome, which indicates an attempt of metacommunication through indirect mediation between the footage with what is happening in the real world especially in Indonesia. That this K-drama gained a high degree of popularity also strengthens this indirect mediation.

The combination between non-propositional signals and indirect mediation shapes the word 'quasi' in quasi-translation. Based on Merriam-Webster dictionary, 'quasi' refers to 'having resemblances through certain attributes'. The subtitle resembles an interlingual subtitle and has the attributes of a subtitle. But, in the case of *Itaewon Class*, the subtitling standard is violated to indicate that it is a fan made. This standard violation functions also as

a non-propositional signal and an indirect mediator to the viewers that the subtitle which resembles a translation is not a translation. This violation in the form of structure and content subversion and repurposing triggers memetic effects since the footage which should have been serious and dramatic was altered to generate comedic nuance.

Another method of comedic nuance triggering is through the use of locality. The following example from CLOY might assist what locality means:



Figure 2 Locality in quasi-translated CLOY footage

Ri Jeong-hyeok:	lapo maneh arek iki (what is it with her)
Yoon Se-ri:	mas rekenen aku talah (dear listen to me)
Ri Jeong-hyeok:	aku pengen cangkruk nang warkop (i wanna enjoy a cup of coffee in a cafe)
Yoon Se-ri:	aku wes buntu pengen wifian (i need wifi)
Ri Jeong-hyeok:	awas corona!! (beware of corona!!)
Yoon Se-ri:	aku wis tuku hand sanitizer masio larang (i have bought hand sanitizers but they are still expensive)
Ri Jeong-hyeok:	aku wes poseng nemen (i can stand it anymore)
Yoon Se-ri:	pokoke aku pengen cangkruk nang warkop (i wanna go to a cafe)
Ri Jeong-hyeok:	ojok cangkruk sek (don't go to any cafe yet) engko diseneni bu risma (mrs. risma will be mad at you) nang omah sik wae (stay at home for a while)
Yoon Se-ri:	tapi aku wes kadung tuku masker karo hand sanitizer larang-larang (but I have bought those expensive face mask and hand sanitizer)
Ri Jeong-hyeok:	gapopo sabar dhisik yo (that's fine be patient) timbang awakmu ketularan terus nulari liyane (you might get infected and you might infect others) ojo koyo arek goblok liyane yo sing angel dikandani

(don't be like those stupid guys who refuse to listen for suggestions)
 aku mek gak pengen awakmu kenopo kenopo
 (i just don't want you to be ill)

The subtitles employ Javanese language with Surabayan dialect. The use of this language and dialect indicates that the collective identity the subtitles communicate is local. The locality of collective identity points out that the message is primarily intended for Surabayan living not only in Surabaya in East Java but around the country. The mentioning of the mayor of Surabaya, Tri Rismaharini, in the content strengthens the locality. That the subtitle is channeled through Instagram account of @aslisurabaya, a community instagram intended to disseminate news around Surabaya, strengthens more the locality.

This local collective identity is supported by the communicative dynamics. The dynamicity of the communication is seen from the digital stereotype the language and dialect have. When applied to video with foreign actors, comedic atmosphere emits. The comedic atmosphere is further intensified by adding local cultural addressing, events and artefacts like *arek*, *cangkruk* and *warkop*. The adoption of these cultural products on the subtitles is mechanically realized through the use of CC. The black opaque CC format has tends to provide a clearer reading since the subtitles are typed on a contrast medium from the text, which allows a better reading than subtitles.

The alignment and linearity between the subtitles and how the subtitles are subtitled to support #dirumahaja campaign in local context, as seen from the example, indicate that memetic subtitling in regard to campaigning or activism has a distinctive structure. This distinctive structure is influenced by the position of the campaigner as the addresser and the campaign target as the addressee. (Sutherland, 2017) classifies campaigners into supporters, dissenters, strikers, protestors, and demonstrators. We elaborate this classification by relating it to narrative elements by (Aarseth, 2012) in order to signify the roles of the campaigner through language and narrative analysis as displayed on the subtitles. The following table from the case of CLOY's memetic subtitles by @danuaarta might illustrate the statement better:

Table 1. Memetic subtitle structure in #dirumahaja campaigning context

	Supporting				Dissenting			
	World	Object	Character	Event	World	Object	Character	Event
CLOY @danuaarta	Surabaya	hand sanitizer masker	arek iki mas	reken diseneni bu risma sabar dhisik yo		warkop wifi corona	arek goblok	cangkruk wifian tuku hand sanitizer masio larang kadung tuku masker larang-larang ketularan terus nulari liyane angel

As seen from the table, through the memetic subtitling of CLOY, @danuaarta shows support to the #dirumahaja campaign. The supports are realized through indicating what he supports and what dissents in regard to the narrative elements of world, object, character, and event. The world or the setting which is Surabaya is given a positive tone as implied from the mentioning of Mayor Tri Rismaharini and thus indicating that @danuaarta supports the city policy of #dirumahaja campaigning. On the object element, hand sanitizer, masker, and house (*omah*) appear in positive or supportive tone while cafe (*warkop*), wifi, and corona tend to be dissented or negatively toned. On character element, the girl (*arek iki*), the man (*mas*), Mayor Tri Rismaharini (*bu risma*), and the girl (*awakmu*) are positively toned. Interestingly the relation between the man, the girl, and the mayor signifies and highlights a relation between the campaign supporter, the campaign target, and the campaigner of #dirumahaja. On the other hand, dissenting tone appears on ignorant people who tend to pay no heed to the campaign (*arek goblok*) by employing an offensive expression of stupid (*goblok*). The last element, event, shows a unique finding. On the supporting part, psychological events dominate more than physical events while on the dissenting part, it is the opposite. The psychological events are related on the man's concerns over the girl's well being with obeying the government's #dirumahaja as the only solution. Meanwhile, the dissenting part tells that disobeying the government's campaign by going out to the cafe has a severe consequence. The girl might get infected by corona.

Diegetic Purposes

Diegesis, as stated by Halliwell (2014) who cited Plato's definition, deals with how narrative communicates keyed information through temporal means. In the context of quasi-translation, diegetic purposes are served by involving the viewers as the target of the 'translation'. In the example of Hitler's Rant given on the introduction section, the subtitler still preserves 'Steiner' who refers to Felix Martin Julius Steiner.



Figure 3 Narrative alignment in the quasi-translated *the Downfall*

Steiner was responsible in the defence of Berlin in the Battle of Berlin. This 'defence' narrative is aligned and synched with the quasi-translation which tells that Steiner is the one responsible for the lockdown of Berlin to defend the city from the spread of coronavirus. This narrative alignment between the source film with quasi-translated film is an attempt by the quasi-translated footage in communicating the key information which might bridge the source and the target.

A unique finding is seen from the case of *Pokémon* in which key information is delivered to the audiences via a translation which might blur the status of pseudo or quasi-

translation. The following example from Poke Cutie YouTube Channel might help comprehend the statement:



Figure 4 Meowth acts as an interpreter for Pikachu and the viewers

Meowth: Why are we stopping here for?

Pikachu: Pika! Pika! Pika! Pika! Pikachu!

Meowth: He said he can smell a Pokémon. Sniff! Sniff! Well, I don't smell anything. (screaming) I guess that's because I don't have a nose.

Meowth is a Pokémon who could speak both human and Pokémon's tongues alike. In the example, Meowth narratively delivers what Pikachu says to the viewers. In the context of quasi-translation, what Meowth says generates a confusion whether what he says is a translation or a quasi-translation. The line Meowth says might be a translation if there lies a note of the languages spoken by Pokémon. Based on [https://www.pocketmonsters.net/content/Anime Language](https://www.pocketmonsters.net/content/Anime%20Language), what is existent is the language spoken by the people of the Pokémon world. That Meowth uses an indirect speech points out that Meowth attempts to transfer the message from Pikachu to the viewers – this act is an indication of a translation. That non-propositional signal is absent from what Meowth says strengthens the translation status of the line. On the other hand, what Meowth says functions more as a narrative device to ensure the flow of the plot and thereby with translation as the narrative device. This condition indicates that an indirect mediation between the scene with the viewers. The presence of this mediation signifies that what Meowth says has a metacommunicative function – one of the indicators for quasi-translation. To ensure the narrative flow and the flow of the narrative's voice, indirect mediation in the context of metacommunication is arranged as such to keep the flow natural. The following excerpt from Pokémon the Series: XY episode 14 'Seeking Shelter from the Storm' taken from Pokémon Asia ENG channel might illustrate what the statement implies:

James: None of us would be able to get out of here unless we figure out what Espurr wants from us.

Jessie: The man makes sense. Translate, please.

Meowth: Basically Espurr says it wants to return the pendant to the old lady on the painting.

Espurr: Espurr! Espurr! Espurr! Purr!
Meowth: It says she really took a good care of her.

In the first excerpt taken from *Poke Cutie* and the second excerpt from *Pokémon Asia ENG* indicate a difference in mediation. The former emphasizes on transferring the messages from Pikachu to the viewers through the use of indirect speech in a direct sense of talking to the viewers – putting the viewers as the main receivers. On the other hand, the latter emphasizes on transferring the messages through indirect speech in a nondirect sense of talking. These differences indicate that translation as a narrative device is differently delivered and that triggers different sense and nuance. The use of translation as a narrative device on the second example evokes more naturalness due to the narrative sequence which generates more plausibility if compared to the first example.

Conclusion

Quasi-translation and pseudotranslation are differentiated through non-propositional signals and indirect mediation in metacommunication. Through these two characteristics, one could immediately capture that a ‘translated’ text is not a translation and that the ‘translated’ text has its own narratives. Quasi-translation also tends to be exercised for two purposes, namely memetic and diegetic purposes, with the former aiming at evoking laughter and the latter at keeping the narrative flow.

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SOCIAL MEDIA LITERATURE WORKS AS MEDIA OF COMMUNICATION DURING COVID-19 PANDEMIC

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Abstract

This study aims to see how social media literature is used as a way to express people's feelings during the Covid-19 pandemic. In conducting this study, I use selected works from Instagram and Twitter posts which are accompanied by digital literature theory and psychological approach. In this research, I mainly used library research while the data collection method is documentation. As we know that pandemic has totally affected our lives in many aspects. Social media literature is one of the digital literature platforms which accommodate young people's voice during the quarantine. Through this platform, writers may share a collective experience that is a reflection of this dark period. The characters described in the selected works share their anxiety, loneliness, sadness, isolated, and depression. People who are entrapped inside their walls try to promote solidarity and to stay connected through shared experience. The writers of the selected short stories from @dearasiayouthliterature and Twitter posts have reflected the actual condition during the pandemic in their works. Furthermore, the selected short stories and Twitter posts illustrate what the writers' have lost and what they have found and kept. The social media literature works also show that this condition has helped us to find our true self.

Keywords: *social media literature, communication, expression, Covid-19*

Introduction

The outbreak of Covid-19 has caused tremendous changes in the way we communicate and also decreased the quality of our communication. However, as a medium of communication, literature has helped young people to share their feelings and spread their ideas which were disturbed during the pandemic. Beauvoir and Fleming (2020) in "What can Literature do?" argue that literature also gives us the opportunities to communicate and offers alternative modes of communication. In this context, the authors and the readers are communicating through literary works (pp. 17-20). Rao and Lakshmi (2016) add that "literature gives a detailed preview of human experiences, desire, and emotion" (p. 238). The authors, by using their language, tone, and writing style and technique, try to voice their emotions, feeling, and messages in their works. Thus, by reading the narratives, we can also dive inside the writers' minds, life experiences, or even their world.

In the past years, the digital revolution has changed our society and the way we communicate. Koskimaa (2007) also stresses that "literature has changed significantly since the rise of electronic media" (p. 3). In addition, the current pandemic situation has forced society to move towards digital platforms in conducting communication, expressing thought, and spreading information. In the literature field, this situation may bring a potential opportunity for digital literature form that is made especially for digital or online context. Consequently, it is a necessity to create new ways of understanding and using digital literature during the pandemic situation and in the future time. As a result, the possibility of the usage of digital literature works as a medium of communication is also wide open. Based

on the issues mentioned above, this paper aims to review the reasons for using social media literacy in today's society especially in the Covid-19 pandemic situation.

Digital literature is a literary work that is created digitally and made to be read and accessed digitally. The birth of the new communication media has led to the development of the new form of expression and cultural development (Koskimaa, 2007, p. 3). Digital literature produces works that can be found in various forms like digital games, e-mail novels, and flash poems. In addition, many electronic literature works were also created on social media platforms like Facebook, Twitter, and Instagram. Digital literature of social media is like the Garden of Eden for the digital natives who were born and raised by the internet. They can easily access numerous digital literature texts from their smartphone, tablet, and laptop. On the other hand, authors are free to write and publish their works without any limitations. Due to those benefits, their works can be accessed easily by the readers whenever they are connected to the internet. Moreover, social media literature readers will not be charged by mostly online sources so that they can read the digital Literature works extensively.

Digital literature works, such as short stories and poems, have been expanded contextually and thematically with our everyday life. Thus, adapting to our new routines to study from home in the online sphere has also given ways to the usage of digital literature during the pandemic. In the last period, many authors aim to communicate and deliver certain issue through a number of digital platforms. Dear Asian Youth is one of the social media literature platforms which accommodate the Asian youth's voice to express their feelings, share their story, and promote solidarity in the Asian community around the world. This digital platform also reflects young people's condition during the pandemic situation, especially in the Asian communities. The encounter between digital technology and literature also resulted in a popular digital literature form. It is widely known among digital readers and called Twitterature, a combination of the word Twitter and Literature. Twitterature is a contemporary style in expressing user's feelings and "re-tweeting is actually a modern way to retell and actualize the works" (Lollini & Rosenberg, 2015, p. 132).

Even though digital literature is not a new field in literature, it has not been discussed widely by Indonesian researchers, especially social media literature. Thus, I try to find a niche to problematize and invite a scholarly discussion about this field. Generally, the goals of this study are to review the use of digital literature of social media as a medium of communication and expression of literature during the Covid-19 pandemic situation. Secondly, it highlights the reasons for using social media literature works in the pandemic era and how they may affect the way we read literary works. Importantly, it illustrates the impacts of using social media literature works in the pandemic era and also identifies its common pitfalls. Lastly, the researcher also wants to reveal the challenges in the digital literature field in the future time. As a result, this study conveys big opportunities as well as challenges for the researchers, lecturers, and social media literature readers to switch from the printed literature to digital literature.

Theoretically, this study may give new insights and contributions to the literature field since digital literature theory is still gaining popularity in Indonesia. Practically, the students of Introduction to English Literature, English Prose, Critical Theory, and Thesis Writing can use this research to broaden their perspectives and enrich their knowledge. Moreover, this is an excellent opportunity to introduce social media literature as one of the literature's alternative genres to enjoy during the Covid-19 pandemic. More importantly, this study can be used to educate and raise the readers' awareness on the issues related to the Covid-19 pandemic. Furthermore, it is also a campaign to build the readers' compassion to feel the suffering of the others who are affected by the Covid-19 pandemic. Finally, this study is one of the ways to search for a better future for us in the post-pandemic era.

In Indonesia, the theory of digital literature is challenging to be discussed because only a few researchers are involved in the scholarly dialogues. Moreover, the research on social media literature is also limited. As a result, the previous studies which discussed the issues on digital literature were chosen selectively. There are three studies used as the stepping stones of this research. The first article was written by Hartmanová (2020) entitled "The Digital Literature of Social Media". The researcher underlines how "social media literature is established on the network-bound interactivity between humans via software. Additionally, she stresses a distinctive feature of social media literature which is the immediate and public communication between the author and the readers. Furthermore, the authors-readers interaction can be accessed freely by the social media citizens".

Michael Rudin (2011) in "From Hemmingway to Twitterature: The Short and Shorter of It" elaborates five new fiction prototypes such as twitterature, nanofiction, crowd-sourced narratives, infographics, and \$0.00 stories. The writer also mentions that these new fiction prototypes can be used as a marketing vehicle that can drive the authors to the top. Moreover, he also shows that digital literature works are more environmentally friendly, easier to get, and cheaper than conventional ones. The last research entitled "Twitterature: Telling Stories with the Threads and Resources of Twitter" was conducted by Castro-Martínez and Diaz-Morrila (2020). This study underlines various potential threads on Twitter publications. The findings unveil how Twitter "has a high potential both to create improvised narratives and to construct planned stories and narratives". Moreover, the researchers also study the characteristics, describe the language and stylistic resources, and monitor the threads.

Apart from the previous discussions above, none of them problematize and analyse social media literature works both from Instagram and Twitter. Besides, neither researchers specifically illustrate the stories nor issues that happened during the Covid-19 pandemic. As a result, this investigation tries to fulfil the niche that is still possible to be explored in the digital literature field. The previous studies are employed to trigger the discussion and to perceive the goal of this research. Thus, I propose a study that employs the theory of digital literature to examine selected social media literature works that are used as a medium of expression in today's society. Moreover, psychological criticism is used to unveil the characters' emotions, feelings, and thoughts in the selected social media works. This theory, moreover, may illuminate the writers' life experiences and agendas which are presented in the selected social media works.

Methodology

In this study, I mainly employed library research and used documentation as the data collection technique. The primary sources used in this research are selected short stories taken from @dearasiayouthliterature Instagram account and selected Twitterature taken from Twitter. Moreover, I also employ journals, electronic articles, social media platforms, review, blogs, vlogs, and videos to support the primary data. This research has four main steps. First, I found a topic, sorted digital literature works from @dearasiayouthliterature and Twitter, and read the works. Second, I analysed the data and formulated the problems. Next, I collected secondary data and chose the theory. Fourth, the theory and the secondary data were employed to answer the formulated questions. In the last part of this study, a conclusion was presented along with some suggestions to future researchers.

Findings and Discussion

The Covid-19 pandemic has changed many people's lives in various aspects. This peculiar situation is caused by the social isolation during the quarantine. Many young people feel anxious, suffocate, and depressed because they are trapped in their room during the study

as home. Schulten (2021) finds that during the first year of a pandemic, young people feel sad, angry, helpless, lonely, and even depressed. Some Asian students even get the racial slurs for being the cause of the Covid-19 pandemic. This part illustrates how social media literature is used as a medium of communication in the selected works. In @dearasianyouthliterature Instagram account, some short stories also illustrate the same issue. This social media platform has also accommodated young people to share their feelings and condition during the pandemic. Moreover, as digital natives, social media platform is an effective and familiar medium for them to tell their stories and experiences.

During this difficult time, young people need platforms that can help them to communicate their personal experience, promote solidarity, and strengthen each other. Instagram and Twitter may accommodate the needs of the users, especially young people. Thus, I argue that those applications are interactive, flexible, easy to use, and play a key role in the digital natives' lives. It is in line with Martinez and Morilla (2021) who state that social media lets the users to be both creators and readers in more flexible and interactive ways compared to other medium. Additionally, the interaction and communication between authors and readers may also bring certain impact in the writing processes (Hartmanová, 2020, p. 145). As we can see in the comment section of a post, the writer and the readers may directly communicate their thoughts, feelings, and opinions toward the works in the comment section. Thus, this may create new and different reading experiences even though readers will read the same literary works (Snyder, 1996).

As one of electronic literature types, Instagram also provides digital media like photos and videos in its creative process (Hayles, 2007). From @dearasianyouthliterature, Instagram users will find photos which display the literary works and they may read the full version from the link in the bio. In that account, users will find short stories and poems about young people's journey and life experiences. The first short story is written by Amber Ting (2020), which illustrates her viewpoint and describes her feelings during the pandemic. In "On New Year's Resolutions", the pandemic has totally changed main character's life. Being trapped in her apartment building during the quarantine makes her feel desperate, isolated, and anxious. She feels that she messed up during 2021 and her whole self is not ready to get back on track (Ting, 2020, par. 9).

Quarantine was and still is an awfully isolating experience that exacerbated many people's mental health issues. It's okay if you need to use up a considerable portion of 2021 to recover from 2020. (Ting, 2020, par. 12)

In line with Freud (1913) in *The Interpretation of Dreams*, this short story is equivalent to a daydream. A daydream or a dream represents the wishes, hopes, thoughts, fears, or even hidden feelings in our mind. The quotation above reflects the character's conscious mind and explains her behaviour towards the pandemic.

The drastic change she faces during the quarantine has made her feels isolated and pessimistic. She achieves nothing during last year which makes her feels unmotivated, and desperate. It can be seen from the way she dresses on the New Year's Eve. Instead of wearing her evening dress, she puts on an oversized sweatshirt and parka with her hair ties up by rubber bands underneath a shower cap. Moreover, she has not texted any friends and family or attends a viewing party. Nevertheless, she chooses to stand on her tiny apartment balcony (Ting, 2020, par. 1-2). These are proofs that the character's id has not fulfilled yet. Thus, her superego represses her id which resulted in the acceptance of the unconscious. In the short story, the writer shows how the main character tries to accept the condition around her.

You are allowed to do whatever you want wherever you want. Go back to a normal schedule on your terms in your own time. Or don't. Re-define normal.

Happy Belated New Year's. Happy January 3rd, 4th, 5th or whatever day it is for you because every day is just as good a do-over as the last. (Ting, 2020, par. 13-14)

From the quotation above, it can be seen that the main character's "superego works to repress the id back into the unconscious. It tries to balance between the authorisation of the id and the boundary made by the superego to produce the healthy personality". (Dobie, 2012, p. 57-58)

The next short story, "Clay", narrates the struggles of Asian communities before and amidst the pandemic. Though the waves of Asian racism already existed before the pandemic, the Asian American community experiences more racist incidents and anti-Asian hate crimes. Abrams (2021) reports that Asian-Americans experience "the spate of xenophobia and anti-Asian violence during this pandemic". According to the Centre for the Study of Hate and Extremism (Cabral, 2021), the racialization of infectious disease has caused the numbers of anti-Asian hate incidents increased by 1200%. These are in line with the excerpt in the short story that "more that 800 percent increase in racist incidents against Asians in the last few years" (Torres, 2021, par. 3). Consequently, this condition has widely affected Asian communities which make their lives as fragile as clay.

"It can crack under external pressure. It can break if it's not handled with care" (Torres, 2021, par. 1).

The quotation above shows the effect of racism and anti-Asian violence on Asian people. People do not only make racial slurs on Asian people's appearance, heritage, and history but also treat them with violence. The clay symbolizes Asian people, who meet so many hands to shape, mould, sculpt, and give external pressure to shape them or even to break them.

Based on that issues, the main character in "Clay", invites the readers to fight for the injustice and fight against racism. This collective experience is quite terrifying for Asian people and "not everyone has been so lucky" (Torres, 2021, par. 3).

While racism fosters division, pain, and hate, speaking out against it facilitates unity, healing, and love. I am not soft. Unlike clay, no amount of moulding and sculpting can change who I am. Unlike clay, I will not break. (Torres, 2021, par.4)

The main character invites the readers to stand up, raise their voice, and celebrate their cultures proudly. It is for the reason that speaking out against racism is the best way to help the Asian communities right now. Importantly, in the special month to celebrate Asian American and Pacific Islander Heritage Month we need to stop "the hands which try to deface, demean, and diminish our culture" (Torres, 2021, par. 4). The lines above show that the main character's emotional and intellectual development is already in the advanced stage so that she can satisfy her needs in a positive and socially accepted way.

Similarly, the excerpt from @dearasianyouthliterature entitled "White Leather Converse" (2021) also discusses the main character's condition during the pandemic. In this short story, the main character describes his time which he spends during the pandemic by listening to Taylor Swift's songs. Moreover, he also tells how he loves his white leather Converse shoes and how he has spent his days wondering when the pandemic will end. The shoes symbolise his freedom and his life journey before the pandemic and Taylor Swift's songs are his catharsis for the quarantine. He develops "his interest towards Swift's songs, which compelled him to listen to the song cycle crafted in a time of loneliness for everybody" (Paragas, 2021, par. 6).

The main character shares his positive mind and describes 2020 as the year of change which helps him grow to be a better person. From the quotation below we can see that 2020 is an important year for the main character. Even though the pandemic time is difficult, but it gives him important lesson to learn.

2020 was a year of change. It severely deviated from anybody's expectations. But I found new things to love and grasped them in my palms.
So for me, this year was not about deviation.
It was about growth. (Paragas, 2021, par. 10-12)

In the above excerpt, the main character shares his positive viewpoint towards the situation during the Covid-19 pandemic. In the beginning of the story, he feels imprisoned in "the walls of his house, lonely, and starts to miss everybody" (Paragas, 2021, par. 4-5). After struggling to overcome the hardship of the pandemic, he chooses to make peace with the situation. In support of this, he uses music and Taylor Swift's songs to overcome his burden.

On top of all, the main character chooses to erase the painful memories and decides to make a new start. He converts the melancholy atmosphere into a powerful spirit through Taylor Swift's "Clean". This song reminds him that he is strong enough in this time of crisis. Additionally, it is also the time for him to grow during the quarantine. As it is illustrated in the lyric that, "when I was drowning, that's when I could finally breathe" (Paragas, 2021, par. 10). From the quotation, we can conclude that Swift's song has inspired him to appreciate his most important thing in life. The song also gives him a space to grow and a lesson that help him to be a better person. Even though this dark period of isolation is suffocating and depressing, we need to take a deep breath and survive. Thus, it is essential to find a way which can make you happy in hard times for it can help you to make it through.

Compared to the short stories above, "Emotional Invalidation" (2021) illustrates the condition during the Covid-19 pandemic from a different point of view. This work is a manifestation of the writer's own neuroses and the expression of her unconscious desire and anxieties. Written by Erika Yan, this short story tries to encourage the readers to show their empathy to others during the pandemic. Yan starts her story by describing how people have lost their empathy during the Covid-19 pandemic. They argue that those who "do not in the front lines of the pandemic, lose their only source of income, or not have a safe place to live" (Yan, 2021, par 5) do not deserve to be sad and to feel the pain. Yet, the main character in the short story invites the readers to show their empathy and to understand other people's suffering. Everyone, including celebrities, should be allowed to deliver and express their feelings. It is for the reason that everyone "has lost something or someone and we are all allowed to feel dejected and grieve" (Yan, 2021, par. 5).

I argue that deterring people from expressing their sadness, anxiety, hopeless, or worthless because they do not have a right to complain is harmful and may lead to depression. The way the main character copes with this situation shows how the superego has worked to repress the id of the people who have lost their empathy toward others. Moreover, the main character argues that our feelings are valid and important even though not everyone has been hurt to the same degree (Yan, 2021, par. 5). Through the short story, the writer asks us not to suppress our feelings though others have worse conditions. All people matter, all feelings are real and valid thus it is okay to talk about our experience and difficulties.

"You don't need to experience the absolute worst of something to be qualified to talk about your experience with it, and the fact that "other people have it worse" does not mean your feelings are any less real. Your feelings are not insignificant; they're valid and they matter and the things you care about shape who you are. It's what makes you human—don't stifle them" (Yan, 2021, par. 7).

The lines above verify how a literary work is used as a medium to express people's feeling especially during the pandemic. Yan uses her story to make her voice heard and to help people get through the pandemic. Through the main character in "Emotional Invalidation" (2021), readers may explore the character's positivity toward the problem. The main

character is concerned with the issue on mental health thus she wants to share some positivity to the readers. Importantly, the emotional development of the main character has reached the advanced stage, making her aware to show and feel empathy toward others.

Similar to Instagram, Twitter also let its user to post photos and interact with tweets. Besides, the authors and the readers may directly “meet” in the comment section. Lollini & Rosenberg (2015) also point out that “re-tweeting is actually a modern way to retell and actualize the works” (p. 132). Twitterature is one form of digital technology and literature which is resulted in a short popular digital literature form. As the combination between Twitter and Literature, three examples of Twitterature below illustrate people’s life from different backgrounds and professions during Covid-19 pandemic.

Picture 1



Online learning is both challenging for teachers and students for they need to spend more time, do extra works, and give more energy in the teaching and learning activities. On the other hand, the real condition of the students during the study at home is worse because they are literally by themselves. Mia Tan writes a twitterature to share her experience in joining the online classroom. Since March 2020, she has been starting to lose hope and “joining the class with zero motivation” (@NEHSXpress, March 2021). In her Twitterature, she also shares her bad experience that she has on the online meeting. She forgets to turn off her audio when she eats her breakfast during the online class.

...At least I can eat breakfast in peace, each crunch drowning out my classmates’ attempts at telling me that I’m unmuted. (@NEHSXpress, March 2021)

From her story, it can be inferred that she is probably afraid if her teacher will be angry or punish her. During online learning, students may experience the same thing with her, for instance: joining the class without taking a bath, lying on the bed during the class, or even having their meals just like Mia. The id of the main character shows how she tries to fulfil her basic needs while she is joining her class. Her classmate telling her that she is unmuted is the superego which tries to motivate her to behave in a socially responsible and acceptable manner.



Picture 2

The second Twitterature created by Katie Gordon describes her view in the word pandemic. As it is also experienced by the other teenagers that living in times of pandemic is never easy and unexpected. Moreover, the mask is the most important wardrobe we need to wear nowadays. However, wearing mask is something that others still struggle with today. Many people are recklessly disobeying the order for not using masks or not staying at home. This year is the year of challenge and has changed the entire generation.

Picture 3



The last selected Twitterature is written by David Dill who tells about his Oma. He describes how the Covid-19 pandemic does not let him to visit her Oma in the hospital. As he writes in the first line of his Twitterature, living in pandemic time is like “ghosting” for the connection is cut off without explanation. To maintain our health and to keep the others in safe and healthy condition, we are forced to home and maintain our physical distance. Ghosting also happens to Ome for his Oma’s condition does not let him or his family explain the things which are actually happened. Additionally, it is also difficult for his Oma because her routine is disrupted and suddenly she cannot meet her family. From the Twitterature above, I argue that the writer’s story also reflects what happen in our society recently. However, by sharing the same experience and problem, people now can deeply connected and grow together.

Conclusion

Young people face a complex situation during the Covid-19 pandemic. By using social media to express their feelings and thoughts, the young writers ask the readers to stand up and make a change though they can only do it at home. Through the social media literature works, the writers share their problems, life crisis, and even their positive thoughts toward the

pandemic. As the alternative reading source during the Covid-19 pandemic, digital literature has helped young people to find the answer to their problems, to communicate with their peers, and give support to each other through their stories. In addition, the writers also try to respect any emotions and feelings that come up during this difficult time, such as loneliness, anxiety, boredom, depression, sadness, and empathy.

Besides, social media literature can be used as alternative reading sources for researchers, lecturers, and students during the pandemic. In the near future, this kind of genre may give a good impact on the literature field because of the fast growth of technology. Importantly, the message found in the story may also help the readers to grasp the global culture value which is one of the digital literature's breakthroughs. Furthermore, researchers can explore this field more by using Literature for Children and Young Adults theory since the writers of these digital literature works are teenagers.

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COMPOUNDING WORDS OF FANTASY TERM IN BOOK FROM LIYUE GENSHIN IMPACT

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Abstract

These days video games are no longer used for entertainment, but it also can be used to tell us a story, send a message, and as a job . There are genres in video games, one of them is Role Play Game (RPG). Genshin Impact is one of the most anticipated RPGs in 2020 with more than 10 million pre-register players. In Genshin impact, there are 7 nations, however until patch 2.0 only 3 can be accessed, namely Mondstadt, Liyue, and Inazuma. Lore wise, Liyue is an economical center of Teyvat (the name of the world in Genshin Impact) and the oldest country. Therefore, Liyue contains many stories. The focus of these compounding words that can be categorized as fantasy terms in books from Liyue in Genshin Impact. The researchers decided to find fantasy terms because usually RPG genres use many fantasy terms. Also, the researcher chose compounding words because there are many compounding words in books from Liyue in Genshin Impact. To analyze it, the researchers use theories from Brinton and O'Grady. Brinton categorized compounding words by Open Compounding, Close Compounding, and Hyphenated Compounding. On the other hand, O'Grady categorized Compounding words by Endocentric Compounding and Exocentric Compounding. The goal of this research is to find and discuss compounding words that are categorized as fantasy terms in Liyue's book from Genshin Impact.

Key words: Compounding Words, Fantasy Terms, Books From Liyue Genshin Impact

Introduction

Morphology is the study of how words are built of form-meaning units. It studies the ways words are formed. In morphology, there are two major areas of study. There are word formation and inflection. The researchers focus on word formation, specifically compounding. According to Hamawand, compounding, also called composition, is the morphological process of forming a complex structure by combining two, or more, free morphemes of the same or different word classes (Hamawand, 2011, 2, 8).

In this study, researchers focused on fantasy terms. According to Cambridge's dictionary, fantasy is "a story or type of literature that describes situations that are very different from real life, usually involving magic." The fantasy terms referred to words that appear in literary works of fiction, such as dragon slayer, hellbringer, overpower, etc. This term is not only used in fantasy fiction, but it can also be found in real life. However, the usage is not as much as in fantasy fiction. Apart from fiction literary works, fantasy terms are also widely used in video games, especially in the Role Play Game (RPG) genre.

Video games are part of games. The definition of a video game is a form of an electronic game in the form of text or images, which involves interaction between game software, the person who plays it, and is bridged by the game processing hardware. There are some genres in video games; one of them is Role Play Game (RPG). RPG is a type of game

that allows players to play roles according to their own choice. Role-playing games are not normal games because, with a human game master, their rules are not fixed beyond discussion. It means that the player can take a different approach to play the game.

At this time, video games began to develop rapidly. Even the global video game market was valued at approximately \$ 56 billion in 2010 (Alexander, 2015, 28). Playing video games is no longer just a means of entertainment but has several functions, one of which is a job and material for literacy. As with literary works, video games can also be used by scriptwriters to convey their aspirations. On that basis, researchers decided to use video games as the data to discover compounding words.

Genshin Impact is one of the most anticipated games in 2020, with a total player pre-register of more than 10 million people. In addition, Genshin Impact also won 2 trophies in the 2020 game award, namely the best RPG and best mobile game. Researchers choose this game to be used as the data in research because this game is a game that is currently popular. Another reason is that this game has many stories with interesting terms to discuss.

In the world of Genshin Impact, there are seven countries. However, until patch 2.0, only three countries can be accessed, namely Mondstadt, Liyue, and Inazuma. The researchers focused on the Liyue country because Liyue is the oldest and the largest country on Teyvat. Liyue is also the center of trade in the world of Genshin Impact. We can also see the embodiment of the essence and aesthetics of Chinese culture in the world of Genshin Impact through Liyue.

Methodology

This research uses descriptive and qualitative approaches, which emphasize the effort to collect as much data as possible from the sources used to be identified and analyzed. Perumal (2014) stated that “the qualitative research method involves the use of qualitative data, such as Interviews, documents, and observation, in order to understand and explain a social phenomenon.” Hence, the researchers used qualitative research for sampling because they were concerned with more information they got from the data. The main reason why researchers use qualitative research is that the researchers focused on analyzing the book collection using data from the book collection list and archive Genshin Impact. After all, the researchers found that this method was more effective in collecting and processing data. In the process, it requires theories stated by experts to analyze the data.

In order to analyze the data, these researchers use content analysis for analyzing the data. According to Krippendorff (1989), in his paper, he describes that “content analysis is a research technique formatting replicable and valid inferences from data to their context.” The steps that the researchers took to analyze the data are: chose books from Liyue. The characteristic books from Liyue are: based on terrain. Those books take place either on the mountain or sea range. Based on the place where it was found in the game, which is the Liyue area. Based on the cultural influence of Chinese, such as the name of the region, type of building, names of characters, and the profession. The researchers took the data which was available in patch 1.6 that was updated on 9th June 2021.

After knowing the books, the researchers discussed the word which is categorized as compounding words, searching the theories from experts to help researchers to categorize the compounding words, identifying which one of the compound words that are fits for close compound, open compound, and hyphenated compound category, searching for the meaning of the compound words through Longman and Cambridge dictionary, analyzing which one of

those compound words are suit for the exocentric or endocentric type, and finally discussing for the conclusion of our paper.

Findings and Discussion

Compounding is the process of putting together two free morphemes, be they nouns, adjectives, or verbs, to make a compound word, a brand-new word. There are three types of compounding. The first is compounding words that are written as single words (close compounding). The second one is compounding words that are written as two words (open compounding). The third one is a hyphenated compounding word (Brinton & Brinton, 2000). Also, O’Grady, in his book titled Contemporary Linguistics, states that compounding words divide into two categories; there are endocentric and exocentric. Based on O’Grady’s research, the word class of compound words is determined by the rightmost free morpheme. The morpheme which determines the category of word class of compound word is known as the Head. For example, O’Grady, in the word spoonfeed he categorized that word as V because feed is a verb.

Analysis

From books from Liyue on Genshin Impact, the researchers found this amount of data. The data can be seen in the enclosed data.

Close Compound	10 Words
Open Compound	23 Words
Hyphenated Compound	4 Words
Endocentric	27 Words
Exocentric	10 Words

The table below shows the sample taken from the enclosed data.

No	Book Tittle	Words	Open/Close/Hyphenate d Compound	Endocentric/Exocentric Compound
1	Diary of Roald	self-sacrificial	Hyphenated compound	Endocentric

		Polearm	close compound	Endocentric
		howling winds	open compound	Exocentric
		Hydro monster	Open compound	Endocentric
		jade-lustered	Hyphenated compound	Exocentric
		fairytale	Close compound	Exocentric
2	Rex Incognito	geo lord	open compound	Endocentric
3	Legend of shattered Halberd	crown prince	Open compound	Exocentric
		Imperial guard	Open compound	Endocentric
		hellfire	Close compound	Endocentric
		westbound	Close compound	Exocentric

Close Compound

Close compound is two or more free morpheme combinations that form one word. Examples of this word are craftsman, wrathful and powerless (Brinton & Brinton, 2000).

1. *Polearm*

“Legend has it that the Geo Archon once carved a giant polearm out of the rocky land.”

There are two lexical words from the same category which are formed from the word polearm. The first is that the pole is a noun and also a free morpheme. The second is that the

arm is a noun and also a free morpheme. The morphological process that occurs from the word polearm is pole (N) + arm (N) → polearm (N).

Based on the above context polearm can be interpreted as a sharp weapon that uses a long stick. For example, poleaxe, spear, and halberd

Open Compound

Open compound is a combination of two or more free morphemes into separate words (Brinton & Brinton, 2000). The example is howling winds, Geo Lord, and Salt God.

1. Howling winds

“Old Mondstadt fairytales speak of the mountain as a place of punishment that was abandoned by the Wind of Time and left for the howling winds to sweep in and freeze everything in its moment of destruction.”

Howling (N) + Winds (N) = Howling winds (N)

There are two lexicals in the same category that form the word howling winds. The first one is howling and winds. Based on context howling winds share the same function as the wind was blowing very hard. That means the wind is very destructive and endangers the environment.

2. Hydro monster

“No traces of a hydro monster can be found in the rocks.”

Hydro (N) + Monster (N) = Hydro monster (N)

There are two lexical categories in the word hydro monster, hydro as a noun and monster as a noun. Based on the context, a hydro monster can be a monster formed by an element of water, a monster that lives in the water environment or can control a water element.

Hyphenated Compound

Hyphenated compound is a type of compounding word that is combined using a hyphen (Brinton & Brinton, 2000).

1. Self-sacrificial

“He had once loved the God of Salt just as the rest did, but as a mere mortal, he ultimately could not fathom the self-sacrificial love the god embodied”

Self (N) + Sacrificial (Adj) = Self-sacrificial (Adj)

There are two lexicals in the word self-sacrificial, self as noun and sacrificial as an adjective. Based on the context he couldn't accept the sacrifice of Salt God which is too kind for the people who don't obey Him/Her.

2. Jade-lustered

“Jade-lustered waves washed into the ocean while a conch lay empty on the white shoal.”

Jade (N) + Lustered (N) = Jade-lustered (N)

There are two lexicals in the word jade-lustered, jade as a noun and lustered as a noun. Jade-lustered means the sparkle of jade. Based on the context, jade-lustered from the sentence above, jade-lustered means waves that glitters like jade.

Endocentric

A compound word is categorized as endocentric if the compound word describes its pair word when those words get separated. In his book O'Grady gives an example for the endocentric compound, the first one is dog food which is describing the kind of food. And cave men which are the types of men.

1. Geo lord = Geo + Lord
Means = A ruler that has the power of Geo or the ruler over the earth.
Geo = Taken from Greek word which means earth.
Lord = a man who has a rank in the aristocracy, especially in Britain, or his title.
2. Imperial Guard = Imperial + Guard
Means = A small group of elite soldiers that protected the royal family.
Imperial = relating to an empire or to the person who rules it.
Guard = someone whose job is to protect a place or person.
3. Hellfire = Hell + fire
Means = the punishment that some religious people believe bad people will suffer after they die.
Hell = in some religions, the place where some people are believed to go after death to be punished forever for the bad things they have done during their lives.
Fire = the state of burning that produces flames that send out heat and light, and might produce smoke.

Exocentric

Compound words are categorized as exocentric if the meaning of a compound word cannot describe the literal meaning of its pair word when it is separated. O'Grady gives the word redhead and walkman as an example of exocentric compounding. The meaning of redhead is someone who has red hair, not literally someone who has a red head. For the walkman is not literally someone who is walking but a kind of portable radio.

1. Crown prince = Crown + prince
Means = the son of a king or queen, who is expected to become the next king.
Crown = a circle made of gold and decorated with jewels, worn by kings and queens on their heads.
Prince = the son of a king, queen, or prince.
2. Westbound = West + Bound
Means = Travelling or leading towards the west.
Bind = to tie someone so that they cannot move or escape.
West = One of direction in a compass.
3. Fairytales = Fairy + Tales
Means = a traditional story written for children that usually involves imaginary creatures and magic
Fairy = an imaginary creature with magic powers, usually represented as a very small person with wings
Tales = a story, especially one that might be invented or difficult to believe

Conclusion

This research answers questions from researchers about fantasy terms in Liyue's book collection in Genshin Impact that fantasy terms are not only found in fantasy literature but

can be found in real life. For example is Polearms, which means a weapon attached by a long stick, usually wood, so it can be used to attack people, such as spear, poleaxe, and halberd.

Based on research, the final lexical category of compound words is determined by the head. The example is self (N) + sacrificial (Adj) = self-sacrificial (Adj). In the word self-sacrificial, the head is sacrificial since it is an act of sacrifice in ourselves. Therefore the lexical category of this compound word is adjective. The researchers conclude that the compounding word which is found in Liyue's Genshin Impact is the same as O'Grady said that head has always been found in the rightmost morpheme.

From the analysis that has been done, the researcher found two types of compounding words. The first type is open, close, and hyphenated. Open compound that two words separated, close compound two words that become into one word, and hyphenated compound that is hyphenated or use symbol hyphen (Brinton & Brinton, 2000). The second type is Endocentric and Exocentric. According to O'Grady's book, compounding words also have two kinds based on the meaning that is endocentric and exocentric. Endocentric describes its pair word when those words get separated, and exocentric the meaning of a compound word cannot describe the literal meaning of its pair word when it is separated. Based on the result of the researchers' analysis, they found 37 compound words. The compounding words that were found are dominated by open compounds with 23 words, followed by a close compound with ten words, and the last place is a hyphenated compound with four words. In other categories, Endocentric compounding words dominate with 27 words, and the other is Exocentric compounding words by ten words.

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Appendices

Diary Roald

No	Words	Open/Close/Hyphenated compound	Endocentric/Exocentric

1	Archon War	open compound	Endocentric
2	wartime	close compound	Endocentric
3	Salt God	open compound	Endocentric
4	self-sacrificial	Hyphenated compound	Endocentric
5	Geo Archon	open compound	Endocentric
6	hydro monster	open compound	Endocentric
7	Dendro Archon	open compound	Endocentric
8	Treasure Thieves	open compound	Endocentric
9	dark days	open compound	Endocentric
10	Jade-lustered waves	Hyphenated compound	Exocentric
11	sea monsters	open compound	Endocentric
12	polearm	close compound	Endocentric
13	Dragonspine	close compound	Exocentric
14	well-preserved	Hyphenated compound	Exocentric

	inscriptions		
15	celestial heights	open compound	Exocentric
16	fairytale	close compound	Exocentric
17	howling winds	open compound	Exocentric

Rex Incognito

No	Words	Open/Close/Hyphenated compound	Endocentric/Exocentric
1	geo lord	open compound	Endocentric
2	craftsman	close compound	Endocentric

Moonlight Bamboo Forest

No	Words	Open/Close/Hyphenated compound	Endocentric/Exocentric
1	emerald curtain	Open compound	Endocentric
2	wetlands	close compound	Endocentric
3	sedan chair	Open compound	Endocentric
4	piercing gaze	Open compound	Exocentric

5	golden eyes	Open compound	Endocentric
6	great calamity	Open compound	Endocentric
7	grievous stars	Open compound	Exocentric
8	mortal world	Open compound	Endocentric

Legend of shattered Halberd

No	Words	Open/Close/Hyphenated compound	Endocentric/Exocentric
1	westbound	close compound	Exocentric
2	swordsmith	Close compound	Endocentric
3	superweapon	Close compound	Endocentric
4	fire-realm	Hyphenated compound	Endocentric
5	Imperial Escorts	Open compound	Endocentric
6	Imperial Guards	Open compound	Endocentric
7	imperial family	Open compound	Endocentric
8	Celestial Emperor	Open compound	Endocentric
9	hellfire	close compound	Endocentric
10	crown prince	Open compound	Exocentric

ENGLISH CONSONANT MISPRONUNCIATION IN JOKO WIDODO'S SPEECH

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Abstract

In today's Indonesian society, English is one of the languages that should be mastered and even included in the learning curriculum. It is an obligation in learning English not only to know, but it is also to understand the system, such as how to speak and pronounce it. Seeing this, many people take English classes to deepen their knowledge and also speaking skills. However, there many people still have minimal knowledge of English or just know it without deepening their spoken English, so that in the process of applying it, it causes errors. As one of the people educated by the English language, Joko Widodo, who we know as the president, still has some errors in his speech and pronunciation skills. This analysis or discussion aims to increase knowledge about phonology by looking back at how mistakes in the words spoken by Joko Widodo proceed in consonant clusters. The full discussion will be in the analysis section.

Key words: *English consonants, consonant cluster, Joko Widodo speech*

Introduction

Joko Widodo is the seventh Indonesian president. He was born in Surakarta, Center Java, on June 21, 1961. From then until now, he still acts simple man. He was raised in a Javanese environment. Automatically, it makes him familiar with Javanese pronunciation and accent that is called 'medok.' In his journey, he built a furniture business, and through the bittersweet business, Joko Widodo started exporting the furniture that was ordered by international clients. From all of the experiences, Joko Widodo began to enter into politics as Solo mayor and Jakarta governor. Now he is an Indonesian president.

As a president, Joko Widodo has to deliver a speech at many events and in different parts of the world. The speech must serve various kinds of topics and be an iconic statement and important in one event, like the reflection of Indonesia in the eyes of the world. A president needs a capacity to speak a foreign language, especially the international language, which is English, for delivering the speech in front of international guests. However, he made a few pronunciation mistakes while he was delivering the speech, like in the meeting with ASEAN and Australian businessman, in Sydney, on March 17, 2018. The pronunciation error which Joko Widodo made in his English speech is related to the phonology process, which is the consonant cluster. At the same time, the consonant clusters in Indonesian words are rare. The other reason is Joko Widodo has a 'medok' (strong) Javanese accent and pronunciation. It is the aspect that influences him when he speaks both Indonesian and English. An example of an Indonesian word that is misspelled by Joko Widodo is "sepak bola," usually, Javanese people pronounce that word as "sepa bola." Javanese tend to change the consonant 'k' to the near or familiar consonant. These two things can make him reduce a few consonant clusters in a few words.

According to Muslich (2008), cluster in the western language formula has the phonetic structure possibility: (1) the first consonant is [s], (2) the second consonant is [p]; [t];[k], (3) the third consonant is [l]; [r]; [y] or [w]. It can be seen in examples like: [spl],

[spr], [str], [skr], [sky], and others. The cluster consists of 2 consonants which the structure might be: (1) the first is consonant [p]; [t]; or [k], (2) the second consonant is [l]; [r]; [y]; or [w]. The examples are [pl], [tr], [kw], [kl], and others.

However, look on the cluster in Indonesian influenced by the phonetics absorption elements structure, generally result the combination as the following:

1. The consonant cluster which exists on the initial syllable in a few Indonesian words.

- a. Cluster consists of 2 contoid:

The first contoid: [p], [b], [t], [d],[k], [g], [f], and [s]

The second contoid: [l], [r], [w], [s], [m], [n], and [k]

For example: [pl] pleonasme

- b. Cluster consists of 3 contoid:

The first always [s]

The second contoid [t] or [p]

The third contoid [r] or [l]

For example: [str] strategi

2. The consonant cluster which exists on the middle syllable in a few Indonesian words.

- a. Cluster consists of 2 contoid in the middle of syllable:

The first contoid: [k], [s], [m], [r], [n]

The second contoid: [s], [r], [p], [k], [t]

For example: [nt] banteng

- b. Cluster consists of 3 contoid in the middle of syllable:

The first contoid: [m], [n]

The second contoid: [b], [p], [d]

The third contoid: [l], [r]

For example: [mbl] Gamblang

According to this Indonesian phonology, they are the cluster structures commonly used by Indonesian. The purpose of this analysis is to know the location of pronunciation errors and how the pronunciation error process happens. The reason why we choose the topic 'English Consonant Mispronunciation in Joko Widodo's Speech' is because many Indonesian underestimate the mispronunciation of English. They just focus on the people who have a

conversation with them. So we would like to open their minds that pronunciation is important to learn. The thesis statement of our analysis is the mispronunciation in the Joko Widodo occurred because of the phonology process, which is reduction and substitution on the consonant cluster.

Methodology

The taken data is the speech of President Joko Widodo at a meeting with ASEAN and Australian businessmen, Sydney, on March 17, 2018. The speech was taken English in its delivery. This speech for our data is a video from the Youtube channel of Kementerian Sekretariat Negara RI. The title of the video is Pertemuan dengan Para Pengusaha ASEAN dan Australia, Sydney, 17 Maret 2018 (Meeting with ASEAN and Australian Entrepreneurs, Sydney, 17 March 2018).

The phonological approach is used in this study because this study will analyze consonant cluster reduction and substitution. As we know, phonology is like an expert in anatomy and physiology, which aims to understand the nature of the complexity that underlies sound, as well as describe certain domains of sound fully and formally (McMahon, 2002). This study also compares Indonesia consonant clusters. Therefore, we also add Indonesian phonology to find out the reduction and substitution of consonant clusters made by Jokowi in his speech at the meeting. Indonesian phonology itself, as described by Muslich (2008), is the study of speech sounds in the field of linguistics. While the consonant clusters, according to Brinton (2000) is the possible sound combination in a language and focuses along with the combinations of consonants. The consonant cluster may be in the initial, middle, and final syllable. But in English, it is freely possible for consonant clustering.

The kinds of consonant clusters in English:

1. Stop refers to /p/, /t/, /k/, /b/, /d/ and /g/
2. Approximant contains of liquids that refer to /l/ and /r/ and glides that refer to /j/ and /w/
3. Fricative refers to /f/, /v/, /z/, /h/, /s/, /θ/, /ʃ/, /z/, /ð/
4. Nasal refers to /n/ and /m/
5. Voiceless stop refers to /p/, /t/, and /k/

Findings and Discussion

Table 1. The Data Analysis of Phonological Process

NO	ORIGINAL WORD	HOW JOKOWI PRONOUNCES	ANALYSIS
1.	World /wɔ:(r)ld/	/wɔd/	‘world’, there is no approximant (l) and (r) in syllable final
2.	Involved /in'volv/	/ifolt/	‘involved’, there is no

			nasal (n) after a vowel in the middle syllable, substitution in the middle syllable and reduction in final syllable of fricative (v).
3.	Park /pɑ:rk/	/pɑk/	'park", there is no liquid (r) in the final syllable.
4.	West /west/	/wes/	“west”, there is no voiceless stop (t) in the final syllable.

From our analysis that we discussed, we found four consonant clusters that Joko Widodo changed in his speech. The all four consonants formulated as:

1. Reduction in [rld]

Liquid + liquid + stop (syllable final)

Consonants [r] and [l] are liquid types. Because the consonant [l] is lateral, how to sound /l/ is by lowering one or both sides of the tongue while it is raising the middle one. It allows air to escape from the sides of the mouth instead of the center of the oral cavity. While [r] is a vibrating sound. The way to sound is the position of the loosened tip of the tongue near the alveolar ridge teeth and vibrated by the flow of air (KENSTOWICZ and KISSEBERTH, 1979: 16-17).

In Indonesian, the consonant [r] is an apiko-alveolar vibrating consonant that occurs when the tip of the tongue touches the gums and acts as a passive articulator (Muslich, 2008: 92). However, liquid [r] is pronounced more vibrating by Indonesian speakers. These two liquids are combined as consonant clusters in both Indonesian and English. However, in Indonesian, cluster consonants [rl] are only in the middle of syllables, such as the word 'berlian' and 'perlu.' There is no combination of these two consonants at the initial and final syllable in Indonesian.

As we know, Jokowi has a strong Javanese accent, which can affect him when he speaks both Indonesian and English. With a strong Javanese accent, the stop consonant [d] is pronounced stressed. For example, the word 'ndak' is pronounced /ənd'ak/, and the word 'ngendi' is pronounced /ŋənd'i/. The stop consonant [d] is very influential in the pronunciation of Indonesian speakers who live in the Javanese environment.

From the explanations above, Jokowi reduces the two consonants in the consonant cluster [rld] in the word 'world'/wə:(r)ld/. He pronounces it /wɒd/. It happened for several reasons. First, it is because the pronunciation of the liquid

consonant [r] in Indonesian is more vibrating. It will be difficult to pronounce when combined with other consonants in the final syllable. Second, there is no consonant cluster [rl] at the initial and final syllable in Indonesian. Third, the Javanese accent is strong, which affects the stop consonant [d] followed by stress in his pronunciation. It can be a mistake to pronounce the consonant [d] in the final syllable if it is accompanied by stress in the pronunciation.

It can be concluded that the consonant clusters in the word "world" have the rule liquid + liquid + stop that is in the final syllable of three consonants. But he breaks it. He does not pronounce liquid /r/ + liquid /l/ in the word 'world'. Therefore, Jokowi does not pay enough attention to the word "world" that has consonant clusters [rl] in the final syllable.

2. Reduction [n] and substitution [v]

Nasal [n]+ fricative [v] (Initial syllable)

Consonant [n] is a consonant that refers to the nasal. The method of nasal sounding is to stop the flow of air produced into the mouth with the tongue and tongue touching the alveolar ridge. So all the air enters the nasal cavity (Kenstowicz, 1979, pp. 10-11).

Labiodental is a consonant involved in the approximation of the lower lip and upper teeth. The types of consonants that involve labiodental are [v] and [f]. These two consonants are fricatives (Kenstowicz, 1979, p. 12). The way to sound the labiodental fricative f and v is to make a constriction in the lower lip and upper teeth (Kenstowicz, 1979, p. 15). While in Indonesian phonology, consonant [f] is voiceless labiodental fricative, and consonant [v] is voiced labiodental fricative (Muslich, 2008).

Indonesian speakers do not know the different sounds between phonemes /f/ and /v/. Indonesian speakers get used to pronouncing the phoneme [v] as /f/. For example, the word 'invasi' is pronounced as /infasi/. Moreover, a few Indonesian speakers pronounce these both fricatives labiodental as /p/. For example, the word /fasih/ is pronounced as /pasih/, and the word /viral/ is pronounced as /piral/.

In Indonesian, the consonant clusters [nv] exist in the middle syllable. For example, the word of 'investasi', 'invasi', 'konvoi', and 'kanvas'. The combination for the consonant clusters [nv] is only followed with the vowels /a/, /ɔi/, and /e/ in Indonesian.

The explanations above can be concluded that when Jokowi pronounces 'involved'/in'vɒlvd/ to be /ifolt/, he reduces the nasal consonant [n] and substitutes [f] for [v] for few reasons. First, the combination consonant cluster [nv] is rare to find in Indonesia. Words like 'investasi,' 'invasi,' 'investor,' 'konvoi,' and 'kanvas' are words that absorbed words from English. It is also the reason that the vowel /o/ does not exist after the consonant cluster [nv]. Second, the Indonesian speakers are not used to pronounce the consonant /v/. The consonant /v/ is usually pronounced as /f/ and /p/.

Liquid [l] + fricative [v] (final syllable)

In Indonesian, there are no consonant clusters [lv] either in the initial or final syllable. This explanation concludes that Jokowi reduces consonant [v] because there are consonant clusters [lv] in Indonesian. It can make Indonesian speakers pronounce the combination of these consonants difficult.

It can be concluded that there are two rules of consonant clusters that he breaks in the word 'involved.' First, he breaks the rule that is nasal + fricative in the middle syllable. He does not pronounce nasal [n], and he also does not pronounce fricative [v], but he changes it as [f]. Second, he breaks the rule that is liquid + fricative at the final syllable. He does not pronounce fricative [v]. Therefore, Jokowi doesn't pay enough attention to the word 'involved' that has consonant clusters [nv] in the middle syllable two consonants and [lv] in the final syllable two consonants.

3. Reduction for [r] in the consonant cluster [rk]

Liquid + stop (Final syllable)

In the word park, consonant [k] is a velar stop when it is combined with other consonants. But it is not followed by a consonant or vowel after consonant [k]. A velar stop is sounded, that the back of the tongue is brought near the soft palate. Velar stop has two types. They are the voiced velar stop /g/ and the voiceless velar stop /k/ (Brinton, 2010, p. 27). While in Indonesian, consonant [k] is dorso-velar stop (Muslich, 2008, p. 85).

In Indonesian, consonant clusters [rk] are not in the initial and final syllable. But these are in the middle syllable. For example, the word 'murka' and 'berkah' can show consonant clusters [rk]. Because Indonesian speakers pronounce the consonant [r] more vibratory, it will be pronounced like /parək/. From this explanation, it can be concluded that Jokowi pronounces park /pɑ:rk/ to be /pak/, which means that he reduces consonant [r]. It happens because there are two things. First, consonant clusters [rk] are only in the middle syllable. Second, the way Indonesian speakers pronounce consonants [r] is more vibratory. For Indonesian speakers, it will be difficult to pronounce it when the consonant [r] is combined with other consonants in the final syllable.

It can be concluded that he breaks the rule of the consonant clusters in the word "park," whose rule is liquid + stop in the final syllable of two consonants. He does not pronounce liquid /r/ in the word 'park.' Therefore, Jokowi doesn't pay enough attention to the word "park" that has consonant clusters [rk] in the final syllable.

4. Reduction for [t] in the consonant cluster [st]

Fricative + stop (Final syllable)

Consonant [t] refers to stop. The way to pronounce this consonant is to raise the tip of the tongue in various ways to the alveolar ridge. Stop (oral stop) involves raised velum followed by closed two articulators (Brinton, 2010, p. 25). The explanation above concludes that the consonant [t] is part of the voiceless alveolar stop. While in Indonesian phonology, Akhyaruddin has a different result in his book: the consonant [t] pronounce by sticking the tip of the tongue to the gum. The regional language in Indonesia influences people to pronounce consonants [d] and [t] by sticking the tip of the tongue to behind teeth. It makes a dental sound, not an alveolar sound (Akhyaruddin, 2020, p. 78)

This result has reasons why Jokowi makes a mistake in pronouncing the word 'west.' First, in Indonesian, consonant clusters [st] are only found in the initial and middle syllable. The examples of consonant clusters in the initial syllable are 'stamina' and 'stasiun.' And the examples of consonant clusters in the middle syllable are 'restu'

and 'mesti.' This explanation can be concluded that he can skip consonant [t] because there are no consonant clusters [st] in the final syllable of Indonesian words. Second, the word 'west' can pronounce similarly to the word 'uwes.' As we know, he is influenced by Javanese, which can make him consider that the way of pronunciation 'west' and 'uwes' is the same.

It can be concluded that he breaks the rule of a consonant cluster in the word 'west' that has rule fricative + stop. The consonant [t] in the consonant cluster [st] indicating /st/ that has been changed the only /s/ in the word 'west'. Therefore, Jokowi doesn't pay enough attention to the word 'west' that has consonant clusters [st] in the end syllable.

Conclusion

From the result of the analysis, it is found that the four consonant clusters which taking as the sample has consonants in the form of [r] and [l] is in the consonant cluster [rl] in a word 'world,' [n], which existed on the consonant cluster [nv] and [v] on the consonant cluster [lv] in a word 'involved,' and [t] that existed on the consonant cluster [st] in the consonant deleted by Joko Widodo in his pronunciation. It is because the consonant clusters do not exist in Indonesian phonology. So those consonant clusters of words changed are because of the reduction of cluster process, which is one of the phonological processes when each word goes through the consonant reduction in the consonant clusters. The consonant changes the process with the consonant that does not exist in Indonesian words, and Joko Widodo changes the consonant to the near consonant.

Next, there is a substitution process that occurs on the consonant [v] on the consonant cluster [nv] in the word 'involved.' When the change on the consonant [v] becomes [f]. That process occurring is because of the phonological process in the form of substitution on the consonant cluster. It is because the pronunciation of the word 'involved' becomes incomplete.

In conclusion, the changes of consonant clusters are found in the Joko Widodo speech undergo two processes of phonology. Through the cluster reduction and substitution process, the four words are changed by him. From 4 words, overall, the changes pass through the cluster reduction process: 'world,' 'involved,' 'park,' and 'west.' Meanwhile, one word which 'involved' undergoes two changes on the consonant cluster which are reduction and substitution. Those two processes can be concluded as the causes of mispronunciation in Joko Widodo's speech.

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SYNTACTIC AMBIGUITY FOUND IN ALLKPOP HEADLINES RELATED TO K- POP ARTISTS' COMEBACKS

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Abstract

The internet has played fundamental role in providing access to information, particularly, news articles. Online news articles consist of the same elements as well as contents of the news articles published on printed mediums. One of the elements of news articles is the headline, which enables us to comprehend the content or the main topic of an article without having to read the whole article itself. However, when a headline is ambiguous, it may create misunderstandings and confusion from the side of the readers. Thus, the headline has failed to provide the article's insights toward the readers. One of the online news platforms is Allkpop, a gossip-news website that offers news related to the Korean entertainment industry. In this platform, there are some ambiguities presented in the headlines. Therefore, this paper aims to reveal and analyze the ambiguities in five Allkpop headlines in an effort to understand the structure and meaning of other headlines, which could help prevent misunderstandings. The five headlines will be taken from Kpop artists' comebacks related news which are posted from August 2020 until October 2020. In addition, these ambiguities will be analyzed through syntactic approach since this paper concerns about the language structure of news headlines. Three diagrams will be utilized as the most suitable method in observing the syntactic ambiguities. Based on the results of the analysis, the five Allkpop news headlines are all ambiguous because they create more than one interpretation or meaning caused by a certain phrase from the structure of words.

Key words: *syntactic ambiguity, news headlines, tree diagram, k-pop*

Introduction

In the era of vast technology, the internet has become a prominent medium for seeking information. With the internet, news articles are made available and accessible for everyone, with various numbers of online news platforms on the web. Online news articles are no different from the news articles we find on printed mediums. They consist of the same format and contents. News headlines are the head of an article. It gives an insight to the readers on what the content of the article is. When ambiguity is present in a headline, it may lead to misunderstanding and confusion on the readers' side.

An example of an online news platform is Allkpop. Allkpop is a gossip-news website that focuses on news about the Korean entertainment industry; the majority of it covers K-pop. However, they also cover other topics on Korean celebrities in general. It is the most popular media used by fans of Korean entertainment to look up recent news or gossip of their interest. On Twitter alone, Allkpop has gained 5.5 million followers at the time the research was conducted. With a large audience, the big news that gains a number of retweets and likes could easily reach the common Twitters users faster.

Ambiguity in linguistics is divided into two: syntactic ambiguity and lexical ambiguity. In *Structural Ambiguity in English*, a book by Dallin D. Oaks, syntactic ambiguity (also known as structural ambiguity) is defined as when an utterance can carry more than one interpretation syntactically or when it indicates more than one relationship within the structure (2010, p. 15). Ambiguities can be uncovered by using syntactic trees. Andrew Carnie states that syntactic trees enable us to see that in syntactic structure, sentences are often ambiguous (2013, p. 96).

In I.A. Taghiyev's research paper (2018) entitled *Structural-Syntactic Ambiguity and Supra-Segmental Means*, he aims to show the gap between oral human speech and the written version of the speech. He reveals that ambiguities in the text are the result of the lack of supra-segmental phonetics devices, such as contrastive stress, pause, and tone level. He concluded that such ambiguity could only occur in written form, as in spoken language, people tend to pronounce the sentences with contrastive stress in order to prevent ambiguity.

In Yang's research paper (2014), *The Disambiguation and Application of the English Syntactic Ambiguity*, she analyzes the categories of how syntactic ambiguities occurred. She categorizes the cause of syntactic ambiguities into five different categories, which includes: syntactic ambiguity caused by the denial scope, syntactic ambiguity caused by words' special syntactic function, syntactic ambiguity caused by improper abbreviation, syntactic ambiguity caused by the unclear characteristics of words, and syntactic ambiguity caused by the unclear relations of the modifier. She describes the occurrence of syntactic ambiguity in the English language as "a kind of common and complex phenomenon" that is natural to a language. She concludes that syntactic ambiguity cannot be avoided in communication; however, preventing syntactic ambiguity from occurring is possible by analyzing the meaning of the sentences according to the linguistic environments.

This paper will analyze the syntactic ambiguity of prepositional phrases found in Allkpop headlines. Specifically, the five article headlines chosen between August of 2020 until October of 2020. The paper will only choose articles posted during these recent three months in 2020 because most of the news are mainly associated with K-pop artists' comebacks. Thus, this paper will be focusing on observing ambiguities that occurred in K-pop artists' comebacks-related headlines. By studying and analyzing the syntactic ambiguity of article headlines, we can learn to understand the structure and meaning of other headlines. Especially in this era where social media is used as a source of information nowadays, studying these ambiguities could help prevent misunderstandings.

The aim of this paper is to reveal the syntactic ambiguity of Allkpop headlines through the application of the tree diagram method. Afterward, the result of the research will be discussed and elaborated on in the paper.

Methodology

This research is qualitative research which means the data will be analyzed qualitatively. The method utilized in this paper is characterized by simultaneous data collection and analysis. Therefore, this study will analyze words in the object descriptively. The object of this research is five selected news headlines related to K-pop artists' comeback in Allkpop articles that are posted from August until October 2020.

The data collecting techniques are the researchers observing the news headlines of Allkpop from August until October 2020. Then, after observing those news headlines, the paper would use five selected news headlines in those time periods which have an ideal characteristic to identify the news headlines as syntactic ambiguity, occurred in the prepositional phrases. As one of the prominent K-pop news platforms with more than a million audiences, yet some of the news headlines possess syntactic ambiguity, which can mislead the understanding of the audiences, it is the main reason the object was chosen.

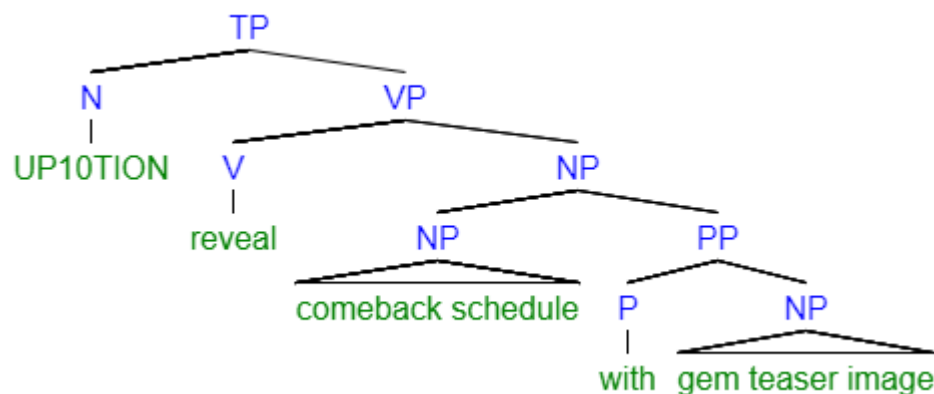
The paper will apply the tree diagram method in contemplation of analyzing the structure of the news headlines because the method makes the data of this research easier to get analyzed. In order to analyze the data, the paper’s discussion would divide the sentence into two parts assumed from the head of the phrase using the tree diagram. As an ideal method to analyze the data, a tree diagram would be used to analyze ambiguity in the phrases. For instance, if the head of the phrase is a noun, the tree diagram would be based on a noun phrase. Thus, the paper would describe the meaning of the phrases.

Findings and Discussion

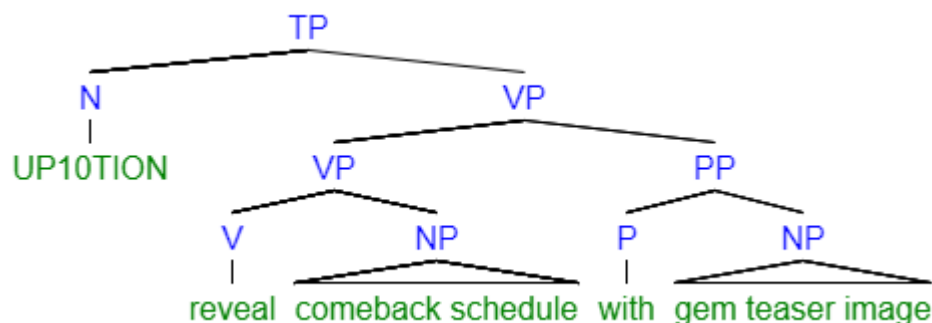
In this section, the ambiguous Allkpop news article headlines will be discussed and analysed. There are a total of five headlines and each headline will be provided with 2 tree diagrams of the two possible meanings. The headline titles are: *UP10TION reveal comeback schedule with gem teaser image*, *EVERGLOW has no time for haters in 80s electro-pop inspired 'LA DI DA'*, *LOONA's Olivia Hye, Yeojin, and Jinsoul are ready for the midnight festival at '12:00' with their new teaser photos*, *Ailee to comeback this fall with Ballad*, and *Momoland confirm their comeback date with new single 'Ready or Not' prod. by Psy*.

UP10TION reveal comeback schedule with gem teaser image

The first headline is *UP10TION reveal comeback schedule with gem teaser image*, which was published on 6th August 2020 on Allkpop. The headline has an ambiguous structure because it has two possible meanings caused by the PP *with gem teaser image*. The first possible meaning is caused by the PP modifying the NP *comeback schedule* and the second possible meaning is caused by the PP modifying the N *UP10TION*. Further discussions will be discussed by the following tree diagrams:



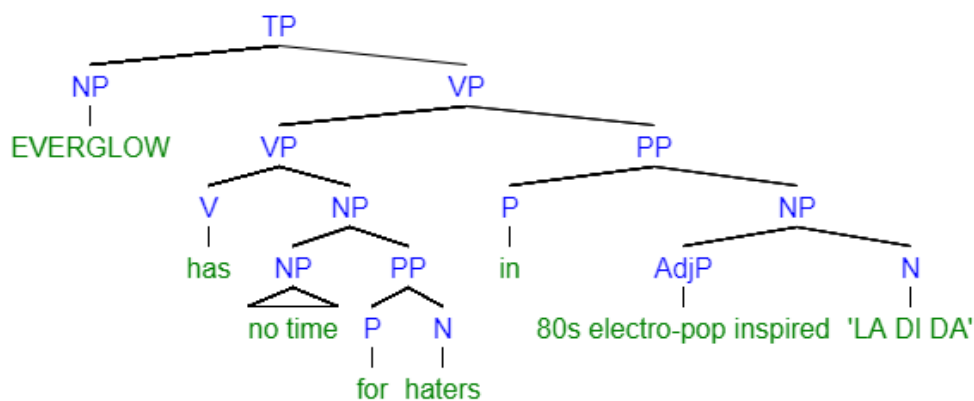
As represented in the above tree diagram, the PP *with gem teaser image* modifies the NP *comeback schedule*. The PP *with gem teaser image* describes the NP *comeback schedule*, the PP here modifies the Object of the headline. The PP here refers to it being something that is released by UP10TION to show that they are ready for their comeback, which is in a form of a teaser image. In this context it could be analysed as the “comeback schedule” is in a form of a “teaser image that is gem-themed”. Hence, the head of the headline based on this tree diagram is *comeback schedule*. Therefore, the first meaning of the headline can be interpreted as UP10TION revealed their comeback schedule with a gem-themed teaser image.



As represented in the above tree diagram, the PP *with gem teaser image* modifies the N *UP10TION*. The PP *with gem teaser image* describes the N *UP10TION*, the PP here modifies the Subject of the headline. The PP here could refer to “Gem” as being a person’s name and a teaser image is released by UP10TION to announce that they are ready to come back. In this context it could be analysed as “UP10TION” will be making a comeback with a collaboration with someone named “Gem”, and they revealed this collaboration by releasing a comeback schedule with a teaser image. Hence, the head of the headline based on this tree diagram is *UP10TION*. Therefore, the second meaning of the headline can be interpreted as UPT10TION and someone named Gem reveals comeback schedule teaser image.

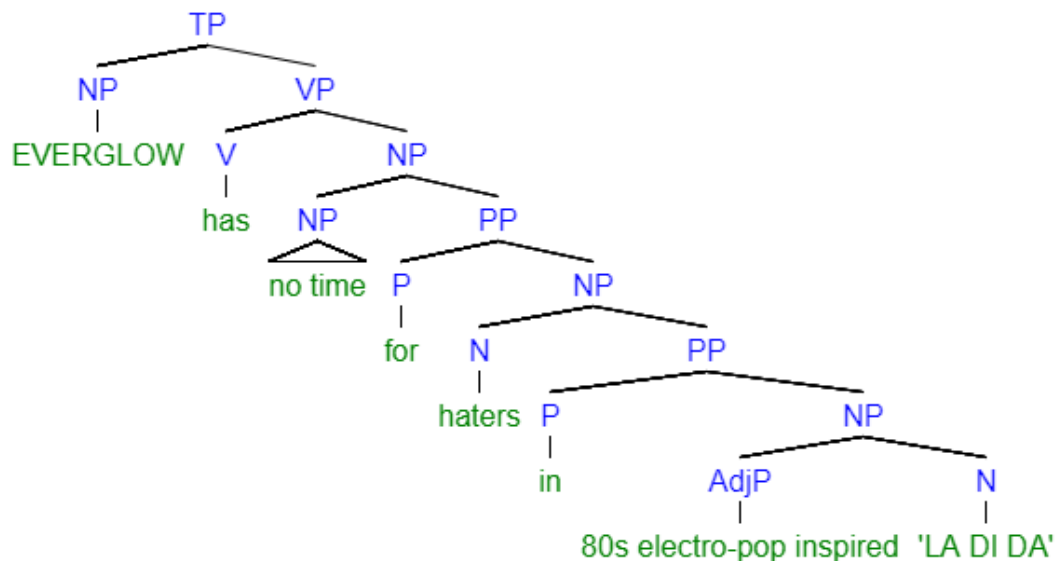
EVERGLOW has no time for haters in 80s electro-pop inspired 'LA DI DA'

The second headline is *EVERGLOW has no time for haters in 80s electro-pop inspired 'LA DI DA'*, which was published on 21st September 2020 on Allkpop. The headline has an ambiguous structure because it has two possible meanings caused by the PP *in 80s electro-pop inspired 'LA DI DA'*. The first possible meaning is caused by the PP modifying the N *EVERGLOW* and the second possible meaning is caused by the PP modifying the N *haters*. Further discussions will be discussed by the following tree diagrams:



As represented in the above tree diagram, the PP *in 80s electro-pop inspired 'LA DI DA'* the N *EVERGLOW*. The PP *in 80s electro-pop inspired 'LA DI DA'* describes the N *EVERGLOW*, the PP here modifies the Subject of the headline. The PP here could refer to the theme of the song and the music video of EVERGLOW’s comeback. In this context it could be analysed as “EVERGLOW” being the ones from the “80s electro-pop inspired ‘LA DI DA’”, which could refer to the theme of the song and the music video. Hence, the head of the headline based on this tree diagram is *EVERGLOW*. Therefore, the first meaning of the

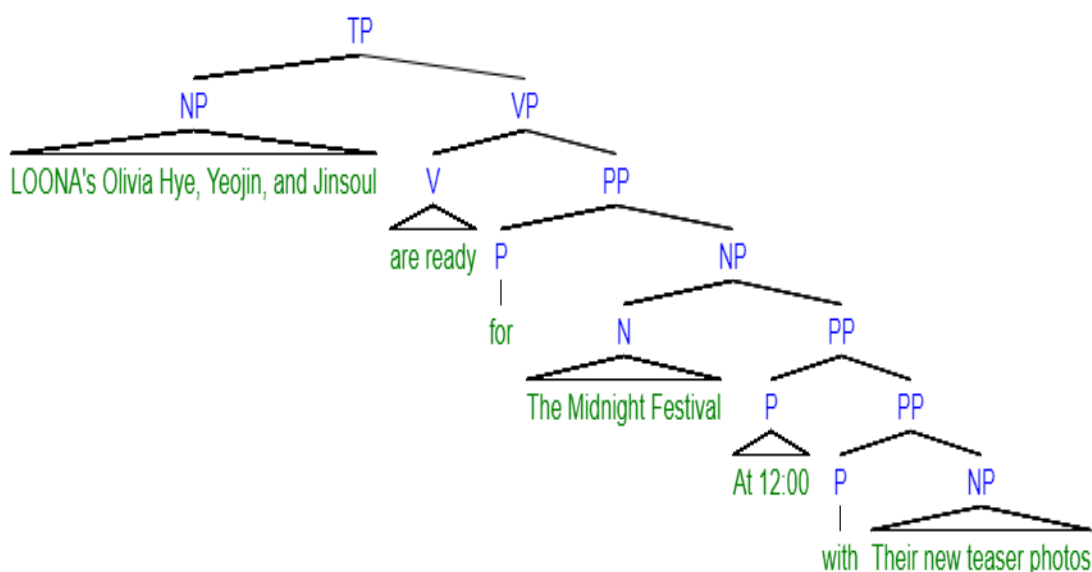
headline can be interpreted as EVERGLOW has no time for haters in their 80s electro-pop inspired song 'LA DI DA'.



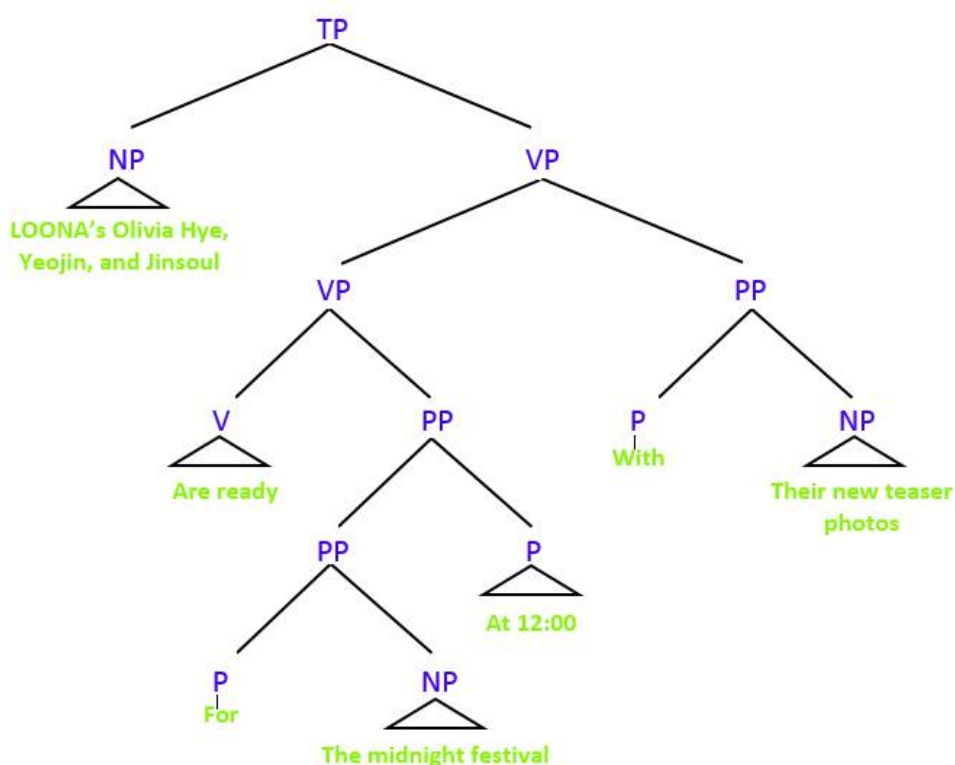
As represented in the above tree diagram, the PP *in 80s electro-pop inspired 'LA DI DA'* modifies the N *haters*. The PP *in 80s electro-pop inspired 'LA DI DA'* describes the N *hates*, the PP here modifies the Object of the headline. The PP here could refer to the location of where the *haters* come from, which is the music video of EVERGLOW's comeback. In this context it could be analysed as the "haters" are the ones who are inside the "80s electro-pop inspired 'LA DI DA'", which could be referred to the "haters" inside of their music video. Hence, the head of the headline based on this tree diagram is *haters*. Therefore, the second meaning of the headline can be interpreted as EVERGLOW has no time for haters who are from 80s electro-pop inspired 'LA DI DA'.

LOONA's Olivia Hye, Yeojin, and Jinsoul are ready for the midnight festival at '12:00' with their new teaser photos

The third headline is *LOONA's Olivia Hye, Yeojin, and Jinsoul are ready for the midnight festival at '12:00' with their new teaser photos*, which was published on 22nd September 2020 on Allkpop. The headline has an ambiguous structure because it contains two possible meanings caused by the PP *with their new teaser photos*. The possible meanings can be seen on the tree diagram: a) LOONA's Olivia Hye, Yeojin, and Jinsoul release new teaser photos for the midnight festival at '12:00', where the PP modifies the V *are ready*. Meanwhile on diagram b) 'LOONA's Olivia Hye, Yeojin, and Jinsoul are going to the midnight festival at '12:00' with their new teaser photos, where the PP modifies the NP *LOONA's Olivia Hye, Yeojin, and Jinsoul*.



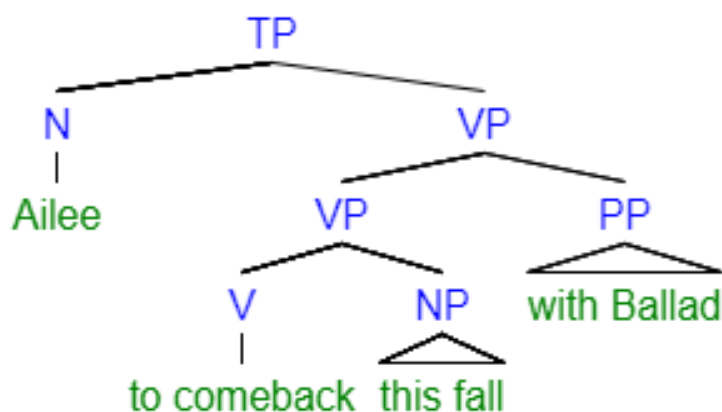
Based on the tree diagram above, the PP *with their new teaser photos* modifies the V *are ready*. The PP *with their new teaser photos* describes the V *are ready*, the PP here modifies the Predicate of the headline. The PP here refers to show what the LOONA members are ready for, and in this instance is ready for their comeback and they showcase it by releasing the “new teaser photos”. In this context it could be analysed as LOONA’s Olivia Hye, Yeojin, and Jinsoul shows that they “are ready” to head out to the midnight festival at ‘12:00’ by releasing “their new teaser photos”. Hence, the head of this headline based on this tree diagram is *are ready*. Therefore, the first meaning of the headline can be interpreted as LOONA's Olivia Hye, Yeojin, and Jinsoul release new teaser photos for the midnight festival at '12:00'.



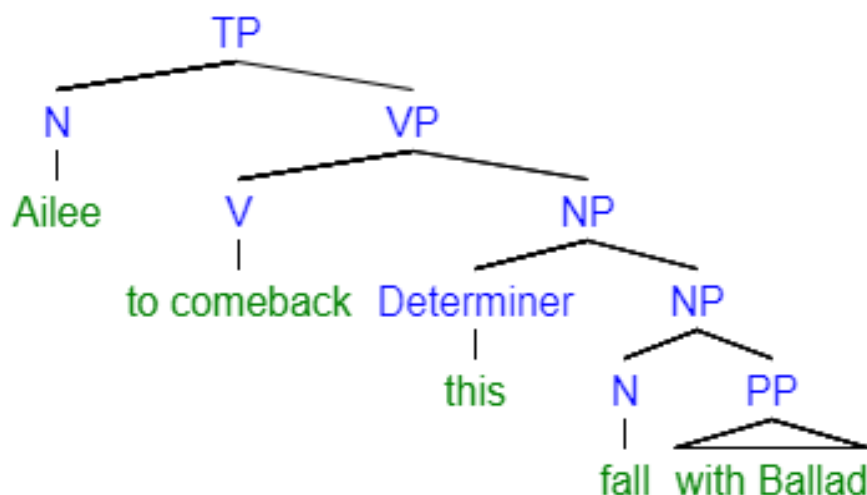
Based on the tree diagram above, the PP *with their new teaser photos* modifies the NP *LOONA's Olivia Hye, Yeojin, and Jinsoul*. The PP *with their new teaser photos* describes the NP *LOONA's Olivia Hye, Yeojin, and Jinsoul*, the PP here modifies the Subject of the headline. The PP here could refer to their “teaser photos” as objects that the LOONA members brought along with them to the festival. In this context it could be analysed as “LOONA’s Olivia Hye, Yeojin, and Jinsoul” are ready to go to the midnight festival at ‘12:00’ together with “their new teaser photos”. Hence, the head of this headline based on this tree diagram is *LOONA's Olivia Hye, Yeojin, and Jinsoul*. Therefore, the second meaning of the headline can be interpreted as LOONA's Olivia Hye, Yeojin, and Jinsoul are going to the midnight festival at '12:00' while bringing along their new teaser photos.

Ailee to comeback this fall with Ballad

The fourth headline is *Ailee to comeback this fall with Ballad*, which was published on 13th September 2020 on Allkpop. The headline is considered to be ambiguous because it creates two possible meanings caused by the PP *with ballad*. The possible meanings of the headline are presented in the following tree diagrams: a) Ailee will release a ballad song for her comeback this fall, where the PP modifies the V *to comeback*. On the other hand, on diagram b) Ailee will release a song for her comeback this fall featuring someone named Ballad, where the PP modifies the N *Ailee*.



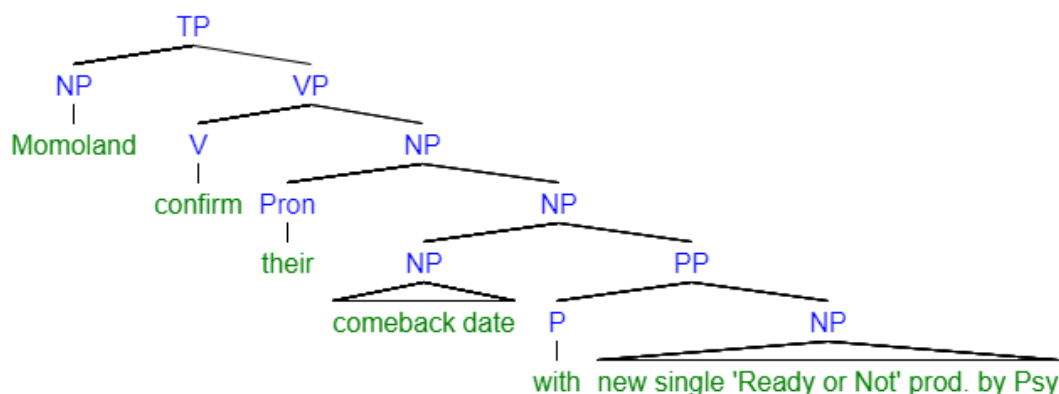
According to the tree diagram above, the PP *with Ballad* modifies the action of the V, *to comeback*. The PP *with Ballad* when it describes the V *to comeback* it explains the genre of the new song Ailee will release this fall, the PP here modifies the Predicate of the headline. The PP here refers to the music genre *ballad*, whereas the NP *this fall* describes the time when Ailee is going to have her comeback. In this context it could be analysed as Ailee will “come back” this fall by releasing a “ballad” song. Hence, the head of the headline based on this tree diagram is *to comeback*. Therefore, the first meaning of the headline can be interpreted as *Ailee will release a ballad song for her comeback this fall*.



According to the tree diagram above, the PP *with Ballard* modifies the N, *Ailee*. The PP *with Ballard* describes the N *Ailee*, the PP here modifies the Subject. The PP here could refer to a person who is named Ballard and is going to be featured or collaborating in Ailee’s new song in fall. In this context it could be analysed as “Ailee” will be making a comeback in fall along with someone named “Ballad”. Hence, the head of the headline based on this tree diagram *Ailee*. Therefore, the second meaning of the headline can be interpreted as *Ailee will release a song for her comeback this fall featuring someone named Ballard*.

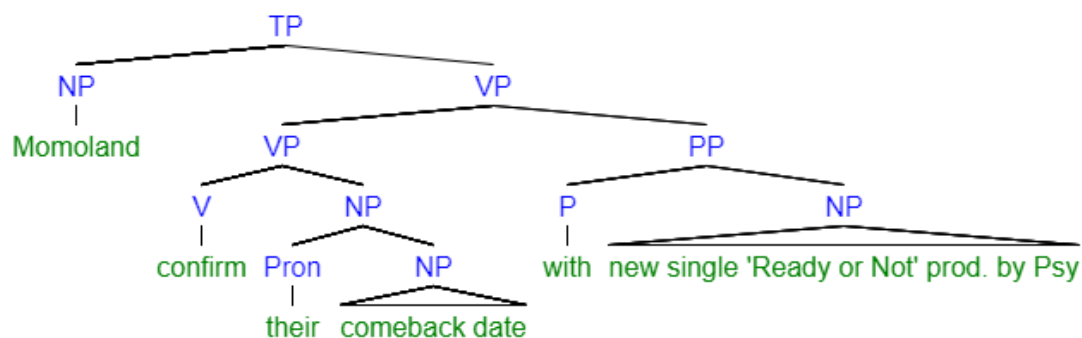
Momoland confirm their comeback date with new single 'Ready or Not' prod. by Psy

The fifth headline is *Momoland confirm their comeback date with new single 'Ready or Not' prod. by Psy*, which was published on 29th October 2020 on Allkpop. The headline has an ambiguous structure because it has two possible meanings caused by the PP *with new single 'Ready or Not' prod. by Psy*. The first possible meaning is caused by the PP modifying the NP *comeback date* and the second possible meaning is caused by the PP modifying the V *confirm*. Further discussions will be discussed by the following tree diagrams:



As represented in the above tree diagram, the PP *with new single 'Ready or Not' prod. by Psy* modifies the NP *comeback date*. The PP *with new single 'Ready or Not' prod. by Psy* describes the NP *comeback date*, the PP here modifies the Object of the headline. The PP

here refers to the title of the song that Momoland will be making a comeback with. In this context it could be analysed as Momoland will be making a comeback with “a new single titled ‘Ready or Not’ that is produced by Psy” and they have just confirmed the “comeback date”. Hence, the head of the headline based on this tree diagram is the comeback *date*. Therefore, the first meaning of the headline can be interpreted as Momoland confirms their comeback date for their new single 'Ready or Not' prod. by Psy.



As represented in the above tree diagram, the PP *with new single 'Ready or Not' prod. by Psy* modifies the V *confirm*. The PP *with new single 'Ready or Not' prod. by Psy* explains the V *confirm*, the PP here modifies the Predicate of the headline. The PP here refers to the song that is released by Momoland to confirm the date of their comeback. In this context it could be analysed as Momoland will be making a comeback and they “confirms” the date of the comeback alongside the release of “a new single titled ‘Ready or Not’ that is produced by Psy”. Hence, the head of the headline based on this tree diagram is *confirm*. Therefore, the second meaning of the headline can be interpreted as Momoland confirms their comeback date by releasing new single 'Ready or Not' prod. by Psy.

Conclusion

Based on the discussion done in this research, it can be concluded if there are some words that can cause the syntactic ambiguity in Allkpop news headlines that were taken from August until October 2020 regarding the Korean idols' comeback. Those ambiguous words can be analyzed by applying the tree diagram. The ambiguity in the news headlines can be seen from the structure of the words.

The tree diagram helps this research to review every single word possessed by the ambiguous news headlines. There are five news headlines that found the aspect of syntactic ambiguity in its structure. The instance which can be taken from the findings and discussion is "LOONA's Olivia Hye, Yeojin, and Jinsoul are ready for the midnight festival at '12:00' with their new teaser photos", the syntactic ambiguity contained in the news headlines is caused by "with their new teaser photos." The words "with their new teaser photos" can possess two meanings, the first one is LOONA's Olivia Hye, Yeojin, and Jinsoul are going to the midnight festival at 12:00 with a person named 'their new teaser photos' and the second meaning is LOONA's Olivia Hye, Yeojin, and Jinsoul release their new teaser comeback photos for the midnight festival at 12:00. Furthermore, as the suggestion in this research discussion, hopefully, there will be other research in the discussion topic of syntactic ambiguity. It is suggested that the other upcoming researchers would find the beneficial and the use of this research as their reference regarding syntactic ambiguity in the news headlines.

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Appendices

No .	Datum	Date	Reasons	Meaning 1	Meaning 2
1	UP10TION reveal comeback schedule with gem teaser image	Thursday, August 6, 2020	PP modifies the Object	UPT10TION revealed comeback schedule with gem-themed teaser image	UPT10TION and someone named Gem reveals comeback schedule teaser image.
			PP modifies the Subject		
2	EVERGLOW has no time for haters in 80s electro-pop inspired 'LA DI DA'	Monday, September 21, 2020	PP modifies the Subject	EVERGLOW has no time for haters in their 80s electro-pop inspired song 'LA DI DA'	EVERGLOW has no time for haters who are from 80s electro-pop inspired 'LA DI DA'
			PP modifies the Object		

3	LOONA's Olivia Hye, Yeojin, and Jinsoul are ready for the midnight festival at '12:00' with their new teaser photos	Tuesday, September 22, 2020	PP modifies the subject	LOONA's Olivia Hye, Yeojin, and Jinsoul release new teaser photos for the midnight festival at '12:00'.	'LOONA's Olivia Hye, Yeojin, and Jinsoul are going to the midnight festival at '12:00' with their new teaser photos
			PP modifies the predicate		
4	Ailee to comeback this fall with ballad	Wednesday, September 23, 2020	PP modifies the Predicate	Ailee will release a ballad song for her comeback this fall	Ailee will release a song for her comeback this fall featuring someone named Ballad
			PP modifies the Subject		
5	Momoland confirm their comeback date with new single 'Ready or Not' prod. by Psy	Friday, October 30, 2020	PP modifies the Object	Momoland confirm their comeback date for their new single 'Ready or Not' prod. by Psy	Momoland confirm their comeback date by releasing new single 'Ready or Not' prod. by Psy
			PP modifies the Predicate		

WORD FORMATION OF ENGLISH SLANGS USED IN BRETMAN ROCK'S YOUTUBE VIDEO FROM DECEMBER 2020-APRIL 2021

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Abstract

The study is discussing the word-formation process of English slang. Slang is a very informal word and expression that is more common in spoken language, especially used by a particular group of people. The younger generation is more likely to use English slang to communicate with each other. It is also used by many young YouTubers to interact with their audiences nowadays. Therefore, the object of the research is Bretman Rock's YouTube videos from December 2020 – April 2021. Our goal is simply to provide information regarding words related to English slang words and create awareness for the English slang. The study will be focused on the morphological matter of the data and will be analyzed using Brinton and Yule's theory of the word-formation process. It is qualitative descriptive research. Based on the data, the word-formation processes that are found by the researchers are Derivational, Blending, Compounding, and Shortening (Clipping and Acronyms). There are five derivational slang words, nine blending slang words, three compounded slang words, five clipped slang words, and one acronym. The word 'bitches' is the most often English slang word that is mentioned with 11% of the overall data.

Keywords: *word formation, slang words, Bretman Rock's YouTube video, percentage.*

Introduction

The creation of new words in the English language is increased continually from generation to generation. George Yule said that the potential number of utterances in any human language is infinite (2020). English words always evolve in every generation. The younger generation is more likely to use English slang to communicate with each other. Liana Barseghyan's research paper entitled "On Some Aspects of Internet Slang", states how the Internet radically changes global communication (2013). Slang words are used by young people to show intimacy in their group of friends (Widyanto, 2013). Slang itself is a very informal word and expression that are more common in spoken language, especially used by a particular group of people (Oxford Dictionary of Linguistics, 2000). The common English slang that is often used are Sis, Fam, FOMO (Fear Of Missing Out), TTYL (Talk To You Later), many more. This English slang are used by many young influencers to interact with their audiences nowadays. Bretman Rock became one of the best influences of this new English slang.

Bretman Rock is a Filipino-American famous beauty influencer, social media personality, and internet sensation based in Honolulu, Hawaii. During this pandemic, he promotes his followers to stay at home and shares his activities through his YouTube channel. YouTube is one of the most popular platforms on which creators can share their content in a video (Westenberg, 2016). People use this platform to share activities, ideas, or

talents. It gets the second rank on the most accessed social media, reaching 2.3 billion active users based on Oberlo.com, May 2020. It is important to understand words nowadays to get up to date about what happens around us as young people. It increases our awareness of what people are saying, and also, people could wisely choose the diction of language in communicating with others. Especially, nowadays people live in online-based communication due to COVID-19.

The study will discuss the word-formation process of English slang. In morphology, the researchers discuss word-forming elements and processes in a language (Merriam Webster, 2021). The major origins of English words are Greek and Latin, they often provide alternative ways to describe things (Yule, 2020). Based on Brinton and Brinton, word-formation comes with many processes, for example, the common sources like borrowing, compounding, blending, back-formation, derivation, coinage, and shortening (2010).

Therefore, our goal is to analyze the word-formation of slangs used in Bretman Rock's YouTube videos from December 2020 to April 2021 to create awareness of new English slangs. The subject matter that is used is Bretman Rock's YouTube video from December 2020-April 2021. The research aims to increase our knowledge and abilities as students in the word processes of English slang. This research is a qualitative descriptive study. This type of qualitative descriptive research is a type of research with obtaining data as it is.

Methodology

The researchers use descriptive qualitative to identify, describe, and analyze the word-formation processes of the English slang words. The researchers also apply the content analysis method to identify the data. Content analysis is a research method providing systematic and objective means to infer data as a way to describe and quantify a certain phenomenon (Bengtsson, 2016). The study is focusing on the morphological matter of the data. Bretman Rock's YouTube video from December 2020-April 2021 will be the primary source of the data. The secondary sources are the word-process theories from the experts, The Study of Language by George Yule, The Linguistic Structure of Modern English by Laurel J. and Donna M. Brinton, and other journals from researchers and linguists to support the analysis.

The data collection technique was observation and documentation. The researchers attempted to figure out the word-formation process of the English slang and describe it systematically based on the relevant theories. To compile the data, the researchers use the closed caption on YouTube tools. Here are the steps the researchers use to collect and analyze the data: observe by watching and taking notes of the slangs through the closed caption on Bretman Rock's YouTube videos, compile the data based on their word-formation process. Then, the findings and discussions will be elaborated on by using secondary sources. The collected data and analysis results were verified by rechecking to ensure accuracy and validity.

Findings and Discussion

The researchers found four types of Brinton's word-formation processes of English slang that are used on Bretman Rock's YouTube Videos from December 2020 until April 2021. In the discussion, the researchers will be explaining the word-formation of slang that is used.

A. Derivation

Derivation is a word-formation process that is used in slang words. It is the process of adding an affix to a word (Brinton, 2010, page 94). The researchers found five slang

words with derivational as the word-formation process in Bretman Rock's YouTube videos.

1. Fucking

The first example is the word-formation of "fucking." The word Fucking itself is from the formation of "Fuck" (verb) and "-ing" (progressive inflectional suffix).

The word-formation process:

Fuck (verb) + -ing (progressive inflectional suffix) = Fucking

2. Literally

The word has been used in metaphors or hyperbole to indicate what follows must be taken in the strongest admissible sense since the 17th century. ("literally | Search Online Etymology Dictionary", 2021). Nowadays, it is used to describe something that actually happens or exists ("Urban Dictionary: literally", 2021). Sometimes the word also used as it does not have real meaning. Therefore, it is one of the overused English slang.

The word-formation process:

Literal (adjective) + -ly (adverbializer) = Literally (adverbial)

The adverbializer expresses the resemblance in the word 'literally'.

3. Basically

It is the word that people use to explain something but people don't actually have any depth of knowledge ("Urban Dictionary: basically", 2021). The function of the word is also similar like "to simplified".

The word-formation process:

Basic (adjective) + -ly (adverbializer) = basically (adverb)

The adverbializer resembles the word 'basically'.

4. Bitches

It is a plural form of "bitch". Bitch itself is used to express a multitude of emotions; anger, anticipation, despair, endearment, envy, excitement, fear, horror, joy, shock, surprise, warning; all achieved by one's enunciation and intonation. ("Urban Dictionary: bitch", 2021)

The word-formation process:

Bitch (noun) + -es (plural suffix) = bitches (noun)

5. Baddest

Nowadays the use of the word baddest is described as something coolest or toughest. It is used for complimentary. (Urban D) Although, it is the superlative form of "bad" which means "the worst", the slang has complete opposite meaning in 21th century.

The word-formation process:

Bad (adjective) + -est (superlative inflectional suffix) = Baddest.

B. Blending

Blending is the process of forming a combination of two words by eliminating parts of other words. Two free words are combined and blended, usually by clipping off the end of the first word and the beginning of the second word, although sometimes one or the other morpheme is left intact (Brinton, 2010, page 107). The researchers found

nine slang words with blending as the word-formation in Bretman Rock's YouTube Videos. They are *y'all*, *wanna*, *gonna*, *gotta*, *tryna*, *kinda*, *lemme*, *issa*, and *ain't*.

1. Y'all

The word is an abbreviation of *you all*. Bretman used this slang in a sentence like,

"Y'all will know next week!"

The word-formation process:

$(Y)ou + (all) = y'all$

2. Wanna

The word used for *want to* in informal speech and in representations of such speech. The shorter version of *want to*. Bretman says, "Who is the last person you would wanna to be stuck in the elevator with?" in *Catching up with Da Rock's Siblings* YouTube video.

3. Gonna

The casual pronunciation of *going to*. The example, in Bretman Rock's Video: *3 Easy Way to Look Cute*, "*After that, you're gonna put your timer on, or you could just have it on the whole time. And you're gonna count to 15 seconds.*"

4. Gotta

The word means "have to do something". It is the short version for *got to*. In Bretman Rock's YouTube video titled *Christmas Tree Decorating Contest w/ Princess lol*, Princess May says, "*We gotta stay healthy right?*"

5. Tryna

It is the short version for *trying to*. The word is the second-generation evolution of "you trying to do something", which is the evolved form of "would you like to do something".

6. Kinda

The casual pronunciation of *kind of*. A combination of *yes and no*. It is used when someone doesn't know what to say in a sentence. In Bretman Rock's YouTube video: *BEAUTY and CLOSET STORAGE ROOM TOUR*, he says, "*I kinda want it white.*" While describing his room wall.

7. Lemme

The word exists because pronouncing *let me* needs too many syllables. The word "lemme" has become a standard way of expressing an activity.

The word-formation process:

$(Le)t + (me) = lemme$

8. Issa

It is a conjunction of *it's* and *a*, which pronounced as "ah". The slang became popularized by rapper, 21 Savage in 2016.

9. Ain't

‘Ain’t’ is slang contraction of is not, are not, am not, do not or does not. It is popular in the African-American language, which became a significant use in certain states in the USA.

C. *Compounding*

Compounding is a word-formation process by combining or stringing two words into a new form. In Bretman Rock’s videos, the researchers found three slang words with compounding as the word-formation process.

1. Motherfucker

The term has no meaning since it may be used as a compliment and an insult. It is the most widely used curse in the English language. ("Urban Dictionary: mother fucker", 2021). The word “motherfucker” that Bretman used has no meaning only addition of someone name.

The word-formation process:

Mother (noun) + fucker (noun) = motherfucker (noun)

2. Motherfucking

The word is used to tone up and strengthen what you mean, like making something heavier, worse, better, more incredible, etc. ("Urban Dictionary: motherfucking", 2021). “motherfucking” and “motherfucker”. Both are the same meaning and function—to swearing. The purpose of “motherfucking” is to explain the explanation clearly in an explicit way.

The word-formation process:

Mother (noun) + fucking (adjective) = motherfucking (adjective)

3. Whatever

Based on the Urban Dictionary, the word is indifferent to what a person is saying. It is similar to “who cares!” However, in his video, Bretman often use the phrase “...or whatever” which means or anything similar.

The word-formation process:

What (pronoun) + ever (adverb) = whatever (adverb)

D. *Shortening*

Brinton & Brinton's Theory explained that shortening has three types—acronyms, initialisms, and clipped forms. However, based on the data the researchers found, there is two types of shortening in Bretman Rock’s videos from December 2020 to April 2021—it is clipping and acronyms.

➤ *Clipping*

A clipping is a result from deliberately dropping part of a word, usually either the end or the beginning, or less often both, while retaining the same meaning and same word class. Here are the five slang words with clipping as the word-formation:

1. Wassup

It is used to ask about someone's situation. It is the slang version of formal "How are you, what's going on?"

The word-formation process:

(W)h(a)t + i(s) + up = wassup

2. Ex

It is a preposition that describe someone you used to date and or talk to in a intimate matter

The word-formation process:

ex-girlfriend > ex

Example in *Who Knows Me More* by Bretman Rock, he says, "*And yes, I remember my ex!*"

3. Tho

It is an abbreviated spelling of though which means despite the fact that; although.

The word-formation process:

(Tho)ugh = thou

4. Sis

The word "sis" is abbreviation of "sister" which commonly used as terms to show affection/love to friends in Urban New York/ Jersey area.

The word-formation process:

(Sis)ter = sis

5. Extra

It is a clipped word from extraordinary which means very unusual, special, unexpected, or strange ("extraordinary", 2021).

The word-formation process:

(Extra)ordinary = extra

➤ Acronyms

In an acronym, the initial letters of words in a phrase are pronounced as a word (Brinton, 2010, page 109). In one of Bretman Rock's YouTube video, there is one title that use an acronym. The video titled Christmas Tree Decorating Contest with Princess LOL, which uploaded in 17th December 2020. The word LOL is abbreviation of Laughing Out Loud. It is popular English slang to express something really funny. Based on the data, the researchers compile and count the percentage of each slang word that is mentioned. Each of the data repetitions will be divided by ten and multiple by 100%. The researchers provided the slangs words percentage diagram attached on the appendix page. Here is the explanation paragraph for Diagram 1.1: In some of these videos, the words extra, ain't, tryna, and issa are mentioned in 1 % of the overall data. The words ex, tho, lemme, sis, wanna, whatever, baddest, and basically are mentioned 2% of the overall data. The word kinda is mentioned 3% from the overall data. The words y'all and gotta are mentioned 4%. The words gotta and y'all are mentioned 5%. The words LOL and are mentioned 6% of 100% from the data. The word motherfucker and motherfucking mentioned 7% of the overall data. The word literally is mentioned in 8% of the overall data. The word fucking

mentioned 9% of the overall data. The word gonna is mentioned 10%. Lastly, the most mentioned slang word is bitches, which is 11% of the overall data. This percentage amount is 100% of the Bretman Rock's YouTube videos we took for our data processing from December 2020-April 2021.

Conclusion

Based on the data above, the word-formation processes that can be found in Bretman Rock's YouTube videos from December 2020-April 2021 are Derivational, Blending, Compounding, and Shortening (Clipping and Acronym). The researchers found that there are five derivational slang words, nine blending slang words, three compounded slang words, five clipped slang words, and one acronym that are used on Bretman Rock's YouTube videos from December 2020-April 2021. It is proven that English slangs word became part of daily communication that is commonly shared by influencers such as YouTubers, like Bretman Rock. The English slang words that Bretman Rock is using mostly are vulgar or rude words. Therefore, the data analysis above provides more understanding in order to create awareness to people, especially the youth, in using the words in public. The researchers found that the most used slang word in Bretman Rock's videos from December 2020-April 2021 is the word "bitches" with 11% of the overall data. The word "bitches" is a vulgar derivational slang word.

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Appendix

Diagram 1.1 The Overall Data Percentage of English Slang Words used in Bretman Rock's YouTube videos from December 2020-April 2021

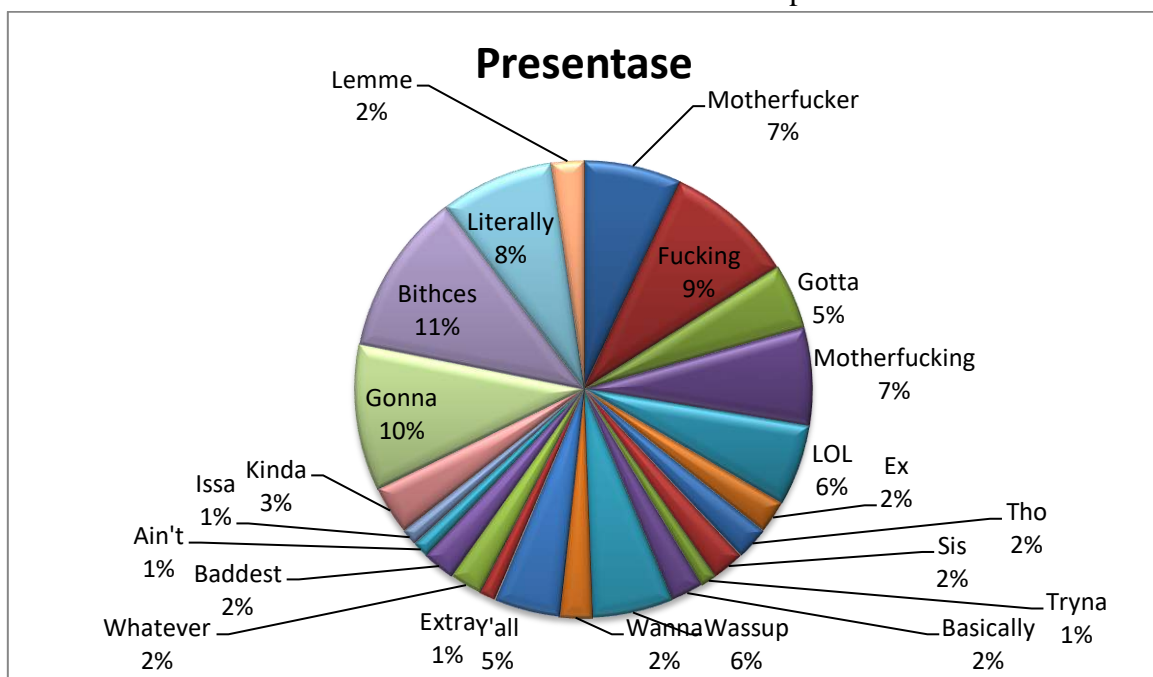


Table Data 1.1 The Percentage of the data

NO.	Word	Percent
1.	Motherfucker	7%
2.	Fucking	9%
3.	Gotta	5%
4.	Motherfucking	7%
5.	LOL	6%
6.	Ex	2%
7.	Tho	2%
8.	Lemme	2%
9.	Sis	2%
10.	Tryna	1%
11.	Basically	2%
12.	Wassup	6%
13.	Wanna	2%
14.	Y'all	5%
15.	Extra	1%
16.	Whatever	2%
17.	Baddest	2%
18.	Ain't	1%
19.	Issa	1%
20.	Kinda	3%
21.	Gonna	10%
22.	Bitches	11%
23.	Literally	8%

Table 2.1 English Slang Words in Bretman Rock: Catching up with Da Rock's siblings

Video	Publish on	Slang Words	How many times did he say that word
Catching up with Da Rocks's siblings	3 rd December 2020	Motherfucker	1
		Motherfucking	12
		Fucking	17
		Y'all	12
		Wanna	9
		Shut up	2
		Literally	8
Bitches	21		

Table 2.2 English Slang Words in Bretman Rock: *Christmas Tree Decorating Contest with Princess LOL*

Video	Publish on	Slang words	How many times did he say that words
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Christmas Tree Decorating Contest with Princess LOL	17 th December 2020	Oh My Gosh	2
		Motherfucking	3
		Gonna	12
		Though	1
		Fucking	11
		Shut up	1
		Bitches	20
		Wanna	4
		Sis	1
		Baddest	1
		Literally	9
		Y'all	4
		Gotta	7

Table 2.3 English Slang Words in Bretman Rock: *Filipino *GALORE* Mukbang-Moms foodtruck is here*

Video	Publish On	Slang Words	How many times did he say that words
Filipino *GALORE* Mukbang-Moms foodtruck is here	22 nd December 2020	Bitch	16
		Motherfucking	2
		Fucking	9
		Tryna	2
		Though	2
		Wanna	6
		Y'all	1
		Kinda	1
		Literally	8
		Fucking	9
Gonna	4		

Table 2.4 English Slang Words in Bretman Rock: *My Morning Routine*

Video	Publish On	Slang words	How many times did he say that words
My Morning Routine	27 th December 2020	Gonna	25
		Bitches	17
		Motherfucking	9
		Fucking	6
		Literally	6
		Lemme	2
		Motherfucker	2
Y'all	3		

Table 2.5 English Slang Words in Bretman Rock: *Flying a kite*

Video	Publish On	Slang words	How many times
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			did he say that words
Flying a kite	20 th January 2021	Gonna	8
		Wassup	1
		Bitches	6
		Motherfucking	8
		Fucking	5
		Literally	6
		Lemme	6
		Motherfucker	2
Y'all	3		

Table 2.6 English Slang Words in Bretman Rock: *BEAUTY and CLOSET STORAGE ROOM TOUR*

Video	Publish On	Slang words	How many times did he say that words
BEAUTY and CLOSET STORAGE ROOM TOUR	4 th February 2021	Gonna	11
		Whassup	1
		Kinda	6
		Fucking	8
		Literally	6
		Lemme	6
		Y'all	9

Table 2.7 English Slang Words in Bretman Rock: *MEET THE CAST - Following BretmanRock Mukbang*

Video	Publish On	Slang words	How many times did he say that words
MEET THE CAST - Following BretmanRock Mukbang	8 th February 2021	Gonna	10
		Lame	1
		Bitches	14
		Motherfucking	8
		Fucking	5
		Sick	6
		Literally	6
		Lemme	6
		Cool	2
		Motherfucker	2
		Y'all	3
		Bomb	9
Chill	7		

Table 2.8 English Slang Words in Bretman Rock: *Who Knows Me More - WINNER gets \$\$\$*

Video	Publish On	Slang words	How many times
-------	------------	-------------	----------------

			did he say that words
Who Knows Me More - WINNER gets \$\$\$	24 th February 2021	Motherfucking	5
		Y'all	6
		Gonna	11
		Issa	1
		Basically	4
		Whatever	2
		Extra	2
		Gotta	1
		Baddest	10
		Ain't	1

Table 2.9 English Slang Words in Bretman Rock: *3 EASY Workouts to look Cute – Bretman Rock*

Video	Publish On	Slang words	How many times did he say that words
3 EASY Workouts to look Cute - BretmanRock	14 th March 2021	Whatever	3
		Literally	1
		Extra	1
		Motherfucking	2
		Gonna	19
		Basically	4
		Tryna	1

Table 2.10 English Slang Words in Bretman Rock: *Catching up with Sis Mukbang, season 2 reality show?*

Video	Publish On	Slang words	How many times did he say that words
Catching up with Sis Mukbang, season 2 reality show?	16 th April 2021	Gonna	5
		Wassup	1
		Bitches	8
		Motherfucking	8
		Fucking	10
		Literally	9
		Lemme	6
		Motherfucker	2
		Y'all	3
		Chill	10
		Lame	5

Table 3.1 The Leftover Data

In spite all of the data above, there are also some words that cannot be described using the Brinton and Yule Theory of the word-formation process. Some of the words include:

1. *Lame*

It is an adjective used to describe someone boring, uncool, or just sucks in general ("Urban Dictionary: lame", 2021). Bretman used the word lame as an adjective. "*Oh My Gosh, did u see her? Pretty lame*". However, the word 'lame' can be an adverb or noun. *Lamely (adverb), lameness (noun)*.

2. *Sick*

The word is used when something is outstanding, excellent, or impressive. It is the English slang for cool, hawt (hot) or fabulous ("Urban Dictionary: sick", 2021). Bretman used "sick" to praise an object that he thinks is very amazing and cool. "*Shit! This was so sick, right?!*", while amazed to see the makeup table and tools that he did not know it had. The word also can be *sickly (adjective), sickness (verb), and sickly (adverb)*.

3. *Bomb*

It means something or someone excellent or very impressive ("Thesaurus Dictionary: bomb", 2021). Bretman used this for an event or something that surprised him or something unexpected, "*Bomb! I didn't expect this to happen!*". The word can be *bomber (noun), bombing (verb)*.

4. *Chill*

It is a word that can be used for many things. It could describe being cool and going with the flow or a cold object. For example, the word is used to describe someone cool, "*Wow that dude is pretty chill*" ("Urban Dictionary: chill", 2021). Bretman always mentions the word "chill" and makes it a word that is often used intense or uncomfortable situations and when he says the word, it's like relaxing again, "*Okay, okay chill guys. It's okay*". The word can be *chilly (adj), chiller (noun), chilling (verb)*.

5. *Bitch*

The meaning is similar to "bad." Bitch also is a bad person and a noun. A lot of meaning from bitch here. According to the video Bretman Rock uses Bitch to call his manager or his sister and also for his audience. For example, for the opening video, he says, "*Hey bitch, it's Bretman Rock here!*"

**WORD FORMATION PROCESSES IN THE SONG *EDAMAME*
BY BBNO\$ FT. RICH BRIAN**

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Abstract

Word formation is a morphology process where new words are produced or modified and become a part of the language. This morphology process can be found in a song that uses colloquial English. Song is a short musical composition of words and music. There are many genres of the song. One of them is a Hip-Hop song. Example of a Hip-Hop song is Edamame by bbno\$ ft. Rich Brian recently went viral on Tik-Tok. Since the writer combined some words that become phrases while the writer wrote the lyrics. The researchers analyze the data collected from the lyrics of Edamame using a morphological approach and descriptive qualitative method. This research discussed how the words are formed in Edamame by bbno\$ ft. Rich Brian's lyrics. From the analysis, the researcher found eight words formation processes, which are acronyms, blending, borrowing, compounding, conversion, clipping, derivational, and multiple processes. The researchers also found that clipping dominates the song lyrics since the song is a Hip-Hop genre. The song writer or the singer uses clipping words because Edamame has a fast-paced rhythm and clipped some letters in the word because the genre of the song is Hip-Hop/Rap that mostly uses slang words. The purpose of using colloquial language so that the listener can imagine easily and make it more memorable.

Key words: morphological process, word formation, song, colloquial, Edamame

Introduction

Morphology is one of the linguistics branches since there are so many branches such as phonology, syntax, and semantic. According to Bauer, "Morphology is about the structure of words, how words such as dislike are made up of smaller meaningful elements such as di and like" (2012:7). It means morphology is studying the structure of words. Furthermore, morphology studies elements that create meaning in certain words. So, through morphology, people can understand words more easily because it tells them how words can form a new word with different meanings. These special terms went through a process called word-formation processes.

Based on George Yule, there are eleven categories of word-formation processes. Those are coinage, borrowing, compounding, blending, clipping, backformation, conversion, acronym, derivation, prefix and suffix, and multiple processes (2010, p. 53-60). Those word-formation processes can be found in a song that uses colloquial English. Based on Janet Holmes, colloquial language is often used in conversations with family or friends. This means that colloquial language is the way people speak in informal situations, such as when they talk to their friends or family. It includes dialect words and slang that are familiar to a certain age group or the area where somebody lives. That is why these non-standard English words and forms can be easily understood by certain groups of people but also can be unfamiliar to other groups. This study tries to find those word-formation processes in the song Edamame by bbno\$ ft. Rich Brian.

Song is a construction of words that combines melody and vocals. It is one of many devices that humans use to communicate with each other. Based on Guerra, the song is a combination of music and lyrics to express feelings and opinions concerning a particular matter (Guerra, 2015, p. 1). This means that lyrics are the most important component that makes up a song. Since lyrics are the words that are written by someone to make the song meaningful with the theme. From the theory above, the writer concludes that song is the set of words in the form of verses and choruses that describe the musician's message to others.

This study will analyze the lyrics of the song Edamame by bbno\$ ft. Rich Brian. This study aims to analyze those words written as the song lyrics through the eleven categories of word-formation processes according to George Yule. The analysis is to identify the impact of the word-formation toward the song meaning. Furthermore, this study will help the readers to understand more about the connotation of the word through word-formation processes.

Methodology

In conducting the data, the method of data collection that will be used is descriptive qualitative research. According to Kothari, descriptive research is those studies which are concerned with describing the characteristic of a particular individual of a group (2004, p. 37). In addition, Nazir states that descriptive research is to describe pictures or draw the factual and accurate facts in systematic and have a relationship with inter phenomena that are being observed (2014, p. 43). It means that the researcher explains the subject of the research in detail and should describe anything in the subject without leaving out the important point in the subject of the research.

The data of this study are analyzed descriptively based on the transcript of Edamame by bbno\$ ft. Rich Brian's lyrics from the internet. The researcher also used a morphological approach to analyze the processes that happen in the song. The first step of collecting the data will be reading the lyrics. Then, the researcher collected those words and divided and classified the word according to the word-formation processes categories, the literal meaning from the dictionary, and finally, the intended meaning.

Findings and Discussion

Words formation processes in English

The categories of word-formation processes are coinage, borrowing, compounding, blending, clipping, backformation, conversion, acronym, derivation, prefix and suffix, and multiple processes (Yule, 2010, p. 53-60). The researchers found that eight of eleven word-formation processes identified by George Yule are found in the song. Those words are categorized as acronyms, blending, borrowing, compounding, conversion, clipping, derivational, and multiple processes.

Word formation processes in the song "Edamame"

Clipping

The element of reduction that is noticeable in blending is even more apparent in the process described as clipping. This occurs when a word of more than one syllable is reduced to a short form. Common examples of clipping are *ad* (advertisement), *bra* (brassiere), *flu* (influenza) (Yule, 2010, p. 56). In bbno\$ featuring Rich Brian's song entitled Edamame, the

researchers found 12 clipping words in the song. These are clipping words that found in Edamame by bbno\$ featuring Rich Brian:

Bringin' : the word "bringin" in the lyrics is categorized as clipping because it is the shortened form of the word "bringing". The word bringin' is a back clipping because it drops the end of the part of the word, which is the letter g.

Goin' : the word "goin" in the lyrics is categorized as clipping because it is the shortened form of the word "going". The word goin' is a back clipping because it drops the end of the part of the words, which is the letter g.

Doin' : the word "doin" in the lyrics is categorized as clipping because it is the shortened form of the word "doing". The word doin' is a back clipping because it drops the end of the part of the words, which is the letter g.

Bumpin' : the word "bumpin" in the lyrics is categorized as clipping because it is the shortened form of the word "bumping". The word bumpin' is a back clipping because it drops the end of the part of the words, which is the letter g.

Pretendin' : the word "pretendin" in the lyrics is categorized as clipping because it is the shortened form of the word "pretending". The word pretendin' is a back clipping because it drops the end of the part of the words, which is the letter g.

Seekin' : the word "seekin" in the lyrics is categorized as clipping because it is the shortened form of the word "seeking". The word goin' is a back clipping because it drops the end of the part of the words, which is the letter g.

Chillin' : the word "chillin" in the lyrics is categorized as clipping because it is the shortened form of the word "chilling". The word goin' is a back clipping because it drops the end of the part of the words, which is the letter g.

Takin' : the word "takin" in the lyrics is categorized as clipping because it is the shortened form of the word "taking". The word goin' is a back clipping because it drops the end of the part of the words, which is the letter g.

Hoppin' : the word "hoppin" in the lyrics is categorized as clipping because it is the shortened form of the word "hopping". The word goin' is a back clipping because it drops the end of the part of the words, which is the letter g.

Till' : the word "till" in the lyrics is categorized as clipping because it is the shortened form of the word "until". The word goin' is a fore clipping because it drops the first part of the words, which is the letter "un".

'bout : the word "bout" in the lyrics is categorized as clipping because it is the shortened form of the word "about". The word 'bout' is a foreclipping because it drops the end of the part of the words, which is the letter a.

Lil' : the word "lil" in the lyrics is categorized as clipping because it is the shortened form of the word "little". The word 'lil' is a back clipping because it drops the end of the part of the words, which is the letter tle

Acronyms

Acronyms are new words formed from the initial letters of a set of other words (Yule, 2010, p. 58). Acronyms such as *CD*, *DVD* or *VCR* can be pronounced with each separate letter. More typically, acronyms are pronounced as a new single word, as in *NATO*, *NASA* or *UNESCO*. These are the examples of acronyms words found in Edamame by bbno\$ featuring Rich Brian:

CVS : Consumer Value Stores or "CVS" is a chain of Pharmacy's in the United States, that also sell foods and other products.

VVS : Very, very slight (inclusions) or "VVS" is a slang term referring to the clarity of a diamond. They have little to no inclusions (traces of carbon) in them.

B : "B" is an affectionate term for a loved one. It is an acronym of several different words such as *babe*, *boo*, *bae*, *brother*.

Blending

The combination of two separate forms to produce a single new term also present in the process called blending. However, blending is typically accomplished by taking only the beginning of the word and joining it to the end of the other word. Common examples of blending words are *brunch* (breakfast/lunch), *motel* (motor/hotel), *telecast* (television/broadcast) (Yule, 2010, p. 55). These are the blending words found in Edamame by bbno\$ featuring Rich Brian:

Wanna : the word wanna in the lyrics is categorized as blending because that word is the combination of the words "want" and "to". Therefore, it becomes the new word wanna. The meaning is the same as the word "want to".

Shoulda : the word shoulda in the lyrics is categorized as blending because that word is the combination of the words "should" and "to". Therefore, it becomes the new word wanna. The meaning is the same as the word "should to".

Borrowing

Borrowing is a process when new words are created by using words from another language. This means that people use words that they borrowed from other languages to communicate and use it continually in society. For example in English we know the word *cockroach* which is borrowed from Spanish. These are borrowing words found in Edamame by bbno\$ featuring Rich Brian:

Guala : it is a spanish slang words for money.

Edamame : immature green soybeans usually in the pod.

Edamame → word origin: Japanese (“eda” means “branch” or “stem” and “mame” means “bean”).

Compounding

Compounding is combining two separate words into a single form to describe something new. Common English compounds are bookcase, textbook, fingerprint, wallpaper, etc. The meaning of the combined word is not always the sum of the meaning of two words that create them. Here is the compounding word found in Edamame by bbno\$ featuring Rich Brian:

Badass: the word “badass” is a compound word because this word is constructed of two words “bad” and “ass”. The word “badass” is slang to describe a good thing or to give a compliment. It is not a bad word but it is impolite to use it when someone is talking to elders.

Conversion

A change in the function of a word, as for example when a noun comes to be used as a verb (without any reduction) is generally known as conversion. Other labels for this very common process are “category change” and “functional shift”. A number or noun such as *bottle*, *butter*, *chair*, and *vacation* have come to be used, through conversion, as verbs: *we bottled the home-brew last night*; *Have you buttered the toast?*; *Someone has to chair the meeting*; *They’re vacationing in Florida* (Yule, 2010, p. 57). Here is the conversion word found in Edamame by bbno\$ featuring Rich Brian:

Whip : the verb Whip means “move very quickly” is converted to a noun, which then transforms its meaning into a slang word for vehicle(car).

Whip(v) → Whip(n)

Derivational

The most common word formation process to be found in the production of New English. This process is called derivation and it is accomplished by means of a large number of small “bits” of the English language which are not usually given separate listing dictionaries. These small “bits” are generally describes as affixes. We can see that some affixes have to be added to the beginning of the word (e.g. *un-*, *mis-*). These are called prefixes. Other affixes have to be added to the end of the word (e.g. *-less*, *-ish*) are called suffixes (Yule, 2010, p. 59). Here is the derivational word found in Edamame by bbno\$ featuring Rich Brian:

Hunter : this word has one suffix “er”. The suffix “er” changes the part of speech of the word “hunt”. “Hunt” is a verb that becomes a noun after the suffix “er”.

Moisturizer : this word has two suffixes {-ize} and {-er}. The suffix {-ize} has the function to change the noun “Moisture” to verb “Moisturize”. The suffix {-er} is added to make the word as a noun.

Goofies : this word has two suffixes {-y} and {-es}. The suffix {-y} has the function to change the noun “goof” to the adjective form “goofy”. The suffix {-es} is added to make the word plural.

Multiple Processes

Multiple processes are processes in which a word needs several processes to form a new word. For example, the term *deli* seems to have become a common American English expression via a process of first borrowing *delicatessen* (from German) and then clipping that borrowed form. If someone says that *problems with the project have snowballed*, the final word can be analyzed as an example of compounding in which *snow* and *ball* were combined to form the noun *snowball*, which was then turned into a verb through conversion (Yule, 2010, p. 60). Here is the multiple processes word found in Edamame by Bbno\$ featuring Rich Brian:

Thottie : the word “thottie” consists of two multiple processes, Acronyms and Derivation. “THOT” is an acronym for “That Hoe Over There” and then it is added with the suffix -ie as the derivation process.

“THOT”(n) + {-ie} → “Thottie”(adj)
Acronym derivation

Conclusion

The researchers found eight of eleven categories of word-formation processes in the song Edamame by bbno\$ featuring Rich Brian. There are two blending words, twelve clipping words, two borrowing words, one compounding word, five derivational suffix words, one derivational prefix word, three acronym words, one conversion word, and one multiple processes word. From the data, the researcher found that clipping word-formation processes dominate the song.

Thus, by giving the proper explanation regarding word-formation processes in the song Edamame by bbno\$ featuring Rich Brian as the object of the study, the researchers hope that the readers can understand more about the context of the lyrics through word-formation processes.

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Appendices

Table 1

Word formation processes found in *Edamame* by bbno\$ featuring Rich Brian

Word	Word formation processes	Frequency
CVS	Acronyms	1
VVS	Acronyms	1
B	Acronyms	3
Wanna	Blending	1
Shoulda	Blending	1
Guala	Borrowing	3
Edamame	Borrowing	2
Bringin'	Clipping	1
Goin'	Clipping	1
Doin'	Clipping	1
Bumpin'	Clipping	1
Pretendin'	Clipping	1
Seekin'	Clipping	1

Chillin'	Clipping	2
Takin'	Clipping	1
Hoppin'	Clipping	1
Till'	Clipping	3
'bout	Clipping	3
Badass	Compounding	3
whip	Conversion	1
Hunter	Derivational Suffix	3
Moisturizer	Derivational Suffix	1
Lil'	Clipping	2

THE PROCESSES OF WORD FORMATION DEPICTED IN THE NAMES OF SOCIAL MEDIA PLATFORMS: TIKTOK, INSTAGRAM, YOUTUBE, FACEBOOK, AND WHATSAPP

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Abstract

Nowadays, social media platforms undergo significant development. It forces their Tech companies to offer enjoyable experiences for users that are different from their competitors. As a result, TikTok, Instagram, YouTube, Facebook, and WhatsApp are the most popular social media platforms for communication (Kellogg, 2020). In other words, their active users increase during the COVID-19 pandemic. Based on their popularity worldwide, the words from TikTok, Instagram, YouTube, Facebook, and WhatsApp are interested in being analyzed. Even though they are the names of mobile applications, the process while determining the name is the highlighted notion. Since their names might be derived from another language or combined with other words in English, they need the process named word-formation process. The process of word formation is considered as part of morphology studies, i.e., the study of the internal structures of words (forms of words). Word-formation is a process in which morphs are altered to form new words. It consists of several processes: derivation, reduplication, conversion, compounds, blends, back-formation, shortening, and root creation. Brinton & Brinton (2010) stated that derivation and compounds are common word-formation processes in English. Five names of social media platforms are analyzed and found that the most word-formation process among social media platforms is compounding. In conclusion, each social media undergoes a different process of word-formation, and it is possible if two or more word-formation processes occur in one word.

Keywords: social media platforms, mobile applications, word-formation

Introduction

Nowadays, social media platforms undergo significant development. It forces their Tech companies to offer enjoyable experiences for users that are different from their competitors. As a result, *TikTok, Instagram, YouTube, Facebook, and WhatsApp* are the most popular social media platforms (Kellogg, 2020). *TikTok* is recently famous among Millennials during the COVID-19 pandemic because they prefer to watch short videos (1-minute video). However, *Instagram* is still the favorite platform for influencers to promote their business and endorsement. Besides, *YouTube* is considered the best platform for watching since the duration of videos is more extended than *TikTok*. Meanwhile, *Facebook* and *WhatsApp* are used for chatting due to their simple features, which are easily accessible either by the old or young generations.

Based on their popularity worldwide, the words from *TikTok, Instagram, YouTube, Facebook, and WhatsApp* are interested in being analyzed. Even though they are the names of mobile applications, the process while determining the name is the highlighted notion. Since their names might be derived from another language or combined with other words in English, they need the process named word-formation process. This article mainly aims to identify the processes of word formation in the names of five social media platforms and

observe the origin of each term. Therefore, the word-formation processes in *TikTok*, *Instagram*, *YouTube*, *Facebook*, and *WhatsApp* will be discussed below.

Methodology

The method used in this research is qualitative. It relies on collecting and analyzing non-numerical data. This research was begun with data collection based on the observation and note-taking method. The data were collected from social media platforms. Initially, ten names of social media platforms were listed. Then, five social media platforms were chosen since they are popular among users, especially during the COVID-19 pandemic. *TikTok*, *Instagram*, *YouTube*, *Facebook*, and *WhatsApp* are the platforms being chosen.

The data analysis began with the identification of word origins in the names of social media platforms. The identification was conducted to find the morphs in each term. Moreover, the morphs or the root were categorized into noun, verb, adjective, etc. The analysis was continued to identify the word-formation process in each name of social media platform. After placing it, the word-formation processes were explained obviously, including the meaning, the root of words, and the final terms of each social media platform. Additional information was compiled from Google and Shahlee and Ahmad's journal, which enabled the researcher to analyze the word-formation processes of five social media platforms. The results of this analysis are presented through tables and descriptions.

Findings and Discussion

3.1. The Processes of Word Formation

The process of word formation is considered as part of morphology studies. Morphology is the study of the internal structures of words (forms of words). Before observing the word-formation processes in the names of social media platforms, the differences between morph and morpheme should be discussed first. According to Brinton & Brinton (2010) pg. 82-85, a morpheme is the smallest meaningful unit in a language. For instance, the word *reopened* consists of the three morphemes *re-*, *open*, and *-ed*. There are two types of morphemes, which are lexical morphemes and grammatical morphemes. Lexical morphemes are content words that consist of nouns, verbs, adjectives, and adverbs. Lexical morphemes consist of independent words (free roots) or parts of words (derivational affixes and bound roots). Meanwhile, grammatical morphemes belong to the function words. Preposition, article, demonstrative, conjunction, and auxiliary are the example of function words.

Morph is the actual segment of a word as it is spoken or pronounced, which is represented by phonetic forms. There are two types of morphs: free morph and bound morph. Free morph could stand alone and is always a root. For instance, *work*, *arrange*, and *bring*. Meanwhile, the bound morph must be attached to another morph. In other words, it is not able to stand alone as an independent word. Bound morphs are often foreign borrowing that was free in the source language but not free in English. For instance, the root *-vert* in *convert* and *pervert* (Brinton & Brinton, 2010, p. 84).

Besides root, affixes are part of morphs. There are two types of affixes: derivational affix and inflectional affix. A derivational affix in English is either a prefix or a suffix. A derivational affix has two functions: to convert one part of speech to another and/or to change the meaning of the root. On the other hand, an inflectional affix in English is always a suffix. The function of inflectional affixes is to indicate grammatical sense, such as tense or number.

In English, morphs are altered to form new words. This process is called word-formation. It consists of several processes: derivation, reduplication, conversion, compounds, blends, back-formation, shortening, and root creation. Derivation and compounds are the

common processes of word formation in English. Derivation is the addition of a word-forming affix. The addition of a derivational affix to a root produces a new word in this process. For example, a change in word class as in *translate* (V) > *translation* (N). Derivational affixes are either prefixes or suffixes. Prefixes consist of several types (*a-*, *be-*, *en-*, *after-*, *in-*, *over-*, and *un-*) depending on the root's meaning. Meanwhile, suffixes consist of four types: diminutive suffixes (*-y*, *-ie*), feminine suffixes (*-ess*, *-ine*), abstract suffixes (*-ship*, *-ism*), and denoting suffixes (*-(i)an*, *-ist*, *-er*). The suffix which produces a noun is called a nominalizer. If it produces a verb, it will be a verbalizer. One which produces an adjective is adjectivalizer, and the smallest set of class-changing suffixes is adverbializer (Brinton & Brinton, 2010, p. 95-99).

Reduplication is a process similar to derivation, in which the initial syllable or the entire word is doubled. There are three different kinds of reduplication: exact reduplication (*papa*, *mama*), ablaut reduplication (*zig-zag*, *clip-clop*), and rhyme reduplication (*hocus-pocus*). Reduplication has many different functions, such as to express disparagement (*namby-pamby*), intensification (*super-duper*), diminution (*teeny-weeny*), onomatopoeia (*tick-tock*), or alternation (*ping-pong*). Conversion is the process of conversing one part of speech to another without the addition of a suffix, as in a phone (N) > to phone (V). A compound is the combination of two or more free roots with associated affixes. In combining two roots, compounds may contain derivational or inflectional affixes. It may be written either as a single word or two words, hyphenated or not. For instance, when the present or past participle inflectional suffix is added to a verb, the resulting unit functions as an adjective, e.g., *housebroken*, *crest-fallen*. The next process is blending. It involves two processes of word formation, compounding and clipping. Two free words are combined and blended by clipping off the end of the first word and the beginning of the second word as in *mo(tor) + (ho)tel* > *motel* (Brinton & Brinton, 2010, p. 100-107).

Back-formation is the process of deriving a morphologically simple word from a form based on derivational and inflectional patterns as a morphologically complex word. Thus, it is the opposite of derivation: C – B > A instead of A + B > C. For example, *resurrection* > *resurrect* and *transcription* > *transcript*. Shortening is the deletion of sound segments without respect to morphological boundaries. It is divided into three types: clipping, acronym, and initialism. Clipping is the result of dropping part of a word, either the beginning or the end, e.g., *ad* < *advertisement*. Acronym is the result of pronouncing the initial letters of each word as one word. For instance, *AIDS*, derived from (*AIDS* < *a(cquired) i(mmune) d(eficiency) s(yndrome)*). Initialism results from pronouncing the initial letters as letters, e.g., *r.s.v.p.*, *a.m.*, *p.m.* Last but not least, root creation is the invention of an entirely new root morpheme as in brand name, e.g., *Levis*, which is derived from the name of the inventor, Levi Strauss (Brinton & Brinton, 2010, p. 108-110).

3.2. Analysis of Word Formation Processes on Social Media Platforms

Five names of social media platforms (*TikTok*, *Instagram*, *Facebook*, *YouTube*, and *WhatsApp*) are analyzed to determine their word-formation processes. According to the data, the most word-formation process among social media platforms is compounding. Brinton & Brinton (2010) stated that *derivation and compounds are common word-formation processes in English*. The other notion could be identified by observing the word-formation process in each name of social media platforms, such as the origin or the meaning of the words.

Table 1. Social Media Platforms and Word Origins

No.	Social Media Platforms	Word Origins
-----	------------------------	--------------

1.	TikTok	Tick-Tock
2.	Instagram	Inst(ant)(Camer)a + (Tele)gram
3.	Facebook	Face + Book
4.	YouTube	You + Tube
5.	WhatsApp	What's + Up

Table 2. Social Media Platforms and Word Formation Processes

No.	Social Media Platforms	Word Formation Processes
1.	TikTok	Reduplication
2.	Instagram	Blending
3.	Facebook	Compounding
4.	YouTube	Compounding
5.	WhatsApp	Compounding, Clipping

Initially, before discussing the process of word formation in the word *TikTok*, it is essential to observe what *TikTok* is. *TikTok* is a short-form, video-sharing mobile application that allows users to create and share 15 seconds videos on any topic. *TikTok* comes from China. The function of TikTok itself is to create a variety of videos ranging from challenges, dance videos, magic tricks, and funny videos (Geysler, 2021).

The word *TikTok* belongs to one of the word-formation processes named reduplication. It is the process of duplicating the initial syllable or the entire word. In the word *TikTok*, the second syllable, which is *Tok*, duplicates the initial syllable *Tik*. The difference between both syllables could be observed from the vowel. Moreover, it is undoubtedly ablaut reduplication, in which the vowel alternates while the consonants are identical. In other words, ablaut reduplication is partial reduplication with changes in the vowel part of the morpheme. *TikTok* is derived from *tick-tock* as onomatopoeia, which is a word that imitates the natural sound of a thing. The sound of *tick-tock* is similar to the sound of the clock. Hence, it means a term for the countdown and minute-by-minute action like a clock (Shahlee & Ahmad, 2020).

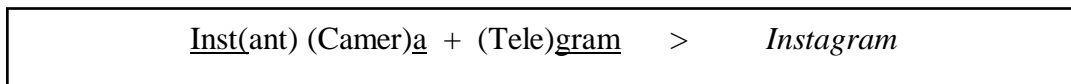
Tick-tock > *TikTok* > Ablaut reduplication (different vowel, identical consonants)

Instagram is an application for sharing photos and videos in which the caption, location, and hashtags could be added. The word-formation process which occurs in the word *Instagram* is blending. As it has been mentioned before, blending involves two processes of word formation, compounding and clipping.

Instagram is derived from *instant cameras* and *telegrams*. Both of them are nouns (N). The word *Instagram* is considered blending since it involves two processes of word formation, which is mentioned above. Two free words are combined and blended by clipping

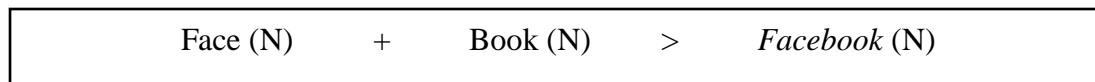
off the initial words or the end of the first word and the initial words or the end of the second word and vice versa. *Instant camera* and *telegram* are combined, then blended. In the word *instant*, the word *ant* is clipped off. Meanwhile, in the word *camera*, it only takes one letter, which is *a*. Last but not least, it takes *gram* as the second syllable in the word *telegram*.

Therefore, the blending process in *Instagram* is illustrated below:



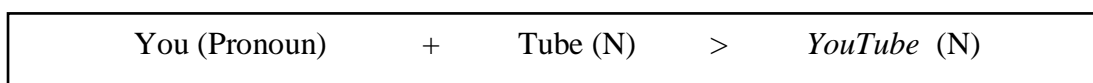
After *TikTok* and *Instagram* being discussed, *Facebook* becomes the next word that will be explained. According to *whatis.com*, *Facebook* is a famous social networking website that allows users to create profiles, upload photos and videos, send messages, and communicate with friends and family.

Facebook belongs to compounding or the combination of two or more free roots (plus) associated affixes. It has two free roots, which are *face* and *book*. Both of them are nouns (N). *Facebook* is derived from student catalogs named Face Books that would eventually serve as inspiration for a campus-wide social network. However, *Facebook* is compound nouns formed by two nouns to create a new noun. See the illustration of the compounding process in Facebook below.



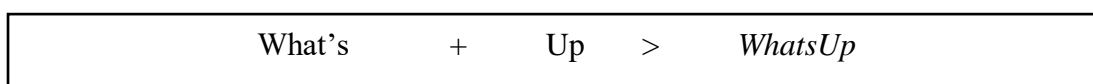
Besides *Facebook*, *YouTube* also becomes the most popular social media platform. It is a website for sharing videos. YouTube consists of two words, which are *You* and *Tube*. *You* refer to the word “you”, which means the contents in *YouTube* are created by users, whereas *Tube* refers to the older version of television. Hence, *YouTube* itself means a platform for sharing and watching videos.

The word-formation process also occurs in the word *YouTube*. It is similar to *Facebook*, which is compounding since YouTube consists of two words (*You* and *Tube*) that are combined to form the new one. *You* is a function word (pronoun). Meanwhile, *Tube* is a content word (noun). Even though both of them come from different parts of speech, they are able to form a new word, which is *YouTube*. Thus, the word formation in the word YouTube is illustrated below.



Last but not least, *WhatsApp* is a messaging platform that allows users to send text messages, photos, videos, and files. Unlike *Facebook* and *YouTube*, two word-formation processes occur in *WhatsApp*.

Compounding and clipping are the word-formation processes that occur in *WhatsApp*. It is derived from *What's Up*, then forms a new word used for the name of a chatting application (Schoups, 2015). Firstly, *What's* combines with *Up* so that the word-formation process is considered as compounding. The result of it is *WhatsUp*. After compounding, shortening occurs for deleting *Up*. This process is considered the second word-formation process in *WhatsApp*. In addition, a word is added to replace the word *Up*. Since it is an application for chatting, the word *application* is added in the end but in a shorter form, which is *App*. This process is called clipping or dropping part of a word.



WhatsUp > WhatsApplication > *WhatsApp*

Conclusion

To sum up, the word-formation process is a part of morphology study. As it was mentioned before, word-formation is a process in which morphs are altered to form new words. It occurs in the names of social media platforms, indeed. *TikTok*, *Instagram*, *YouTube*, *Facebook*, and *WhatsApp* are the social media platforms being analyzed in this research. Even though they are the names of mobile applications, the process while determining the name is the highlighted notion. This research was begun with data collection based on the observation and note-taking method. In other words, this research uses the qualitative approach. This analysis presents the results through tables and descriptions of the word-formation process in each social media platform name.

By identifying these processes, it could be seen that each social media undergoes a different process of word-formation. The new word can be derived from onomatopoeia, as in *TikTok*, adapted from the sound of a clock. On the other hand, a rare word-formation process, i.e., blending, exists in *Instagram*, derived from *instant camera* and *telegram*. Although social media platforms undergo a similar process, they have different free roots, e.g., *Facebook* and *YouTube*. However, it is possible if two word-formation processes occur in one word, as in *WhatsApp*.

Last but not least, the suggestion for future researchers is to observe which foreign languages contribute to the names of social media platforms instead of identifying the word-formation process. Only a few researchers observe the names of social media platforms, so the author experiences difficulties in collecting the explanation. Furthermore, they research the social media platforms whose names are in English. It would be better for future researchers to analyze the social media platforms whose names belong to foreign languages. Therefore, it is able to gain knowledge both of researchers and learners.

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THE WORD-FORMATION OF GEOLOGICAL TERMS IN JAKARTA POST ARTICLE ENTITLED “ANAK KRAKATAU ERUPTS, LOUD RUMBLE HEARD IN VIRUS-STRICKEN GREATER JAKARTA”

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Abstract

Diction in news articles is important for the reason that an understandable and common term has higher chances to make the news delivered properly. Uncommon terms such as geological terms may not be understood correctly by its readers. This research focused on the meaning of each of the geological terms in a Jakarta Post article entitled “Anak Krakatau erupts, loud rumble heard in virus-stricken Greater Jakarta”. This research will use Oxford English Online Dictionary, Yule (2010), and Brinton & Brinton (2010) to examine the geological terms for their meaning. There are sixteen geological terms in the Jakarta Post article entitled “Anak Krakatau erupts, loud rumble heard in virus-stricken Greater Jakarta” that will be the research objects. The data were taken directly from the Jakarta Post article from the internet (The Jakarta Post website). To examine and analyze the meaning of each geological term, the researchers will use qualitative document analysis. The first step of the research is that the researchers explain geological terms, which are taken from the Oxford English Online Dictionary. Then the researchers categorize each found geological term into groups. The next step is the researchers analyze each term based on its group and explain the meaning of each term. When the data is collected, the researchers determine whether the geological terms are understandable for the common people or not. The researchers had found that the geology within the article is easy to understand for common people.

Keywords: *geological terms, meaning, common, uncommon, understandable.*

Introduction

In early April 2020, mass media was being enlivened by news about the eruption of Mount Anak Krakatau. There are many mass media which published articles concerning it. The articles of the eruption of Mount Anak Krakatau use many geological words which may be foreign to common people. According to the Oxford English Online Dictionary, the researcher found that geology is the science which deals with the physical structure and substance of the earth, its history, and the processes which act on them. As geology is related to the study of the earth's physical structure and substance, not all people study it, therefore as the researchers previously said, the used geological words which may be foreign to common people resulting in people may not understand what it means.

The geological terms contained in the articles are included as new words. According to Yule (2010), the definition of word formation is a process as a way of forming and creating new words from the use of old words. Many geological terms that the researchers had found are free morphemes. According to Brinton & Brinton (2010), the definition regarding free

morphemes is that free morphemes may stand alone as a word, while a bound morpheme may not. Be that as it may, there are some geological terms that are unable to stand together as a word or bound morphemes. Those terms are added with affixes. The affixes have the power to change the meaning related to grammatical function, as plural and tenses and the grammatical category as the modification from nouns become verbs. The researchers deemed that it is important to know the difference of meaning before and after the affixes were added. The application of geological terms also influences the meaning of the terms in the sentence. The terms were utilized to emphasize the meaning of the article. It can indicate the plural and tense and change into different grammatical categories.

The researchers settle upon news articles as the object of the research study for the reason that it has a purpose to give information toward society. Sometimes the news article contains simple vocabulary or terms, and sometimes it requires specific terms. Be that as it may, news articles with specific terms may cause confusion to the readers for the reason that those terms are uncommon. Therefore, the news is not delivered completely. The news article functions at its best when its information is easy to digest, for the reason that it is important to have knowledge of the terms within the news article.

The purpose of this research study is to examine the geological terms through its morphological process, which be able to help the readers have the knowledge and the understanding of the meaning of the geological terms in the Jakarta Post Article Entitled "Anak Krakatau erupts, loud rumble heard in virus-stricken Greater Jakarta" for the reason that the article contains geological terms that may rarely appear for public reading and to determine whether those terms are easy to have knowledge of for common people.

The researcher utilized 3 journal articles as related studies that had similar topics about word formation done by other researchers. The first related research study is entitled "The Analysis of Word Formation Processes in The Jakarta Post Website". This article is written by Luthfiyati, Kholig and Zahroh (2017). This research study examines the word formation, mostly the derivation word in The Jakarta Post's education articles headline. From this research study, there are 52 new words that formed with the derivation process by adding affixes, suffixes or both. The second related research study is a journal article entitled "An Analysis of Word Formation Used in Political Articles of The Jakarta Post Newspaper" by Handayani (2018). This research study analyzes the word-formation of political terms utilized in political articles in The Jakarta Post's newspaper. Based on the research study, there are 95 political words formed by derivation, compound, version, blend and shortening. The third related research study is a journal article entitled "An Analysis of Word Formation Encountered in Medical Terms in The Jakarta Post's Articles" written by Triwahyuni, Imranuddin, and Zahrída (2018). This research discusses the word-formation of medical terms that were found in seven health articles in The Jakarta Post's newspaper. The conclusion for this research study is that the research study found 105 medical words, which are formed by mostly derivation process, compounding, acronyms, clipping, and backformation.

Methodology

The researchers will use qualitative research, which (according to Denzin and Lincoln "is multimethod in focus, involving an interpretative, naturalistic approach to its subject matter." (2005:2)). Document analysis is the type of qualitative research that will be utilized. Based on Bowen G. (2009), document analysis is a precise method to check on or assess documents, both printed and electronic (computer-based and internet-transmitted) media. The data which are taken are the geological terms that were written in the Jakarta Post Article

entitled “Anak Krakatau erupts, loud rumble heard in virus-stricken Greater Jakarta” written by Moch. Fiqih Prawira Adjie and Arya Dipa, relating to the word formation.

There are several steps that were taken by the researchers to analyze the data. First, the researchers identified the geological terms in Jakarta Post Article Entitled “Anak Krakatau erupts, loud rumble heard in virus-stricken Greater Jakarta”, which are taken from the Oxford English Online Dictionary for the reason that Oxford English Online Dictionary is a credible dictionary since it is developed and run by the Oxford University themselves. Then, the researchers categorized each geological term into groups based on the formation process to make explanation and elaboration easier. Last, the researcher will elaborate on the process of word formation and explain the meaning of each term.

Findings and Discussion

The researchers had found sixteen geological terms in a Jakarta Post article entitled “Anak Krakatau erupts, loud rumble heard in virus-stricken Greater Jakarta”. The researchers had found that these sixteen terms could be categorized into three kinds of word processes which are: compounding, borrowing, and derivation. The word processes would be discussed and explained in the divided sections below.

Compound Word

According to Brinton & Brinton (2010:103), compound word is the combination of two or more free roots. Words formed with compounding can be written as a single or two words, and it can be hyphenated or not. The researchers had found two instances of compound words, namely "coastline" and "landslide". Both words found are single words and unhyphenated.

Table 1. Compound Words

Compound Words	Root	Root
Coastline	Coast	Line
Landslide	Land	Slide

Coast (N) + line (N) → Noun.

Coastline is the first compound word found in the article. “Coast” means the land next to or near to the sea or ocean (oxford web). “Line” is a long thin mark. The combination of the two words, become “coastline” means the land along a coast, especially when you are thinking of its shape or appearance. The word “coast” has a greater influence toward the word meaning and formation for the reason that the main purpose is to describe part of the coast.

Land (N) + Slide (N) → Noun.

Landslide is the second compound word found in the article. "Land" means the surface of the earth that is not sea. "Slide" is a change to a lower or worse condition. The combination of the two words, become Landslide means a collapse of a mass of earth or rock from a mountain or cliff. The word "land" has a greater influence toward the word meaning and formation for the reason that the word "landslide" focused on the movement of the land.

Syntactic patterns in compound words:

Compound Nouns

Coastline = N + N = N

Landslide = N + N = N

Borrowing Word

The researchers had found six borrowing words, or the transformed grammatical morphemes from one language to another through language contact, within the article such as "volcano", "magma", "column", "rumble", "erosion", and "tsunami". The borrowing words found from various languages such as Italian, ancient Greek, Latin, middle Dutch, French and Japan, thus become common words in English language.

Table 2. Borrowing Words

Borrowed Word	Original Word	Original Source
Volcano	Vulcan	Italy
Magma	Magma	Ancient Greek
Column	Columna	Latin
Rumble	Rommelen, Rummelen	Middle Dutch
Erosion	Erodere	French
Tsunami	Tsu (harbour) + Nami (Wave)	Japan

Volcano (Noun).

A mountain with a large opening at the top through which gases and lava (= hot liquid rock) are forced out into the air, or have been in the past. Its origin in the early 17th century comes from Italian and Latin word Volcanus ‘*Vulcan*’ which means the Roman God of fire.

Magma (Noun).

A hot fluid or semi-fluid material below or within the earth’s crust from which lava and other igneous rock are formed on cooling. Its origin comes from late Middle English by Latin from Greek, ‘*Massein*’ or ‘*knead*’.

Column (Noun).

A thing that is like a column in shape. Its origin in late Middle English partly comes from Old French ‘*columpne*’ reinforced from Latin ‘*columna*’ which means ‘pillar’.

Rumble (Verb).

Make a continuous deep, resonant sound. Its origin in late Middle English probably comes from Middle Dutch ‘*rommelen*’, ‘*rummelen*’, of imitative origin.

Erosion (Noun).

The process by which the surface of something is gradually destroyed through the action of wind, rain, etc. Its origin in the mid-16th century by French from Latin, from ‘*Erodere*’ means ‘wear of gnaw away’.

Tsunami (Noun).

An extremely large wave in the sea was caused, for example, by an earthquake. Its origin is from the late 19th century from Japanese, from ‘*Tsu*’ means ‘harbour’ and ‘*Nami*’ or ‘wave’.

Derivation Word

The researcher had found the addition of a word-forming affix is called derivation (Brinton & Brinton, 2010). The affixes can be in the form of prefixes or suffixes. Prefix is an affix added in front of the word. Meanwhile suffix is an affix added after the word. The examples of prefixes such as pre-, pro-, mis-, and de-, meanwhile for suffixes, the examples are -est, -ed, -ily, and -ly. The researchers found eight derivation words within the article, or the addition of an affix to the root word, such as “volcanic”, “volcanology”, “spewed”, “spewing”, “echoed”, “erupts”, “erupted”, “eruption”, “eruptions”, “monitoring”, and “geographical”.

Table 3. Derivation Words

Derivations	Root	Affix(es)
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Volcanic	Volcano	-ic
Volcanology	Volcano	-logy
Echoed	Echo	-ed
Erupts	Erupt	-s
Erupted	Erupt	-ed
Eruption	Erupt	-ion
Eruptions	Erupt	-ion, -s
Geological	Geology	-(c)ation, -al

According to Brinton & Brinton, 2010 affixes in the derivation process may change the part of speech. Affixes such as -ic, -(c)ation change nouns into adjectives called adjectivalizer. Affixes such as -ed, -ion change the verb into a noun called nominalizer. Affixes such as -ed, -s that do not change the part of speech are called inflectional affixes.

Syntactic patterns in derivation words:

Volcano (Noun) + -ic (Adjectivalizer) → Volcanic (Adjective)

Volcano (noun) is a mountain with a large opening at the top through which gases and lava (hot liquid rock) are forced out into the air or have been in the past. The affix -ic, which is a suffix function as adjectivalizer. Combined it resulted in “volcanic” an adjective word or term which has a meaning something which is caused or produced by a volcano.

Volcano (Noun) + -logy (Combining Form) → Volcanology (Noun)

Volcano (noun) is a mountain with a large opening at the top through which gases and lava (hot liquid rock) are forced out into the air or have been in the past. The affix -logy is a suffix that is taken from Ancient Greek. The two meanings of -logy are a subject of study or science and a characteristic of speech and writing. It is a noun combining form which has two meanings. Combined, it resulted in “volcanology”, which is a noun word or term meaning the scientific study of volcanoes.

Echo (Verb) + -ed (Past tense) → Echoed (Verb)

Echo (verb) is to send back and repeat a sound or to be full of a sound. The affix -ed is a suffix indicating a past event. Combined, it resulted in “echoed”, which is a verb word or term which has a meaning, a sound that has been sent back and repeated.

Erupt (Verb) + -s (Plural) → Erupts (Verb)

Erupt (verb) is a situation or an event when a volcano spews or throws out burning rocks, smoke, etc., from the volcano. Combined, it resulted in “erupts”, which is a verb word or term which has the meaning that multiple events of debris have been erupted in the event of a volcano eruption.

Erupt (Verb) + -ed (Past Tense) → Erupted (Verb)

Erupt (verb) is a situation or an event when a volcano spews or throws out burning rocks, smoke, etc., from the volcano. The affix -ed which is a suffix indicating a past event. Combined, it resulted in “erupted”, which is a verb word or term which means that something (burning rocks or smoke) has been thrown out from the volcano.

Erupt (Verb) + -ion (Nominalizer) → Eruption (Noun)

Erupt (verb) is a situation or an event when a volcano spews or throws out burning rocks, smoke, etc., from the volcano. The affix -ion which is a suffix function as a nominalizer. Combined, it resulted in “eruption”, which is a noun word or term which means an event or occasion when a volcano suddenly throws out burning rocks, smoke, etc.

Erupt (Verb) + -ion (Normalizer) + -s (Plural) → Eruptions (Noun)

Erupt (verb) is a situation or an event when a volcano spews or throws out burning rocks, smoke, etc., from the volcano. The affix -ion which is a suffix function as a nominalizer. Combined, it resulted in “eruptions”, which is a noun word or term which means a multiple events or multiple occasions of eruption (when a volcano suddenly throws out burning rocks, smoke, etc.) happened.

Geology (Noun) + -(c)ation, -al (Generalizer) → Geological (Adjective)

Geology (noun) is a scientific study of the physical structure of the earth, including the origin and history of the rocks and soil of which the earth is made. The affixes -(c)ation is a suffix of nominalizer, and suffix -al is functioned as generalizer. Combined, it resulted in “geological” which is an adjective word or term meaning something related or connected with the scientific study of the physical structure of the earth, or something that is based on the geology studies.

Conclusion

From the findings above, the researchers had found sixteen geological terms in a Jakarta Post article entitled “Anak Krakatau erupts, loud rumble heard in virus-stricken Greater Jakarta”. Furthermore, the geological terms are categorized into compound words with two words, borrowing words with six words, and derivation words with eight words.

Each of the geological terms has been examined, including through its morphological process, to have knowledge of the meaning.

The Jakarta Post article entitled “Anak Krakatau erupts, loud rumble heard in virus-stricken Greater Jakarta” is composed of multiple geological terms for the reason that the news article discussed volcanic activity, which is an event-related with earth. Be that as it may, the researchers had found that the geological terms are easy to understand by common people. Therefore, the information within news articles may be received properly by the readers.

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NSRU ENGLISH EDUCATION STUDENTS' UNDERSTANDING OF IDIOMS IN ENGLISH SONGS

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Abstract

This research aims to 1) test English Education students' understanding of English idioms in English songs, 2) study whether such English idioms hinder students' understanding of English. The subjects of the research ranged from Year 1 to Year 3 students of English Education Major, Nakhon Sawan Rajabhat University. The instruments used in this research include 1) a survey of English Education students of Nakhon Sawan Rajabhat University on listening to English music, 2) a test measuring the understanding of English idioms that appear in English songs. The statistics used to analyze data are mean, standard deviation (S.D.). The results showed that out of 20 idioms tested, only five idioms are highly understood by the subjects. Four idioms are in a moderate level of understanding, with 50% of the participants answered correctly, while the other 11 idioms are poorly understood. The results answered the research questions as follows: 1) NSRU English Education students have medium to low understanding of idioms in English songs; 2) the idioms hinder their understanding of the whole meaning of the English songs. The results indicate that Thai students need to be provided with explicit learning of idioms in formal English classes to enhance their communication skills.

Keywords: *English Idioms, English Songs, English Music*

Introduction

Today's global society is propelled by communication interchange via the internet, which results rapidly in a thorough impact on many aspects of global living, including social, economy, tourism, education, and culture. People in society need to socialize to carry out more social and economic activities. In order to connect globally, English is chosen as a global language to mediate the communication among nations. English is, therefore, extremely important and has become more and more actively used in the daily lives of Thai people (Ministry of Education, 2002). Learning Thai alone is not enough to live in a progressive world. This makes Thai people need to understand the news and communicate in English. Therefore, those who have good English language skills have the advantage of communication (Angwattanakul, 1997).

In order to improve the English level of Thai people, the government has been promoting the importance of English language at formal educational levels. Thai students are required to learn English starting from the first grade of primary schools up to the twelfth grade of senior high schools (Ministry of Education, 2002). However, despite the emphasis on the importance of English, ELT in Thailand still shows poor results (Kaur et al., 2016). An article by Kaur, Young, and Kirkpatrick in 2016 shows that Thai students perform poorly in English because not many formal classes apply communicative English teaching and learning methods. They are mainly taught in conventional grammar-translation methods because the end purpose is to pass the English tests, which focus on the grammar skills. Meanwhile,

English teachers, practitioners, and researchers all around the globe have been actively finding the best methods and media for EFL students to learn English and to use English effectively as a means of communication. Some of the strategies include the use of games, picture series, and songs.

Listening to international music is one of the most popular ways to learn English, as international music is a song with English lyrics, making it accessible to people all over the world, including Thailand. According to the 2017 Thai Music Habits Survey from the National Institute of Development Administration (NIDA Poll), which asked for feedback from 1,250 people, up to 21.44% of Thai people listen to English songs (Winitchanaiphak, 2017). Listening to English songs leads to learning both directly and indirectly due to the content of the songs. It also creates a fun and enjoyable learning process (Boonyot, 2012). Therefore, learning English by listening to English songs can be considered as an alternative to an enjoyable English learning. Students can also improve their listening, vocabulary, and translation skills to improve their English language (Gushendra, 2017; Lestary & Seriadi, 2019).

However, the English used in songs is full of implicit meaning, including idioms. An idiom is defined in Oxford Advanced Learners' Dictionary (Bradbery, 2015) as a group of words of which the meaning is different from the meanings of the individual words. In other words, the meaning of idioms is not the literal meaning of the words constructing the idiom. Idioms are an important part of English because it allows us to use English more naturally and to understand English thoroughly and accurately. The expression is often used in the daily lives of English users, both in spoken languages, written languages, and we often find English expressions in movies, literature, or music. If we do not know the meaning of the expression, it may be impossible to understand the meaning of the sentence. English idioms are important for education and everyday use, thus learning English idioms can be very useful (Damsawad & Tantisiriwit, 2010).

Unfortunately, Thai students are not commonly exposed to the direct learning of English idioms. In formal English classes, students are commonly not taught informal and implicit communications such as idioms. They are mainly exposed to direct, implicit expressions for certain functions such as greetings, parting, apologizing, etc. The only exposure to English idioms they get is outside the classroom. They can get it either from watching English videos, movies, series, or songs. In addition, there are some factors affecting students' understanding of English idioms, as stated by Ranong (2014), including the students' proficiency level and their vocabulary knowledge.

With the above reasons, therefore, the researcher is aware of the importance of learning and understanding English idioms. Consequently, the researchers are interested in studying the understanding of English idioms that appear in English songs by the students in the English major of the Faculty of Education, Nakhon Sawan Rajabhat University. The researchers collected the information on English songs that are popular with a large number of listeners through popular websites and applications, including YouTube, Spotify, and JOOK. The researchers also investigate if the idioms hinder the students' understanding of English.

Methodology

This study is quantitative in nature. The subjects of the research are 18 NSRU students majoring in English Education from Year 1 to Year 3. To collect the data, the researcher used a test. The test contains lyrics from popular English songs. Before developing the test, the researchers collected information on popular English songs with a large number of listeners in Thailand. The rankings of popular websites and applications include YouTube,

Spotify, and JOOK, which will benefit people who are interested in listening to English songs. It is also used as a guideline for studying the problems of understanding the meaning of English idioms in various contexts of modern students as well. Then, popular English songs with idioms in the lyrics were chosen. The test contained 20 idioms in the lyrics from 12 popular English songs.

Table 1. Popular English songs and the idioms tested

No.	Singers	Song Titles	Idioms
1	Shawn Mendes	If I Can't Have You	keepin' my distance
2	Ed Sheeran	Perfect	dive right in
3	Ed Sheeran	Perfect	give you up (to give someone up)
4	Maddie Poppe	Made You Miss Me	hit me up
5	Andy Grammer	Honey, I'm Good	check it out
6	Andy Grammer	Honey, I'm Good	got me all wrong
7	Shawn Mendes	Stitches	like a moth drawn to a flame
8	Shawn Mendes	Stitches	seeing red
9	Post Malone	Circles	running in circles
10	Raye	Secrets	to drop a bombshell
11	Chainsmokers	Closer	beat to death
12	Chainsmokers	Closer	breaks your heart
13	Lady Gaga, Bradley Cooper	Shallow	off the deep end
14	Sia	Chandelier	phone's blowin' up

15	Charlie Puth	Attention	gettin' over you
16	Katy Perry	Roar	hold my breath
17	Katy Perry	Roar	rock the boat
18	Katy Perry	Roar	held me down
19	Katy Perry	Roar	I got up
20	Katy Perry	Roar	I've had enough

The test was designed by providing the whole lyrics of the songs and marking the idioms in bold. After each lyric, a multiple-choice question with 5 possible answers was provided to ask what the idioms in bold mean. After developing the test sheets, an instrument validity was conducted. The instrument in the form of a test sheet containing 20 idioms was checked by an expert who is an English lecturer of Nakhon Sawan Rajabhat University to guarantee the validity and reliability. The instrument was going through some revisions according to the feedback given before finally being approved for the validity and reliability. After that, the instrument was distributed to the subjects. Lastly, the results were collected and analyzed quantitatively.

Findings and Discussion

Findings

The researchers tested the English Education students' understanding of English idioms in English songs. After collecting the data from the subjects of 18 students of the English major of Faculty of Education Year 1-3, Nakhon Sawan Rajabhat University, the following results were found.

Table 2. Questions and answers' accuracy of the sample group

No.	Idioms	Sample group (18 persons)	Percentage
1	keepin' my distance	13	72.2
2	dive right in	4	22.2
3	give you up (to give someone up)	7	38.9

4	hit me up	9	50
5	check it out	5	27.8
6	got me all wrong	9	50
7	like a moth drawn to a flame	9	50
8	seeing red	12	66.7
9	running in circles	8	44.4
10	to drop a bombshell	6	33.3
11	beat to death	4	22.2
12	breaks your heart	3	16.7
13	off the deep end	5	27.8
14	phone's blowin' up	10	55.6
15	gettin' over you	5	27.8
16	hold my breath	4	22.2
17	rock the boat	9	50
18	held me down	13	72.2
19	I got up	13	72.2
20	I've had enough	4	22.2
Minimum		3	

Maximum	13
Mean	8.44
Median	9

From the test, the subject had the highest score of 13, the lowest score of 3, the mean of 8.44, and the median of 9. Table 2 shows that there are three idioms in the songs that the respondents answered correctly the most. Those idioms are “keepin’ my distance”, “held me down”, and “I got up”. The three idioms were answered correctly by 13 participants, or 72.2% of the total participants. Following those idioms, the idiom “seeing red” was answered correctly by 12 students or 66.7% of the total participants”. The last idiom answered correctly by more than half of the participants is “phone’s blowin’ up” with 10 students answered correctly, or 55.6% of the total participants. Those five idioms are categorized in the highly understood idioms since there are more than 50% of the participants that answered correctly.

In the moderate level of understanding, there are four idioms that were answered correctly by 9 participants or 50% of the total participants. Those idioms are “hit me up”, “got me all wrong”, “like a moth drawn to a flame”, and “rock the boat”. Each idiom was answered correctly by a total of 9 out of 18 participants.

In the low level of understanding, there are 11 idioms that were answered correctly by less than 50% of the total participants. The idiom “running in circles” was answered correctly by 8 participants or 44.4% of the total participants, followed by the idiom “give you up” answered correctly by 7 participants or 38.9% of the total participants. The next idiom is “to drop a bombshell”, which was answered correctly by 6 participants or 33.3% of the total participants. The idioms “check it out”, “off the deep end”, and “gettin’ over you” were in the same position as each was answered correctly by 5 participants or 27.8% out of the total participants. The other four idioms: “dive right in”, “beat to death”, “hold my breath”, and “I’ve had enough”, are each answered correctly by 4 participants or 22.2% out of the total participants. Surprisingly, the idiom with the lowest understanding is “breaks your heart”, with only 3 participants, or 16.7% answered correctly.

Discussion

The results showed that from a sample of 18 people, there were 9 subjects with a test score of 50 percent or greater than 10 out of 20. From the findings, it can be seen that students of the Faculty of Education Major in English, Year 1-3, Nakhon Sawan Rajabhat University, have a medium to low understanding of English idioms in English songs. They understand some of the idioms asked but also have no clue about most of the idioms. In detail, the idioms which are understood the most are “keepin' my distance” share with “held me down” and “I got up”, respectively. The idiom which is understood the least is “breaks your heart”.

This medium to low level of understanding of idioms can be caused by the inexistence of idioms learned in formal English classes in Thailand. Grammar translation method is the most popular and overused learning method in Thailand (Sittirak, 2015), which resulted in the lack of communication strategies taught, including idioms. Thai students get the knowledge of idioms mostly from outside the formal classes’ exposure, including English movies, series, and songs. Thus, it is understandable that students are not familiar with some idioms in the songs. However, the lack of communication strategies can be improved by

developing specific communication strategies and increasing low-ability students' awareness of strategies for solving potential communication problems, which will lead to the development of their oral communication ability, according to Chuanchaisit and Kanchana (2009). In addition, Maisa and Karunakaran (2013) have claimed that idioms can be added to a student's vocabulary by adding them in dialogues and stories written to augment standard lessons.

Related to the second objective, "to study whether such English idioms hinder students' understanding of English," the results showed that out of the 20 idioms, 9 idioms or less than 50% of the test items were answered correctly by less than 50% of the total participants. The results lead to a conclusion that the understanding of idioms affects the understanding of the songs. When the students do not understand the meanings of the idioms, they also fail to understand the meanings of the lyrics in the songs. Therefore, it can be assumed that a lack of comprehension of English idioms results in a lack of comprehension of learners in communication until they are unable to understand the English language that appears in some communications. This finding is consistent with the result of the research "A Study of Kasetsart University Students' Comprehension of English Idioms Appearing in Editorial Columns in the Bangkok Post and the Nation" by Puipom and Tapinta (2011), which found that English idioms significantly affects the ability to understand the bigger picture of the reading materials.

Conclusion

The findings of the study showed that despite the intensive English classes taken for years, NSRU English Education students have a medium level of understanding of English idioms in English songs. This affects the second objective: when the students do not have an understanding of English idioms, they are unlikely to understand the meaning of English songs. The results indicate the need for idioms learning in the curriculum to enable students to understand English better. As it has been discussed previously, idioms are one of the important elements in English communication. The lack of understanding in idioms causes the lack of understanding in English communication too. Thus, English teachers and curriculum developers can consider inserting idioms in the English subjects.

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FACING THE INDUSTRIAL REVOLUTION 4.0 WITH ENGLISH AS COMMUNICATION TOOL

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Abstract

Currently, countries are focusing on facing the Industrial Revolution 4.0. Yet, many businesses still struggle with this. It is a way of describing the blurring of boundaries between the physical, digital, and biological worlds (Devon, 2020). It's a fusion of technologies. This is rife with challenges and opportunities for future. Apart from relying on technology, industry 4.0 will definitely increase the access to information. The ease of accessing this information causes the world to be connected as one. And the key to deal with this is communication. Language, especially English, is one of the important elements in communication. By mastering languages, it'll create effective communications. Why did English become the 'global language'? Through the EF EPI (EF English Proficiency Index) analysis, it is stated more than one billion people speak English as their primary or secondary language in the world. Therefore, many countries use English as a Second Language (ESL) and English as a Foreign Language (EFL). As the universal language, it can be used everywhere with educated people around the world. And it also can be used to develop business, music, technologies, social, and many more. In conclusion, language is one of the elements in facing industry 4.0. because to deal with the changes, good communication is needed.

Keywords: communication, English, Industry 4.0

Introduction

The industry 4.0 was marked by the emergence of supercomputers, smart robots, autonomous vehicles (AV), and other inventions that facilitate and enable humans to further optimize brain function. So, when did it start?

Fourth Industrial Revolution or Industry 4.0 was first mentioned 9 years ago by Bosch at the Hannover Trade Fair in Germany and become official in 2011. In the industrial sector, this revolution led to the emergence of various research and new ideas. This condition causes technology to develop rapidly and is also a challenge for businesses to compete and keep up with all the changes as they occur.

As well as technology, industry 4.0 also increase the access to information. The ease of accessing information causes the world to be connected as one. And the dissemination of this information certainly through direct communication and digital communication (internet and social media platforms). We've been conditioned to think that language is only tool we use to describe and communicate the world around us, and you can use many different tools/languages. By mastering languages, especially English, which is used as an international language, it'll create effective communications. Learning language is not just for communication, but you can also access to more knowledge and information, improve

memory, increase attention and improve decision-making abilities or travel. Through this research, we try to provide useful information regarding English as a communication tool to face the Industrial Revolution 4.0 and to know the challenges and ways to overcome them in learning English.

Methodology

Researchers apply quantitative correlation method in this research. This method aims to find out the correlation between variables. Correlation is indicator of strength of the linear relationship between two different variables. There are three types of linear relationships, positive relationship, negative relationship, and no /zero relationship. A positive relationship is a relationship between two variables in which both variables move to the same direction. A negative correlation is a relationship between two variables in which an increase in one variable is associated with a decrease in other. Finally, if there is no relationship between the two variables, it means that the value of one variable changes and the other remains constant or not affected.

The population of this research is using secondary analysis method, which is collected through primary data from various sources and reprocessed to find links between one and another. There are two fixed variables, they are English and Revolution Industry. The use of this method aims to prove that there is a relationship between both fixed variables.

Findings and Discussion

Linkages of Language and Technology

Industrial Revolution 4.0 is the next phase in digitalization of the manufacturing section, such as Big Data and Internet of things. This is related to technological revolution, which will make people's lives easier. In addition, the occurrence of this technological development also has a relationship with language.

Why? To begin with, technology has emerged in every aspect of our lives. It is wonderfully becoming highly significant in both our personal and professional lives. Technology also becomes incredibly important in all forms of assessment, including language assessment. It also can be used to improve reading, speaking, or writing ability. Digital reading materials have become common, such as E-books. They are also increasingly used among internet users. Technology allows users (students) to communicate through tools from remote locations. These days, computers are also used to scoring performance tests, speaking, and writing. With this technological capability, students are able to improve their sight word vocabulary, too.

In addition, in order to keep up with the technological developments, we must understand the language used. Considering that technologies will develop, it will also affect the language and culture of countries. To bridge between these cultural and technological differences, mastery of English is required. That way, we can communicate well with people all around the world. The importance of mastering technology and communication is known as ICT (Information and Communication Technology). In ICT, knowledge, information, communication, and social interaction is the priority.

Furthermore, languages are transformed by technological advances that border and redefine how we communicate. Over time, languages naturally change. Instead of attempting to learn foreign languages from guidebooks or asking people for help, nowadays, we'll use

instant-translation applications or software. We will talk into devices that spit out translations to listener. Language changes are also seen through texting. Simplified version of Language will appear along with developments in technology, such as smartphones. English already infiltrates texting with shorthand like *LOL*, *BRB*, *FYI*. In the future, language is going to be less formal and creative, and the changes will continue to grow with technology.

So, as the technology develops, language will also develop, and we have to be able to keep up with those changes and trends. Some people create trends, there are people who follow trends, and there are also people who neither create nor follow the trend. The same is in facing the industry 4.0, some people who make changes and follow it will be at the forefront, and those who don't follow will be left behind. In order to not to be left behind, we must follow or create something new so that we can participate in facing the revolution for a better life.

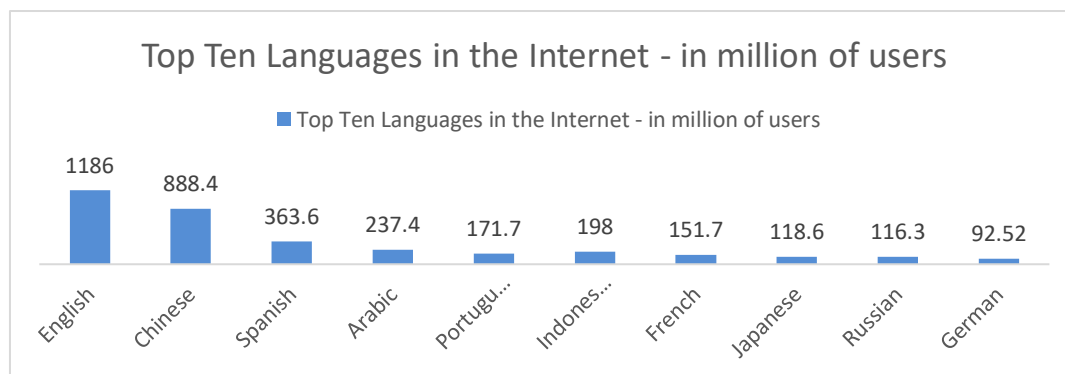
Use of Language on Information Access Sites

The growth of technological innovation and industries bring great impact on education. This era, communities, especially worlds future citizens, are expected to have capabilities of reading, speaking, analyzing and utilizing information. To achieve it, the community needs to know the developments and incidents that are happening. In this era, it is hard to navigate the endless information available and choose a viable narrative or reality. This is why communication is important.

Table 1.1 Language Usage around the world 2020 by Internet Users

Source: *Internet world stats- www.internetworldstats.com*

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Globalization and industry 4.0 allow us to communicate easily by contacting people and accessing information from other countries. Internet is a place to share news from various parts of the world and can be accessed anywhere and anytime. The internet has been one of our most transformative and fast-growing technologies. It can be used via computers, mobile phones, game machines, digital TVs, etc. There are more than 3.4 billion internet users. However, people don't speak the same language. In order to communicate well, it is necessary to have a unified language. Through the table 1.1 was obtained from internet world statistic in 2020, it shows that there are 1.186 billion internet users that use English to access the internet or website. The second language is Chinese, used by 888.4 million users, and followed by Spanish at the third place and other languages. According to the graphic, English is the most represented language online. It means most contents are in English then translated

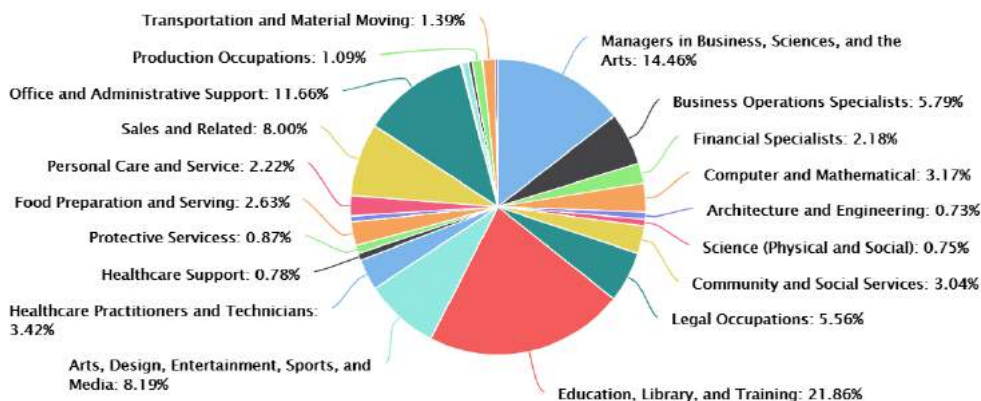
the language of your preference. The technologies can implement tools to translate web pages instantly, but that is not the same as having a multiplicity of perspectives. That is why it is good to be able to speak popular language. We can share our ideas more, communicate effectively, remove differences and also reduce misunderstanding.

Relationship between English and Employment in the Era

These days, English is being the most commonly used language in the corporate world. Knowledge of English is one of the important employability skills. Because proper English doesn't mean only the ability to make grammatically correct sentences, but it's also related to presentation skills, negotiation skills, communication skills, and interpersonal skills. Many people think that robots will eliminate some jobs and replace human professions. Jobs will be lost because robots will work more effectively and efficiently. And it's true that various types of work are not done by human resources anymore. However, the fact that robots will replace human profession is wrong. The revolution does not destroy the human jobs but creates new jobs. The application of the industrial 4.0 system can generate new job opportunities that are more specific, thus requiring high competence. Therefore, human resources need a transformation that leads to information technology. By mastering English, it shows that we are one step ahead for those types of jobs.

Table 1.2. Availability of Various Types of Job

Source: George Mason Univ- [English | What Can I Do With a Degree in English? | Careers In English \(gmu.edu\)](https://www.gmu.edu/learning-center/center-for-english-learning/what-can-i-do-with-a-degree-in-english/careers-in-english)



How do we know that English is important for our career? As shown in the chart above, there are many types of job opportunities available if we have knowledge of English. It is dominated by the education, library, and training at the first place and managers in business, sciences, and arts at the second place. If you work or apply for a new job in an international industry, having English language skills could benefit you. Showing you've learned a foreign language like English will show employers that you are dedicated and have a study ethic, and also shows you are hard-working person. As managers in business, sciences, and arts who will lead the business, language skills are needed. This can help the marketing. A good knowledge of English allows you to communicate effectively with clients, helping them to trust you and your business resulting in strong and lasting business relationships. It is also important in many different industries such as retail, sales, administration, marketing, transportation, banking, and many more. Companies who conduct business internationally are likely to be engaging with people who speak English in the workplace.

Challenges and How to Overcome These Challenges in Mastering English

With a high-speed development of technology, knowing foreign language has become more significant in an environment where information plays a decisive role. As a result of discussion above, the use of learning English aims to get a better position in work, study, or to build more effective communication with people.

You can learn English anywhere and anytime. It is already available on social media platforms, such as YouTube, Instagram, TikTok, and others. But many people hold the opinion that it is better to learn English with a teacher than by ourselves. A teacher can teach us not only the knowledge but also the methodology. There is no doubt that we can acquire knowledge without teacher. And it would be better if we do both at the same time. Even so, we will still find many challenges encountered in learning English. Here are some examples:

Table 1.3 Challenges and ways to overcome them in mastering English

Source: [Tantangan Belajar Bahasa Inggris - Brainy Translation](#)

Challenges	Solutions
1. Writing 1.1. Grammar: incorrect use of grammar/ grammatical error 1.2. Vocabulary: lack of vocabulary	1. Reading references and search through various internet media. 1.1.1 Learning basic English sentence structure, 1.1.2 Practicing by writing stories, essays or articles 1.2. Reading books, listening to English music, watching English movies.
2. Speaking 2.1. Pronunciation: incorrect pronunciation	2. Speaking in English, reading books/articles aloud, watch various tutorials on learning English via internet 2.1. listening and singing English music, watching English movies
3. Listening: can't understand the information provided	Improving the ability to master grammar, increasing vocabulary, practicing to say the right pronunciation, having conversation with other speakers, watching movies.

By realizing and finding solutions of the challenges of learning English, we may have a great opportunity to master it. The table 1.3 describes some of the biggest challenges that must be faced when learning English. In writing, English has different grammar from Indonesian, so if the grammatical arrangement is not correct, the sentence can't be interpreted or conveyed correctly. Therefore, we must learn the right arrangement; it can be done by taking courses or studying independently (1.1). Besides that, vocabulary represents one of the most important skills necessary for learning language. It is the main tool for people in their attempt to use English effectively. We usually consider speaking and writing activities exhausting because we keep using the same expressions and words. We can improve this by watching movies with or without subtitles or listening to English songs (1.2). There is a famous quote by Dr. Suess, "the more you read, the more things you know. The more that you learn, the more places you will go." It is 100% true. So, reading also can improve language skills. It is the best way to learn and remember the proper spelling words. Students will learn a more extensive English vocabulary and be able to express themselves more confidently. In addition to improving language, reading also develops the mind. A person who knows how to read can educate themselves in kind of life they are interested.

A pronunciation must be right. To convey the message correctly, the pronunciation must not be wrong. If people don't understand you because of your pronunciation, even if you are saying a correct sentences, you might get discouraged. And this is bad for motivation. But if we practice and improve our pronunciation skills, we will be more confident. This can be overcome by practicing, watching movies, or listening to music (2.1). We can also practice by comparing slow and quick speech. By noticing differences between the word are said at conversational speed, we can build awareness of how the right pronunciation is. The more we practice, the better it will be. When we already know the correct grammar and good pronunciation, it will help you to listen and understand to information or news from other people.

Listening is the most challenging of all the skills. It is an activity in which students concentrate and try to obtain meaning of something they can hear. To listen successfully, we should understand what speakers mean when they use some words in particular ways on special occasions and not simply to understand the words themselves. The challenge is when we have a lot of vocabulary, but we can't understand the idioms that the speakers use. There are also different accents. Every country speaks English with a unique-accent. Learners consider that accent is one of the biggest factors that affect listening. There may be different ways of pronouncing the same word depending on where the speakers are from. Based on the challenges, some solution to improve this skill is by improving the grammar ability, increasing vocabulary, practicing the right pronunciation, having conversations with other speakers, or watching movies.

Conclusion

By seeing the discussion above, we can conclude that English is one of the elements in facing industry 4.0. The two variables have a positive relationship. A positive relationship is a relationship between the variables in which both variables move to the same direction or related to each other. As you improve your English, you are also taking part in facing the industry 4.0. English has an important role in the technological revolution, namely as a tool for unifying cultural differences in countries. English also has an important-roles in information access all around the world, because most internet users use English. In addition, in the world of work, English is very necessary. Industry 4.0 brings variety types of jobs that are more specific; it encourages the ability of human resources to be better. By mastering

English, we also can improve our quality, such as marketing, business, relationship, and understanding Information Technology (IT).

The community's ability to speak English is influential in facing the Industrial Revolution 4.0. therefore, we need to understand the difficulties encountered and find solutions. Learning English can also be obtained by taking courses or self-study through various software applications or through social media platforms.

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SYNTACTIC STRUCTURE ANALYSIS IN JUSTIN BIEBER'S ALBUM *PURPOSE* SONG TITLES

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Abstract

In learning a language and the meaning conveyed, an understanding of a phrase or sentence's structure is needed. Especially the language patterns in a song, as it helps expressing human ideas, it sometimes uses unusual orders for its aesthetic purpose. One of the branches of linguistics which focuses on the sentence's structure is called Syntax. This paper discusses the syntactic structure of song titles in Justin Bieber's album Purpose. It aims to discover how song titles are formed syntactically and to find out the most dominant structure. Basic qualitative methods and ethnographic approach are used to analyze the data. By using various sources as references, the data are categorized into two major groups, namely phrases and sentences. Of the 18 song titles in the album, 13 are considered as phrases, and the other five are clauses. In general, the song titles are grouped in the category of noun phrases, verb phrases, adjective phrases, statements, and questions. In the phrase category, a noun phrase is the most dominant type used because of its simplicity. Its most dominant structure consists of a noun head only, as seen from the four data found in the album. On the other hand, a statement is the most productive clause category in which the two song titles have a structure consisting of a noun, a verb phrase, and a noun.

Keywords: *Syntax, syntactic structure, Justin Bieber, song titles, phrase, clause*

Introduction

Language is a daily communication medium to express human thoughts. In order to use it, a sentence needs to be drafted first. The linguistic branch which studies sentences' structures and order of components is called syntax (Yule, 2006). Chomsky (1957) added, syntax also studies the principles and processes in which sentences are constructed in particular languages. Furthermore, syntax studies how language works to form sentences and phrases (Carnie, 2013). It can be concluded that, generally, syntax deals with the form or structure of sentences and phrases.

The study focuses on the syntactic structures found in the song titles in Justin Bieber's album, *Purpose*, and aims to discover its most dominant structure. As music is considered one of the human mind's expressions, it is usually using some unusual words in order to accentuate its aesthetics and conciseness. Thus, analyzing the structure of words requires a high level of austerity. The *Purpose* album has some versions, but the *Deluxe* version is chosen as the object study. Moreover, the object study is limited to a population of 18 song titles in the album.

Justin Bieber is a talented Canadian singer-songwriter who was born on March 1, 1994, in Stratford, Ontario, Canada. He had shown an interest in music since childhood. He became famous as his mother posted his performing video on YouTube. *One Time* was his single

debut song in 2009, which was certified Platinum in Canada and the US. His first album, hereafter released in November 2009, entitled *My World* and became an international success. In short, the release of *Purpose* in 2015 brought another achievement as it hit his fifth million-selling record in the US. Bieber once said in his BBC Radio interview, the album was made to express his emotion when he felt he had lost his purpose and found it again.

There are some previous researches of syntactic structure analysis used as references as they related to this research. Previous research states that grammatical sentences mostly appear rather than ungrammatical sentences in both of the songs. The non-standard English words were also found in the song lyrics (Purnomoadjie and Mulyadi, 2019). The other previous research showed that the syntactic structure with tree diagrams could help ESL learners' understanding. There are problems in writing a complete sentence, such as the absence of subject-verb agreement. To avoid more mistakes, the ESL teachers should give an in-depth writing skills lecture, including coherency and clarity, to enhance their syntax understanding (Qamariah, 2015).

Methodology

This study is a simple research on syntax; hence ethnography qualitative research approach is used to observe the data. It is applied since this research focused on the phrase and clause structures of song titles in Justin Bieber's album, *Purpose*. This approach required in-depth data analysis by applying the following steps, namely collecting, categorizing, analyzing, developing, and concluding the data. First of all, Spotify is used in determining the primary data. Spotify is chosen as it's one of the biggest and legal digital music streaming services, which provides millions of songs and podcasts far and wide. Then, the *Purpose* album, which has 19 songs in total, was chosen. However, the data were limited to the population of 18 because two tracks had a similar song title only differentiated by the song arrangement, thus counted as one data. After that, the data were identified and categorized into the respective phrase and clause groups. In addition, several credible books, journals, and websites are used in order to support the data in the process, such as collecting any syntaxes theories, one of which is in *An Introduction to English Grammar* by Greenbaum. As the data were categorized, the tree diagram of each phrase and clause was made. To simplify the data displayed, the phrase or clause's structures, as well as the structures' distribution number, were put into tables. It would later make the analysis process easier to explain the data. Finally, the conclusions were made descriptively based on the data obtained, context, and sources used.

Findings and Discussion

The results on the syntactic structure of song titles in Justin Bieber's *Purpose* album reveal that the titles are divided into two major groups, namely phrases and clauses. From the total of 18 song titles observed in the album, 13 titles are considered as phrases, and the other 5 are clauses.

Titles of Justin Bieber's album Purpose in phrase category

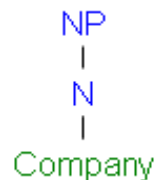
According to Kuiper and Allan (2004), phrase is sequence of words which move as whole units are intermediate between words and sentences. Phrase is part of a clause or a sentence that strengthens sentences to become meaningful. There are five types of phrases, namely noun phrase, verb phrase, adjective phrase, adverb phrase, and prepositional phrase. However, in this study, the 13 songs were only spread out in three types of phrases, namely noun phrases, verb phrases, and adjective phrases.

Noun phrase

Manser (2006) stated a noun phrase is composed of a noun or pronoun and any accompanying modifiers. It can variously play the role of subject, object, or complement within a clause or sentence. There are 8 titles undergoing noun phrase processing in the *Purpose* album, namely *Company*, *No Pressure*, *No Sense*, *The Feeling*, *Children*, *Purpose*, *Trust*, and *All in It*.

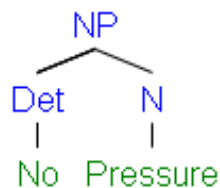
Company. The tree diagram shows that this sixth title track is considered as a noun phrase. As this title only has the main noun word, *company*. Therefore, the structure of this particular song only consists of a noun head.

Phrase structure: NP → N



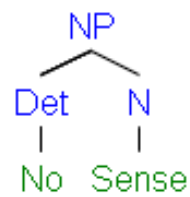
No Pressure. This seventh title track of the album is categorized as a noun phrase, as shown in the tree diagram below. The phrase consists of a determiner and a noun. The head of the phrase is the noun *pressure*. Then, the phrase is completed with the determiner *no*. Hence, it can be concluded that the structure of the song title consists of a determiner and a noun head.

Phrase structure: NP → Det + N



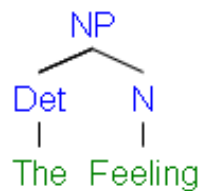
No Sense. The tree diagram below shows that this eighth title track is considered as a noun phrase. The phrase consists of a determiner and a noun. The head of the phrase is the noun *sense*. Then, the phrase is completed with the determiner *no*. Hence, the structure of this particular song only consists of a determiner and a noun head.

Phrase structure: NP → Det. +N



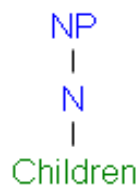
The Feeling. It is the ninth title track of the album categorized as a noun phrase, as shown in the tree diagram. The phrase consists of a determiner and a noun. The head of the phrase is the noun *feeling*. Then, the phrase is completed with the determiner *the*. Therefore, the structure consists of a determiner and a noun head.

Phrase structure: NP → Det. + N



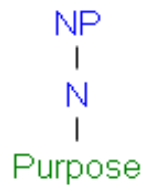
Children. The tree diagram below shows that this twelfth title track is considered as a noun phrase. The phrase formed by a main word in the form of a noun, *children*. Thus, the structure of this particular song only consists of a noun head.

Phrase structure: NP → N



Purpose. It is the thirteenth title track of the album, which is categorized as a noun phrase, as shown in the tree diagram below. The phrase consists of a noun head only as it is the only word which formed this phrase, *purpose*.

Phrase structure: NP → N



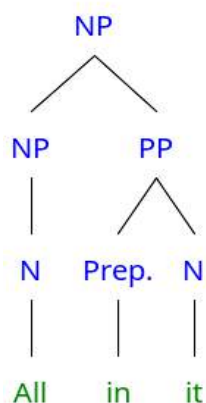
Trust. It is the 17th title track of the album. The title is categorized as a noun phrase since it only consists of one main word, which is a noun, *trust*. Hence, the structure of this phrase consists of a noun head only.

Phrase structure: NP → N



All in It. This 18th title track is considered as a noun phrase because of its noun head, *all*. It's followed by a post-modifier in the form of a prepositional phrase in which having a preposition head *in*. Then, it's followed by a noun, *it*, to complement the preposition. So, the structure consists of a noun head, a preposition, and a noun.

Sentence structure: PP → Det. + Prep. + N



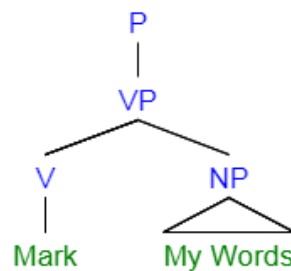
Verb phrase

Leech (2006) stated a verb phrase is a phrase consisting of one or more verb words. Verb phrase is the most essential and pivotal element of a clause. Greenbaum (2002:55)

added that the first or the only verb in the verb phrase is marked for tense, person, and number. In this study, there are 4 titles undergoing verb phrase process, namely *Mark My Words*, *Been You*, *Love Yourself*, and *Get Used to It*.

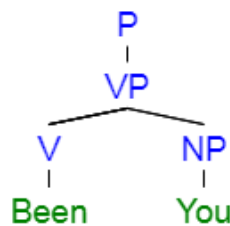
Mark My Words. It is the first title track of the album. From the tree diagram below, it can be seen that the phrase is categorized as a verb phrase. The phrase consists of a verb and a noun phrase. It has a verb as its head, which is *mark*, and it modifies the NP, *my words*.

Phrase structure: VP → V + NP



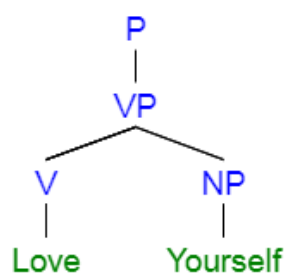
Been You. It is the fourteenth title track of the album. From the tree diagram below, it can be seen that the title is categorized as a verb phrase. The phrase consists of a verb and a noun phrase. The word *been* is the verb head of the phrase. Then, the noun phrase *you* is modified by the verb *been*.

Phrase structure: VP → V + NP



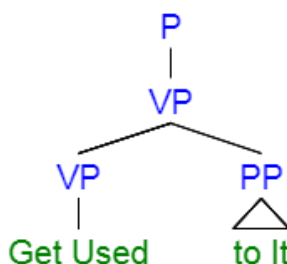
Love Yourself. The title *Love Yourself* is the fifth title track of the album and is categorized as a verb phrase, as shown in the tree diagram. The phrase consists of a verb and a noun phrase. The head of the phrase is the verb *love*, which modifies the noun phrase *yourself*.

Phrase structure: VP → V + NP



Get Used to It. It is the fifteenth title track of the album. The title, as shown above, is categorized as a verb phrase. The phrase is constructed of a verb phrase, and prepositional phrase with the verb phrase *Get Used* as its head. Then, it's followed by a prepositional phrase *to it* to complement the verb phrase.

Phrase structure: VP → VP + PP

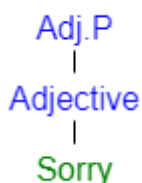


Adjective phrase

According to Leech (2006), an adjective phrase is a phrase in which an adjective is the head or main word. In addition, it may be complemented by pre-and post-modifiers, however, they're optional (Greenbaum, 2002:67). Moreover, only one adjective phrase of the song titles found in this study, namely *Sorry*.

Sorry. It's the fourth title track of the album, which is considered as an adjective phrase because of its adjective head, *sorry*. This noun isn't followed by any modifiers. Hence, the structure only consists of an adjective head.

Phrase structure: AP → Adj



Preposition phrase

According to Blake and Morrhead (1993), preposition phrase is a unit of structure in which a preposition is the most important word. The phrase usually consists of a preposition and a noun phrase which is known as the prepositional complement. Prepositional phrases can act as adverbials in sentence structure, or they can be post-modifiers in a noun phrase. However, there is no prepositional phrase found in this album.

Adverb Phrase

Blake and Moorhead (1993) stated an adverbial phrase is a group of two or more words operating adverbially, meaning that their syntactic function is to modify a verb, an adjective, or an adverb. So, adverbial phrases are phrases that do the work of an adverb in a sentence. However, in this album, there are no adverbial phrases found.

Titles of Justin Bieber's album Purpose in clause category

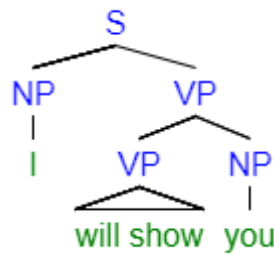
Huddleston and Pullum (2005) define that a clause is a larger sentence unit which consists of a subject followed by a predicate. However, Greenbaum (2002:16) added that a clause is a sentence or sentence-like structure containing at least subject and verb. Greenbaum (2002:17) then divided sentences into four major types, namely declarative, interrogatives, imperatives, and exclamations. In this study, the data are considered as declarative (statements) and interrogatives (questions).

Statement

The most basic and common type of sentence used is declarative. It is a type of sentence structure used primarily to construct statements (Greenbaum, 2002:274). On the other hand, statements are used to express information, such as opinions and facts. Statement could be in the form of simple, compound, or complex sentences. The data used in this study are simple sentence statements, i.e. *I'll Show You*, *Live is Worth Living*, and *We Are*.

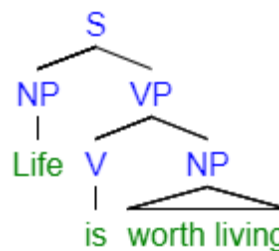
I'll Show You. The tree diagram below shows that this second title track is considered as a simple sentence statement. As mentioned, it should consist of at least a subject and verb. Therefore, it's identified that the subject is *I*. It's followed by a verb phrase, *will* (auxiliary verb) *show* (transitive verb). A transitive verb would require a direct object to complete the sentence in which refers to a person or thing directly affected by the action (Greenbaum, 2002:26). The direct object, in this case, is a pronoun *you*, which usually comes after the verb. Thus, the structure consists of a noun, a verb phrase, and a noun or pronoun.

Sentence structure: S → NP + VP + NP



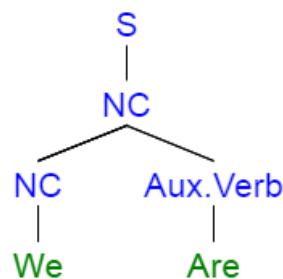
Life is Worth Living. This tenth title track is considered as a simple sentence statement because of its three elements. As shown on the tree diagram, the title's structure is SVC which consists of a subject, (linking) verb, and (subject) complement (Greenbaum, 2002:27). Firstly the subject is a noun, *Life*. Then, it is completed by a verb that requires a subject complement, a linking verb *is*. The subject complements are usually noun phrases or adjective phrases. In this title, it's a noun phrase *worth living*. Therefore, based on the analysis, the structure consists of a noun, a verb phrase, and a noun phrase.

Sentence structure: S → NP + V + NP



We Are. It's the sixteenth title track of the album. It's actually a dependent clause as the song is about "what we are". However, it could also be considered as a statement or a simple sentence as it's used for a brief saying because the complementary is being omitted. As stated that a sentence at least consists of a subject and predicate (Huddleston and Pullum, 2005), this song title also constructed of a noun *we* and an auxiliary verb *are*. Hence, the structure consists of a noun and a verb.

Sentence structure: S → N + V

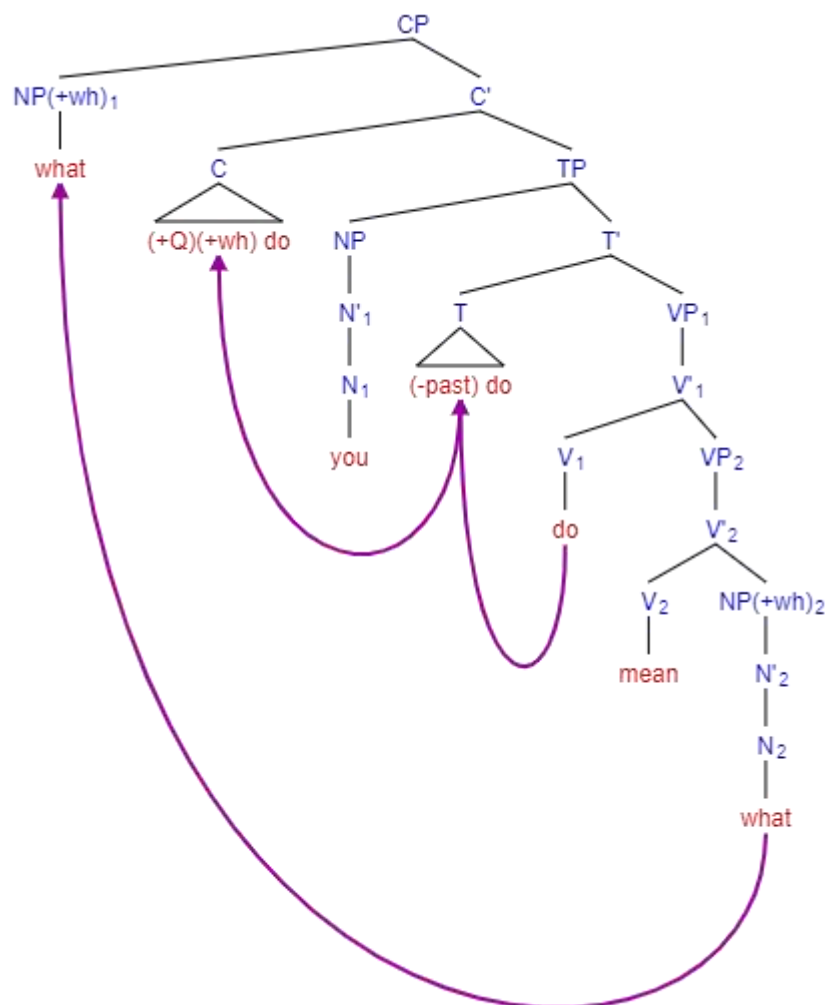


Question

Another type of sentence is interrogatives, types of sentence structure used primarily to construct questions. In his book, Greenbaum (2002:121) mentioned there are two main types of interrogative sentences, namely yes-no questions and WH-questions. The data found in this study are using WH-questions, meaning most of the interrogative words begin with WH- (the exception is how). The data are *What do You Mean?* and *Where Are U Now?*

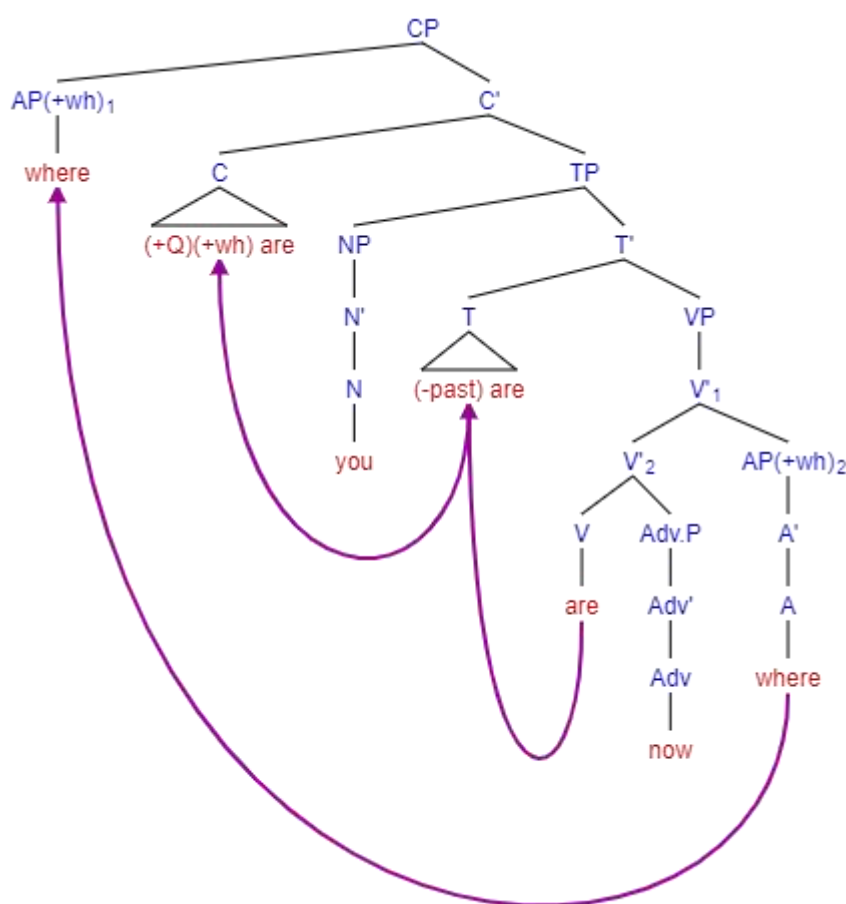
What Do You Mean? The tree diagram below shows that this third title track is considered as an interrogative wh-question. The interrogative word *what* represents a missing piece of information that the speaker wants the hearer to supply (Greenbaum, 2002:122). This data is in a subject-operator inversion order because the interrogative word is functioning as the object in the statement structure. Then, it's followed by an auxiliary verb in the present tense *do*, however here, the verb is inverted. So, it's placed before the subject, *you*. Meanwhile, the verb means is neither transformed nor inverted. Therefore, the structure consists of a WH-question, an auxiliary verb, a noun or pronoun, a verb, and completed by a question mark at the end of the sentence.

Sentence structure: Q → WH-question + aux. verb + NP + VP + ?



Where Are U Now? The same process is also experienced by this 11th title track as an interrogative WH-question. The word *where* functions as the adverb in the statement structure. This WH-question requires subject-operator inversion, too (Greenbaum, 2002:122). So, the interrogative word, *where*, becomes the subject in this sentence. After that, it's followed by an auxiliary verb, *are*. As can be seen in the tree diagram below, the subject in the statement sentence, *you*, isn't inverted. Afterwards, it's followed by the adverb *now*. Thus, the structure consists of a WH-question, an auxiliary verb, a noun or pronoun, an adverb, and completed by a question mark at the end of the sentence.

Sentence structure: Q → WH-question + aux. verb + NP + Adv.P + ?



Conclusion

The results show that the syntactic structures of the song titles in the *Purpose* album are categorized into phrases and clauses. There are three types of phrases found, from the total of eighteen song titles, namely noun phrase, verb phrase, and adjective phrase. As seen from the syntactic structures distribution table in the appendices (see table 1), eight song titles are categorized into noun phrases, four into verb phrases, and one into an adjective phrase. As for

the clauses category, there are two types found. Three song titles are categorized into statements and two into questions.

Aside from the type of phrase and clause of the song titles, there are ten types of syntactic structures found. Six of them belong to the phrase category, and the other four belong to the clause category. As can be seen from the distribution number of phrase and clause structure tables in the appendices (see table 2), the most dominant structures used are type 1 for the phrase category and type 7 for the clause category. The type 1 structure: NP → N is used in four titles in the album, e.g. for *Children*, *Company*, *Purpose*, and *Trust*. As for the clause category, the dominant structure is S → N + VP + N. This structure is used in two song titles, such as *Life is Worth Living* and *I'll Show You*.

Finally, as the discussion has been done, hopefully, this research will be useful for further research and studies. Thus, it is hoped to be a useful guide as well as a reference for future syntactic based analysis, especially in sentence structures.

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Appendices

Table 1. The Distribution of Syntactic Structures in Justin Bieber's Album *Purpose* Song Titles

Track Number	Songs' Titles	Phrase or Clause Categories	Phrase or Clause Type	Syntactic Structures
1	<i>Mark My Words</i>	Phrase	Verb Phrase	VP → V + N
2	<i>I'll Show You</i>	Clause	Statement	S → N + VP + N
3	<i>What Do You Mean?</i>	Clause	Question	Q → WH-question + V + N + V + ?
4	<i>Sorry</i>	Phrase	Adjective Phrase	Adj.P → Adjective
5	<i>Love Yourself</i>	Phrase	Verb Phrase	VP → V + N
6	<i>Company</i>	Phrase	Noun Phrase	NP → Noun
7	<i>No Pressure</i>	Phrase	Noun Phrase	NP → Det. + N
8	<i>No Sense</i>	Phrase	Noun Phrase	NP → Det. + N
9	<i>The Feeling</i>	Phrase	Noun Phrase	NP → Det. + N
10	<i>Life is Worth Living</i>	Clause	Statement	S → N + VP + N
11	<i>Where Are U Now</i>	Clause	Question	Q → WH-question + V + N + Adv. + ?
12	<i>Children</i>	Phrase	Noun Phrase	NP → Noun
13	<i>Purpose</i>	Phrase	Noun Phrase	NP → Noun
14	<i>Been You</i>	Phrase	Verb Phrase	VP → V + N

15	<i>Get Used to It</i>	Phrase	Verb Phrase	VP → VP + PP
16	<i>We Are</i>	Clause	Statement	S → N + V
17	<i>Trust</i>	Phrase	Noun Phrase	NP → N
18	<i>All in It</i>	Phrase	Noun Phrase	NP → N + Prep + N

Table 2. The Distribution Number of Phrase and Clause Pattern in Justin Bieber’s Album Purpose Song Titles

The Structures									
Phrase						Clause			
Type 1	Type 2	Type 3	Type 4	Type 5	Type 6	Type 7	Type 8	Type 9	Type 10
NP → N	VP → V + N	NP → Det + N	Adj.P → Adj	VP → VP + PP	NP → N + Prep + N	S → N + VP + N	Q → WH-Q + V + N + V + ?	Q → WH-Q + V + N + Adv + ?	S → N + V
4	3	3	1	1	1	2	1	1	1

STYLISTIC ANALYSIS OF PHRASE USED IN WHO OFFICIAL INSTAGRAM HASHTAGS ON COVID-19 RELATED POSTS

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Abstract

Hashtags are usually used by people to emphasize the topic(s) they put in their messages on social media platforms; from March until November 2020, WHO had used various kinds of hashtags to emphasize the topic of Covid-19 on their Instagram posts. Most of the hashtags are not only consist of one word but also a phrase. In this paper, the stylistic analysis is used to analyze the structure as in hashtags used by the WHO official Instagram account. Stylistics analysis is chosen as it can reveal the meanings carried by the hashtags. Morphology theory is used to analyze the one-word constructed hashtags. Syntax theory of phrasal category is used for the phrase-constructed hashtags. The analysis showed that there are five phrasal categories contained in the analyzed hashtags; Noun Phrase, Verb Phrase, Adjective Phrase, Adverbial Phrase, and Prepositional Phrase. The hashtags are found to carry different meanings depending on which phrasal category they belong to. The result showed that the hashtags in the WHO Instagram posts which are related to the covid-19 have the possibility to be read as a word also as a phrase depending on how they are constructed. The hashtags also carry the main topic of body health maintenance awareness as the prevention of the spread of Covid-19 in each of the posts.

Key words: Covid-19, Hashtags, stylistics, phrase

Introduction

People nowadays, especially generation Z, are mostly familiar with hashtags. Hashtags, according to the Oxford dictionary, are a word or phrase with the symbol ‘#’ in front of it, which included some messages sent using *Twitter* –so that people can find all messages with the same topic. Besides *Twitter*, today, hashtags are also easily found on other social media platforms, such as *Instagram*, *Facebook*, *Line*, and *YouTube*. People usually use hashtags to emphasize the topic(s) they put in their messages. It can be about anything, for example, about trivial topics, like #happysunday and #goodmood, or even big topics, like #covid19 and #trump. The use of hashtags is not only helping people to search about certain topics but can also be used to promote and campaign certain things or actions. This can be seen in almost every post in the *WHO* official *Instagram* account. The hashtags used by the *WHO* are various and mostly consist not only of one word but also a phrase. Therefore, hashtags are not only read as words but also as phrases. In other words, there are hashtags with a complex structure. The hashtags are, for example, #HealthForAll, #WearAMask, #GlobalHandWashingDay, #HandHygyne, etc.

In this paper, the application of the linguistics feature is what is being discussed. The reason for choosing hashtags as the object of the study is because it is one example of the practice and form of linguistic innovations (Zappavigna, 2012). The hashtags are collected from *WHO* official *Instagram* account posts, which are related to covid-19. The reasons why

WHO and the related to covid-19 posts are chosen are because of the fact that WHO is a worldwide health organization that is known among many people around the world and that the outbreak of covid-19 is still happening globally. Therefore, WHO can be considered as a trustworthy source of information and news about covid-19 that are still needed by many people around the world. Instagram is chosen because it is one of the most used social media platforms in 2020 (Dean, 2020). Stylistic analysis can be applied to analyze the hashtags used in social media posts.

They are analyzing the phrasal categories and meanings of the hashtags found in WHO official *Instagram* account posts related to Covid-19 might reveal the topic of Covid-19 awareness in each of the posts.

Methodology

In this paper, the stylistic analysis is used to analyze the structure as in hashtags used by the WHO official Instagram account. The aim of this research is to identify the type of phrase of the hashtags and reveal the highlighted topic through the hashtags. The hashtags used for this research are the ones that were published from March-November 2020 in the COVID-19 related posts in the WHO official Instagram account. The data are specified by examining the hashtags, which formed as phrases, not words. This study also uses phrasal categories as the language level analyzed. The data were collected by observing and examining the hashtags based on the requirement of phrasal categories such as noun phrase, verb phrase, adjective phrase, adverb phrase, and prepositional phrase. The finding data are populations. There are 40 data found.

Findings and Discussion

a. Verb Phrase Hashtags

1) VP □ V N or NP

In this structure, the head V is followed by Noun, or it can be followed by an NP. The head V determines the category of the phrase as a whole (Burton & Robert, 2016, p.48). For example, in the hashtag *#ProtectYourHero*. Here the head is *protect*, and it is followed by the NP, *your hero*, then they become a verb phrase.

#stayHome □ *The meaning is to not go out for an activity.*

#KnowTheFacts □ *The meaning is that it is sure something is true*

#ProtectYourHero □ *The meaning of hero itself is someone who acts to help another with no thought for her or himself. In this term are medical personnel. If we protect them, they still would be able to help.*

#BeatNCDs □ *The meaning of NCDs is Non-communicable diseases, and it is the leading cause of death worldwide, so that it must be beaten to decrease the cause of death.*

#AskWHO □ *The meaning is, we should ask World Health Organization to know more about the updates of what is going.*

#ENDViolence □ *The meaning is to end the injured.*

2) VP □ V Adj

In this structure, the head V is followed by Noun, or it can be followed by an

adjective. For example, in the hashtag *#staysafe*. Here, the head *stay* is followed by an adjective *safe*, and they become a verb phrase.

#staysafe □ *The meaning is a hope that you don't catch this disease.*

#BeActive □ *The meaning is always doing something, such as exercise or other activities which are associated with body movement.*

3) VP □ V PP

In this structure, the head V is followed by Noun, or it can be followed by PP. For example, in the hashtag *#MoveForMentalHealth*. Here, the head *Move* is followed by PP for *Mental Health*.

· *#TakeCareBeforeYourShare* □ *The meaning is you have to think first before you share or post any kind of information.*

· *#MoveForMentalHealth* □ *The meaning is you should get outside to do some activity, such as experience, adventure, and explore to reduce mental illness.*

4) VP □ Adj N V N

In this structure, the head V is modified by the NP and followed by Noun. In the hashtag *#GlobalHandWashingDay*, the word *global* as an adjective modifies the NP *handwashing day*. The meaning of this VP is a day for people in the world to remember the importance of washing their hands.

· *#GlobalHandWashingDay* □ *The meaning is global advocacy to increase awareness of the importance of handwashing with soap to prevent diseases.*

5) VP □ V N Conj N+s

In this structure, the head V is followed by Noun. In the hashtag *#SupportNursesAndMidwives*, the head is supported, and it is followed by a noun which *nurses*, the word *and* as a conjunction, and *midwives* as a noun.

· *#SupportNursesAndMidwives* □ *The meaning is we should keep supporting nurses and midwives even if their job is supporting the doctor, but without them, everything can't go smoothly.*

b. Noun Phrase Hashtags

1) NP □ N N or NP

In this structure, the head Noun is modified by another Noun. For example, in the hashtag *#HandHygyne*. Here, the head noun, which is *Hygiene*, is modified by the noun *Hand*. Here for the other examples,

· *#coronavirus* □ *The meaning is a large family of viruses transmitted between animals and people that cause illness ranging from the common cold and severe acute respiratory.*

· *#covid19* □ *The meaning is a disease caused by a new strain of coronavirus.*

- *#healthworkers* □ *The meaning is people who have jobs to protect and improve their health.*
- *#HandWashingc* □ *The meaning is the act of cleaning hands with soap and water to remove viruses or other things stuck to the hands.*
- *#HandHygiene* □ *The meaning is the act of cleaning hands with soap and water to remove viruses or other things stuck to the hands.*
- *#airpollution* □ *The meaning is the air is no longer clean and unsafe for health because of chemicals or car emissions.*
- *#GenerationEquality* □ *The meaning is health-care services that respond to their needs.*
- *#2019nCov* □ *The meaning is that these diseases are previously identified.*

In another case, the head Noun also can be followed by an NP, for example, in the hashtag *#SolidarityNotStigma*. Here the head *solidarity* is followed by an NP of *not stigma*.

2) NP □ NP PP or N PP

In this structure, Noun Phrase can be constructed by NP that is followed by PP, or it can be from N that is followed by PP. Another example is in the hashtag *#HalloweenAtHome*. Here, the head is *Halloween*, and it is followed by Prepositional Phrase (PP) *At Home*. The meaning will be Halloween which is located at home.

- *#HalloweenAtHome* □ *The meaning is we still can celebrate Halloween even just at home.*
- *#InternationalDayofRadiology* □ *The meaning is awareness of health problems and contributing to safe patient care.*
- *#HealthForAll* □ *The meaning is health is brought for everyone.*

3) NP □ Adj N or NP

In this structure, the head Noun is modified by Adjective. For example, *#MentalHealth*. The head is the word *health*, and it is modified by the word *mental*. Thus, it becomes an NP.

- *#PublicServiceDay* □ *The meaning is this is a foundation of competent civil service.*
- *#RealLifeHeroes* □ *The meaning is that a true hero has a real-life that does something heroic for the benefit of others.*
- *#MentalHealth* □ *The meaning is a problem that is related to our psychological or emotional state.*

4) NP □ N N N

In this structure, the head Noun is modified by another Noun. For example, *#WorldHealthDay*. Here, the head is *day* and modified by the word *world*, which is a noun, and *health* which is a noun too. The meaning is to commemorate worldwide health day.

- *#WorldHealthDay* □ *The meaning is global awareness to raise a concern about health.*
- *#WorldDiabetesDay* □ *The meaning is an international day that has a purpose is to concern about diabetes.*
- *#WorldChildrensDay* □ *The meaning is an international day that has a purpose in improving children's awareness.*

5) NP □ Adj N

In this structure, the head Noun is modified by Adjective. In this structure, the head noun is modified by an adjective, for example, in the hashtag *#MentalHealth*. Here, the head is the word *health*, and it is modified by the word *mental*. Thus, it becomes an NP.

- *#SafeHands* □ *The meaning is you are in good hands; all will not be harmed.*
- *#MentalHealth* □ *The meaning is a problem that is related to our psychological or emotional state.*
- *#WorldNoTobaccoDay* □ *The meaning is to protect younger generations from tobacco use.*
- *#HealthyRecovery* □ *The meaning is to gain hope, especially health recovery in life.*
- *#WorldRefugeeDay* □ *The meaning is the international day to honor refugees around the world.*
- *#SocialMediaDay* □ *The meaning is social media has redefined and became mainstream.*

c. Adjective Phrase Hashtags

1) AdjP □ N Adj

#ACTogether (AdjP) □ *The meaning is if we are together, we can achieve effectively.* The head of this phrase is *ACT*, and it is followed by the adjective *together*. The meaning is about a movement which is done by many people.

2) AdjP □ Adj AdvP

#BornTooSoon (AdjP) □ *The meaning is the report of premature birth.* The head is an adjective that is *Born*, and it is followed by the AdvP *too soon*

d. Adverb Phrase Hashtag

1) AdvP □ Adv VP.

- *#TogetherWecan* □ The word *together* is the head which followed by a VP *we can*. *Together* is an adverb; therefore, *#TogetherWeCan* is an adverb phrase hashtag or AdvPH. The meaning is we can face this together in something positive.

2) AdvP □ Adv N

In this structure, the head, which is an adverb, is followed by a noun.

- #NoTobacco □ *The meaning is discouraging the use of tobacco.* The adverb *no* is the head which is followed by the Noun *tobacco*. Therefore, #NoTobacco is an adverb phrase hashtag.

e. Prepositional Phrase Hashtag

1) PP □ à P NP

The head, which is P, is followed by an NP *This together*. NP here modified the P.

- #InThisTogether □ *The meaning is we all face what's going on together.* In this hashtag, the head In is followed by an NP This Together.

Conclusion

From the analysis above, this study has come to the conclusion that the hashtags in the WHO *Instagram* posts, which are related to the covid-19, are mostly in the form of phrases. It is proved by the number of the analyses hashtags, which are reached 40 and supported by the phrasal categories analysis. This study has revealed two scopes of discussion. The first is about the finding of five phrasal categories contained in each hashtag. They are Noun Phrase, Verb Phrase, Adjective Phrase, Adverbial Phrase, and Prepositional Phrase. Second, it is about the meaning of each hashtag related to the COVID-19. In the case of phrasal categories, there are 12 hashtags that stand as VPs and are divided into five phrase's structure types, 23 hashtags stand as NPs, which are divided into five phrase's structure types, two hashtags stand as AdjPs and are divided into two types of phrase's structure, two hashtags stand as AdvPs and also are divided into two types of phrase's structure, and one hashtag stands as a PP with only 01 type of phrase's structure. In the case of each hashtags' meaning related to the COVID-19, this study has found that the hashtags that belong to the category of VPs are generally about actions or activities promoted by the WHO to support the prevention of the spread of Covid-19.

The hashtags that belong to the category of NPs are generally about daily life things, which can influence people to be more aware of their body health state. The hashtags that belong to the category of AdjPs, AdvPs, and AdvPs are generally about the way which we can be taken to face and solve the difficulties of the current condition. From the conclusion above, it can be identified that hashtags have the possibility to be read as a word also as a phrase depending on how they are constructed. The way we construct whether a hashtag is considered as a word or phrase is by analyzing them. Word analysis is done by using morphology, and otherwise, phrase analysis is done by using syntax. In syntax, the theory that is used is a phrasal category. By using this theory, the hashtags can be identified by revealing the phrase's structures and the categories of where the hashtags might belong to.

Through this study, it is shown that analyzing the phrasal categories and meanings of the hashtags found in WHO official *Instagram* account posts related to Covid-19 in March until December reveals the main topic of body health maintenance awareness as the prevention of the spread of Covid-19 in each of the posts. This study can be used as a reference for further analysis of phrasal categories in the hashtags in any platforms provided in social media.

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ANALYZING THE PRONUNCIATIONS ON MINIMAL PAIRS OF OUR SURROUNDINGS USING ENGLISH WORD

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Abstract

This research focuses on the mispronunciation of English words by Indonesian students, with a focus on minimal pairs pronunciation. Everybody has their own way of pronouncing a word in English. Some people might have trouble pronouncing English terms. The reason behind that problem is going to be discussed in this paper. The transcription of their pronunciation is being compared with the transcription of English based on a dictionary. In this study, a qualitative technique was used. The information was gathered by recording from the participants. The participants came from Sanata Dharma's English Letters Department. The total of participants is 20 people. The data collected will come from the first ten respondents. Data results are being collected in a recorded file and being analyzed by the researchers. The participants' requirements are for those who have previously studied English. People who have a basic understanding of English are more likely to participate in this study. This paper was aimed to analyze why people could easily mispronounce words. People rarely pay too much attention when they pronounce a word in English. They usually use the pronunciation that they heard in everyday life, whether it would be the right one or not. As long as they are comfortable with the pronunciation and get used to it, then the problem is done. But it will be different if the interlocutors are from abroad, for example, the US or England. Everybody has their own language and structure that gives influence to people's pronunciation of foreign languages.

Keywords: minimal pairs, phonology, pronunciation, students

Introduction

People have their own way of pronouncing a word. Each person will pronounce a word differently from the others. There was a probability of mispronouncing a word. The researcher decided to use minimal pairs as their tool to do research about this topic. Minimal pairs are one of the most commonly used forms to demonstrate phonemic categories in any language and have therefore played an important role for linguists as they establish the meaningful elements of language (Levis & Cortes, 2008). In other words, minimal pairs can be seen as a strategy to distinguish English words that have a similar sound but different meanings. This research will use the minimal pairs as an object that will be tested on the participants. The mispronunciation of words can be easily detected depending on the context.

According to Levis & Cortes's informal survey on American pronunciation, textbooks gave the result that Minimal Pairs play an important role in pronunciation. Minimal pairs are the right option in doing this research. By using the minimal pairs, it will be easier for the researcher to find the mispronunciation. The wrong sound will easily catch because in minimal pairs; there are some words that have similar phonetic sounds. So that people will easily get caught if they pronounce the wrong word. There was an assumption from Levis and

Cortes' research which said that foreign language learners would easily pronounce the wrong sounds. This is how the mother tongue can affect people's pronunciation.

This paper was aimed to give the correct pronunciation and did some analysis of why people could easily mispronounce the words. People usually do not pay too much attention when they pronounce a word in English. They will use the pronunciation that they usually heard, whether it would be the right one or not. As long as they are comfortable and get used to their pronunciation, then the problem is done. But it will be a different case if the interlocutors are from abroad, for example, the US or England. The mispronunciation case will cause different perceptions of meaning from people abroad. Therefore, this study used the minimal pairs as their main topic of the research since there are so many people that mispronounce some words unconsciously.

The scope of the participants will be English students of Sanata Dharma. This study was to show how people could mispronounce some words which will be taken from minimal pairs. The former study from Ladefoged (1993) said that some symbols would represent different sounds depending on the context. So, besides the mother tongue, there is another factor that affects people's mispronunciation which is the context of the sentence that the word is put in. This study is aimed to find the reason why Indonesian people's pronunciation in English words somehow has different transcription from the intended transcription.

Methodology

In this paper, the researcher used a qualitative approach. That approach was chosen because researchers focus more on processes, events, and authenticity. Apart from paying attention to the things that have been previously mentioned, observations must also be carried out in a structured and clear manner. Indeed, qualitative research involves a relatively small number of subjects. Qualitative research places more emphasis on the use of the researcher as an instrument. Lincoln & Guba 1985 argue that in a qualitative approach, researchers should use themselves as instruments and must be able to reveal social phenomena in their surroundings (credibility, transferability, dependability, confirmability.)

This research involved 20 people from the English Letters Department of Sanata Dharma. The data results will be taken from the first ten respondents. The specification of the participants is for those who have already learned English before. People with basic English are more rational to be the participants of this research. The reason why the researchers choose people with Javanese ethnicity is that most Javanese people have a 'medok' accent. The emphasis on sound in language, as well as the pronunciation of consonants and vowels, especially in consonants such as b, pronounced bhe, j is pronounced jhe, g is pronounced ghe. Before retrieving data, the researcher did some Initial preparation, which is making sentences containing words that were often mispronounced. The purpose of the list of minimal pairs is included in the sentence so that the respondent reads more naturally, and if there is a pronouncement error, it can be easier to analyze. The list of minimal pairs that will be used is Pig, Fig, Verse, Worse, Full, Pull, Hair, Rare, Gown. Data collection is likely to be carried out in one way, that is, online due to the COVID-19 pandemic. An examiner will interview respondents individually and tell them to read the 10-word sentences that contain minimal pairs in one session that lasts 5 minutes on average. All sessions were recorded; after that, the researcher will do the transcription and also analyze 10 out of 20 people who are found to be mispronounced. Since both observers live in Java, offline interviews will only be conducted with friends or relatives of the researcher.

Findings and Discussion

In this chapter, the researchers are divided into two parts. The first one is about the analysis of the respondent's mispronunciation. The second part will talk about the reason or how this mispronunciation happened.

Analysis The Mispronunciations from Respondent

In the beginning, the researchers agreed that the study would talk about mispronunciation on minimal pairs initial in the consonant sounds. In reality, the result was quite different from the researcher's expectation. The respondents have their mispronunciation of the vowel sound; therefore, the researchers will serve the data result of respondents' transcription on the words given. There are only some words that have the result of mispronunciations, and the other was pronounced correctly by the respondent. The participants listed in the appendix were taken from 10 first participants as our respondents from 20 in total, below the respondents' mispronunciations transcription of the words given.

1. Mispronunciations from /rer/ to /reir/

Based on the data below from 10 students, there are 6 of them who made a mispronunciation of the word 'rare.' One of them was pronounced correctly, same with the transcription of intended pronunciation.

Words	Intended Pronunciation	Received Pronunciations	Frequency
rare	/rer/	/reir/	6

The respondents have mispronounced the word 'rare,' which actually should be pronounced as /rer/ not /reir. There are six respondents who mispronounce the word 'rare.' These respondents who mispronounce into /reir/ are P1, P2, P4, P5, P6, and P7 (P means person). All of them have the same mispronunciation transcript, which is /reir/.

2. Mispronunciations from /wɜ:s/ to /wɔ:rs/ and /wɔ:r/

Words	Intended Pronunciation	Received Pronunciations	Frequency
worse	/wɜ:s/	/wɔ:rs/	5
		/wɔ:r/	1

Based on the data above, which has been analyzed 6 out of 10 people made mispronounce unconsciously, the word 'worse' should be pronounced as /wɜ:s/ not /wɔ:rs/ or /wɔ:r/. Five other people who P2, P6, P8, P9, P10 are having the same error that is pronounced /ɜ/ as /ɔ/. However, one other person, who is P7, made an error in pronouncing the final consonant, which should be /wɜ:s/ into /wɔ:r/ (like the pronunciation of wore or war)

The Reason for Mispronunciations

1. *The Changing of The Intended Pronunciation /rer/ to /reɪr/*

The researchers choose ten words from 4 types of initial minimal pairs. Types of minimal pairs that the researchers chose were minimal pairs initial /f/-/p/, /v/-/w/, /h/-/r/ and /g/-/t/. The result was only two from the list of words that made a mispronunciation by looking at the transcriptions. In mispronunciations of /rer/ to /reɪr/, there were six of 10 respondents who made a mistake in their pronunciation of the word 'rare.' The mispronunciations were located in a vowel sound.

Sipra (2013) said that English orthography is not clear since there are no rules or the right way to pronounce English words. In English, they have an alphabet such as A, B, C, and so on, but the pronunciation is very different from the alphabet in Bahasa Indonesia. In English, they pronounce 'A' as /ei/, but if this letter was joined in a word and pronounced it as a word, then there would be differences. For example, if the letter 'A' was joined in a word such as 'walk,' then the transcription will be like /wɑ:k/. In Bahasa Indonesia, if there is a letter 'A' joined in a word such as 'ayah,' then it will be pronounced just like how the letter in the alphabet (or in Indonesia is abjad). That was why Indonesian people somehow mispronounce a word in English, especially in this case the word 'rare.'

When two languages are compared from the point of view of their structure and organization, it is recognized that the marvelous variety of the languages of mankind indicates astonishing similarities (Pallawa, 2013, p. 104). Between two languages, there are always differences in many structures. Therefore, two languages are not suggested to be compared. Every language has its own structure, and this structure usually gives influences people's pronunciation of foreign languages. According to Storkel (2003) said that there is a difficulty or ease in learning the structure of a foreign language since the learner tends to transfer the habits of his native language structure to the foreign language. Therefore, Indonesian people tend to use their pronunciation in Indonesia to an English word.

2. *The Changing of The Intended Pronunciation /wɜ:s/ to /wɔ:rs/ and /wɔ:r/*

Pronunciation is the way language is spoken by people to deliver something to the other. Sometimes people make mistakes when speaking English, and mostly it occurs in intonation and stress in pronunciation. These parts explain how mispronunciation is made by 10 out of 20 people that are chosen and have a background studying English. The researchers conducted data processing and analysis; the results of the analysis were entered into a table with the aim of making it easier to understand (the table can be seen on Note). From the table, the errors found are from the middle vowel or what is usually called monophthongs, which means that it only has one vowel sound.

According to Zhang & Yin (2009), a sound that does not exist in the native language can be difficult for second language learners to make or, in certain cases, to substitute with other sounds. In their mother tongue, they have similar ones. The reason why these mistakes happened is because sometimes people think that English vowels are the same as Indonesian vowels, which are A, I, U, E, O, but that is a misconception. They are vowel letters, not vowel sounds, if Indonesian vowels only represent one word, English vowels can represent several words, for example, /ɜ/ in burn /bɜ:n/, early /'ɜ:li/, fur /fɜ:/, and /ɔ/ in court /kɔ:t/, always /'ɔ:lweɪz/, raw /rɔ:/. The pronunciation of /ɜ/, which really should have the tongue resting in the middle mouth in a neutral position and the lips not rounded, while five respondents' tongues tend to bunch up at the back of mouth and lip rounding, so it sounds more like /ɔ/.

The mistake that P7 respondents made was different. Pronunciation must also be related to the phonetic structure, and pronunciation will affect the difference in meaning. Deletion is the removal of one or more words; deletion is divided into three, namely aphaeresis, apocope, and syncope. The deletion that occurs in this respondent is apocope, which means the removal of the final consonant word [s] in *Worse* (/wɜːs/). According to Swan and Smith (2001), Indonesia has a limited consonant cluster; therefore, it is a bit difficult to pronounce when it ends in voiced stop. Respondent P7 did the omission problem, so they made the meaning *War* or *wore* (past form of *wear*).

Conclusion

In conclusion, the objective of this study is to find common errors and percentages of how many people do wrong and where they don't pronounce it correctly. Based on the results of the study, respondents managed to pronounce almost all words properly and correctly. However, after repeated transcripts for the second time, the researcher found some differences in the pronunciation of the following two words, which are 'rare' and 'worse.' The number of respondents who made mistakes in the two words above is six people. 3 out of 6 people make mistakes in both words. The only person who managed to pronounce both words correctly was P3.

The cause of the respondents failed to pronounce 'rare' is because they did the insertion process /i/ in it, so the word *rare* should be read /rer/ becomes /reir/. Most mistakes made in the second word are because of the process of replacing vowel vowels/ɜː/ with /ɔ/ and insertion of /r/ in it. The least phonological process in the second word is the deletion of the final consonant, namely /s/, which results in a difference in the meaning of the word. the word 'worse' which should be read /wɜːs/ changed to /wɔːrs/ and /wɔːr/.

In conclusion, the mispronunciation that occurs in some respondents has several reasons, which are English is not their mother tongue, even though they learn English does not mean they can pronounce all the words correctly. Besides, vowels in Indonesian and English are also different; vowels in English have more variants. Several types of vowels also sound similar to each other, so sometimes, people get confused about which sounds they should produce.

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Appendix

Respondent	Words	Intended Pronunciation	Received Pronunciation
P1	Pig, Fig, Verse, Worse, Full, Pull, Hair, Rare, Gown, Town	/pɪg/, /fɪg/, /vɜːs/, /wɜːs/, /fʊl/, /pʊl/, /her/, /rer/, /gaʊn/, /taʊn/	/pɪg/, /fɪg/, /vɜːs/, /wɜːs/, /fʊl/, /pʊl/, /her/, /reɪr/, /gaʊn/, /taʊn/
P2	Pig, Fig, Verse, Worse, Full, Pull, Hair, Rare, Gown, Town	/pɪg/, /fɪg/, /vɜːs/, /wɜːs/, /fʊl/, /pʊl/, /her/, /rer/, /gaʊn/, /taʊn/	/pɪg/, /fɪg/, /vɜːs/, /wɔːrs/, /fʊl/, /pʊl/, /her/, /reɪr/, /gaʊn/, /taʊn/
P3	Pig, Fig, Verse, Worse, Full, Pull, Hair, Rare, Gown, Town	/pɪg/, /fɪg/, /vɜːs/, /wɜːs/, /fʊl/, /pʊl/, /her/, /rer/, /gaʊn/, /taʊn/	/pɪg/, /fɪg/, /vɜːs/, /wɜːs/, /fʊl/, /pʊl/, /her/, /rer/, /gaʊn/, /taʊn/
P4	Pig, Fig, Verse, Worse, Full, Pull, Hair, Rare, Gown, Town	/pɪg/, /fɪg/, /vɜːs/, /wɜːs/, /fʊl/, /pʊl/, /her/, /rer/, /gaʊn/, /taʊn/	/pɪg/, /fɪg/, /vɜːs/, /wɜːs/, /fʊl/, /pʊl/, /her/, /reɪr/, /gaʊn/, /taʊn/
P5	Pig, Fig, Verse, Worse, Full, Pull, Hair, Rare, Gown, Town	/pɪg/, /fɪg/, /vɜːs/, /wɜːs/, /fʊl/, /pʊl/, /her/, /rer/, /gaʊn/, /taʊn/	/pɪg/, /fɪg/, /vɜːs/, /wɜːs/, /fʊl/, /pʊl/, /her/, /reɪr/, /gaʊn/, /taʊn/
P6	Pig, Fig, Verse, Worse, Full, Pull, Hair, Rare, Gown, Town	/pɪg/, /fɪg/, /vɜːs/, /wɜːs/, /fʊl/, /pʊl/, /her/, /rer/, /gaʊn/, /taʊn/	/pɪg/, /fɪg/, /vɜːs/, /wɔːrs/, /fʊl/, /pʊl/, /her/, /reɪr/, /gaʊn/, /taʊn/
P7	Pig, Fig, Verse, Worse, Full, Pull, Hair, Rare, Gown, Town	/pɪg/, /fɪg/, /vɜːs/, /wɜːs/, /fʊl/, /pʊl/, /her/, /rer/, /gaʊn/, /taʊn/	/pɪg/, /fɪg/, /vɜːs/, /wɔːr/, /fʊl/, /pʊl/, /her/, /reɪr/, /gaʊn/, /taʊn/
P8	Pig, Fig, Verse, Worse, Full, Pull, Hair, Rare,	/pɪg/, /fɪg/, /vɜːs/, /wɜːs/, /fʊl/, /pʊl/, /her/, /rer/,	/pɪg/, /fɪg/, /vɜːs/, /wɔːrs/, /fʊl/, /pʊl/, /her/, /rer/, /gaʊn/,

	Gown, Town	/gaʊn/, /taʊn/	/taʊn/
P9	Pig, Fig, Verse, Worse, Full, Pull, Hair, Rare, Gown, Town	/pɪɡ/, /fɪɡ/, /vɜːs/, /wɜːs/, /fʊl/, /pʊl/, /her/, /rer/, /gaʊn/, /taʊn/	/pɪɡ/, /fɪɡ/, /vɜːs/, /wɔːrs/, /fʊl/, /pʊl/, /her/, /rer/, /gaʊn/, /taʊn/
P10	Pig, Fig, Verse, Worse, Full, Pull, Hair, Rare, Gown, Town	/pɪɡ/, /fɪɡ/, /vɜːs/, /wɜːs/, /fʊl/, /pʊl/, /her/, /rer/, /gaʊn/, /taʊn/	/pɪɡ/, /fɪɡ/, /vɜːs/, /wɔːrs/, /fʊl/, /pʊl/, /her/, /rer/, /gaʊn/, /taʊn/

WORD FORMATION OF COVID-19 TERMS IN MEDICAL NEWS TODAY'S WEBSITE

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Abstract

COVID-19 has spread all over the world, infecting millions of people. Due to this unfortunate situation during the pandemic, many components of human life. The pandemic had an impact not only on economic fields but also on linguistics, particularly on the formation of dictionary words. The language is adapting to this new situation. The study of word formation is necessary to determine how Coronavirus-related words are formed. People who learn about language and word-formation will be able to develop and understand new terms to allow them to communicate various types of information, such as new information and terms about the COVID-19. In this research, there are two objectives. The first objective is to determine what kinds of word-formation of Coronavirus-related words may be found on the Medical News Today website. The second objective is to determine how the Coronavirus-related keywords are created on the Medical News Today website. This paper focuses on the COVID-19 terms in the Medical News Today website by analyzing three chosen news articles. We will use a descriptive qualitative method and morphological approach to analyze the news article from Medical News Today. The focus of this paper is to learn about the word formations that arise during pandemics, as well as some examples and how they are formed during the COVID-19 pandemic. Our findings are that there are many word formations created during this COVID-19 pandemic era, such as "Swab Test" and "Rapid Test" are the example of borrowing.

Keywords: *Coronavirus, word-formation, covid-19, terms*

Introduction

Coronavirus has spread over the world, infecting millions of people. COVID-19 was classified as a pandemic by WHO on March 11th, 2020, according to WHO's a website (who.int). Coronavirus illness (COVID-19) has affected about twenty million people, according to the WHO website. Due to the awful situation during the epidemic, many facets of human life, including language, adapt. The language of humans evolves with time as well. The growth of the language during the pandemic resulted in the creation of several new terminologies. Vocabulary development is important in language development because it is an important part of the language. This evolution occurs in a variety of fields, including science. According to Fleta (2011), word formation processes occur in scientific fields as well. This evolution occurred in terms of virus definition, pandemic prevention, and government policy. Because humans use language to communicate with one another, it can be concluded that humans contribute to the development of language. The words that people

use in language change as a result of a specific process. The processes change not only the words but also generate new ones. Word formation processes are those that change words.

On the Medical News Today website, the researcher concentrates primarily on Coronavirus-related phrases. Data was gathered from the Medical News Today website, according to the researcher. In addition to medical news, Medical News Today (MNT) provides concise and accurate health and medicine information. Experts in health, medicine, and science writer and review the content on this site. This was chosen as the data source since the Medical News Today website includes several phrases linked to Coronavirus. On the Medical News Today website, the researcher concentrates primarily on Coronavirus-related phrases. In order to determine how the Coronavirus-related phrases are produced on the Medical News Today website, the following information is required. Coronavirus terms are categorized according to the word-formation hypotheses utilized by the researcher.

The researcher cites two undergraduate theses that are connected to this work. A total of two journal articles were used in the research for this study. "An Analysis of English Word Formation Processes in Beats Apart Novel by Alanda Kariza and Kevin Aditya" is a journal paper by Fatmawaty, R., and Anggraini, P. A. (2019). In "Beats Apart Novel by Alanda Kariza and Kevin Aditya," the authors sought to determine the word-formation and sorts of word development processes. It was a morphological method that was adopted by the writers in the analysis. A paper by Rizki and Jufrizal entitled "The Analysis of Word Formation Process Used by Autistic Child" was published in a journal in 2016. Researchers are interested in the words autistic youngsters use when conversing with their teachers. The study's goal is to determine how autistic youngsters form their words. The authors employed a morphological technique to analyze the data. The authors concluded that autistic children use word construction processes in their speech. Derivation, reverse formation, reduplication, borrowing, clipping, blending, compounding, initials, and acronym are some of the terms used in this context.

Methodology

In this paper, we employ a qualitative research method with a morphological approach as our methodology. According to Crossman (2011), the qualitative research method is a type of research that uses non-numerical data to describe and investigate certain social or scientific issues. Qualitative research is defined by data collection and analysis occurring at the same time. The researchers use this method since the data in this study will be analyzed descriptively in the form of words. According to Berrill (2008), the morphological approach is the one that considers the meanings of the root and affixes that form up a word. In qualitative research, researchers will analyze data in the form of words and phrases rather than numbers. Since the method can be used in qualitative research, it requires the analysis of either printed or electronic data in order to discover meaning and insight. The data for our study comes in the form of articles on the Medical News Today website. The data was collected by browsing to the Medical News Today website and taking notes COVID-19-related terms identified in three different news articles, namely "*The delta variant of SARS-CoV-2: What do we know about it?*", "*What are the long-term effects of COVID-19?*" and "*Hope Behind the Headlines: COVID-19 vaccines and variants*". Following that, the COVID-19 terms that were identified will be presented in a table in chronological order, word-formation process category, dictionary literal meaning, and lastly, intended meaning. Then, the processes of word-formation for the COVID-19 words listed in the article will be discussed.

Findings and Discussion

The data has been gathered and organized in the table below. This table below lists the Coronavirus-related words identified on the Medical News Today website, as well as the types of word-formation processes that were used to form it.

Table 1. The Data Analysis of Covid-19 Terms in Medical News Today Website

No.	Word	Types of Word Formation	Title of the Article
1.	Rapidly	Derivational	The Delta Variant of <i>SARS-CoV-2</i> : What do we know about it?
2.	Lineage	Compound	The Delta Variant of <i>SARS-CoV-2</i> : What do we know about it?
3.	Cases	Derivational	The Delta Variant of <i>SARS-CoV-2</i> : What do we know about it?
4.	Vaccination	Derivational	The Delta Variant of <i>SARS-CoV-2</i> : What do we know about it?
5.	Sore throat	Compound	The Delta Variant of <i>SARS-CoV-2</i> : What do we know about it?
6.	Runny nose	Compound	The Delta Variant of <i>SARS-CoV-2</i> : What do we know about it?
7.	Prevention	Derivational	The Delta Variant of <i>SARS-CoV-2</i> : What do we know about it?
8.	COVID-19	Acronym	The Delta Variant of <i>SARS-CoV-2</i> : What do we know about it?
9.	WHO	Acronym	The Delta Variant of <i>SARS-CoV-2</i> : What do we know about it?

10.	Transmissible	Derivational	The Delta Variant of <i>SARS-CoV-2</i> : What do we know about it?
11.	Headache	Compound	The Delta Variant of <i>SARS-CoV-2</i> : What do we know about it?
12.	Hospitalization	Derivational	The Delta Variant of <i>SARS-CoV-2</i> : What do we know about it?
13.	Outbreak	Compound	The Delta Variant of <i>SARS-CoV-2</i> : What do we know about it?
14.	Suboptimal	Compound	The Delta Variant of <i>SARS-CoV-2</i> : What do we know about it?
15.	Rehabilitation	Derivational	What are the long-term effects of COVID-19?
16.	Lockdown	Compound	What are the long-term effects of COVID-19?
17.	Antigen	Derivational	What are the long-term effects of COVID-19?
18.	Infection	Derivational	What are the long-term effects of COVID-19?
19.	Mutation	Derivational	What are the long-term effects of COVID-19?
20.	MNT	Acronym	Are COVID-19 vaccine boosters the way forward?

21.	Immunized	Back Formation	Are COVID-19 vaccine boosters the way forward?
22.	CDC	Acronym	Are COVID-19 vaccine boosters the way forward?
23.	Antibodies	Compound	Are COVID-19 vaccine boosters the way forward?
24.	FDA	Acronym	Are COVID-19 vaccine boosters the way forward?
25.	Influenza	Borrowing	Are COVID-19 vaccine boosters the way forward?
26.	Dose	Borrowing	Are COVID-19 vaccine boosters the way forward?
27.	Medication	Borrowing	Are COVID-19 vaccine boosters the way forward?
28.	Medicine	Borrowing	Are COVID-19 vaccine boosters the way forward?
29.	Flu	Clipping	Are COVID-19 vaccine boosters the way forward?
30.	Protection	Derivational	What are the long-term effects of COVID-19?
31.	Illness	Derivational	What are the long-term effects of COVID-19?

32.	Coronavirus	Compound	What are the long-term effects of COVID-19?
33.	Healthcare	Compound	What are the long-term effects of COVID-19?

Derivational Affixes

1. Rapidly

The term is found in the sentence "...delta continues to spread **rapidly** across many parts of the world.". The type of word formation that occurred in this word is derivational, since in the word "**rapidly**," the suffix {-ly} is added after the word "Rapid (n)." The word '**rapidly**' means very quickly or at a great rate.

2. Cases

The term is found in the sentence "...the delta variant became the most commonly spread variant that caused new COVID-19 **cases** in India.". The type of word formation that occurred in this word is derivational, since in the word "**cases**," the suffix {-es} is added after the word "Case (n)." The word '**cases**' means a set of circumstances or conditions.

3. Vaccination

The term is found in the sentence "...some cities where **vaccination** rates are low". The type of word formation that occurred in this word is derivational since, in the word "**vaccination**," the suffix {-ion} is added after the word "Vaccinate (v)." The word "**vaccination**" means treatment with a vaccine to produce immunity against a disease.

4. Prevention

The term is found in the sentence "...the **prevention** of COVID-19.". The type of word formation that occurred in this word is derivational since, in the word "**prevention**," the suffix {-ion} is added after the word "Prevent (v)." The word "**prevention**" means the action of stopping something from happening or arising.

5. Transmissible

The term is found in the sentence "...the delta variant is about 60% more **transmissible** than the alpha variant...". The type of word formation that occurred in this word is derivational since, in the word "**transmissible**," the suffix {-able} is added after the word "Transmission (n)." The word "**transmissible**" means able to be passed on from one person or organism to another.

6. Hospitalization

The term is found in the sentence "...the delta variant may significantly increase the risk of **hospitalization** with COVID-19.". The type of word formation that occurred in this word is derivational since in the word "**hospitalization**," the suffix {-ion} is added after the word "Hospitalize (v)." The word "**hospitalization**" means to admit or cause (someone) to be admitted to hospital for treatment.

7. Rehabilitation

The term is found in the sentence "others with severe COVID-19 may develop complications, requiring **rehabilitation** after a hospital stay.". The type of word formation that occurred in this word is derivational since in the word "**rehabilitation**," the suffix {-ion} is added after the word "rehabilitate (v)." The

word “**rehabilitation**” means care that can help you get back, keep, or improve abilities that you need for daily life.

8. Antigen

The term is found in the sentence “The COVID-19 **antigen** test sample does not need to go to a lab.”. The type of word formation that occurred in this word is derivational since, in the word “**antigen**,” the prefix {anti-} is added after the word “Gen (n).” The word ‘**antigen**’ means any substance that causes your immune system to produce antibodies against it.

9. Infection

The term is found in the sentence “..even after they have recovered from the initial **infection**.”. The type of word formation that occurred in this word is derivational since, in the word “**infection**,” the suffix {-ion} is added after the word “infect (v).” The word “**infection**” means the invasion and growth of germs in the body.

10. Mutation

The term is found in the sentence “...that **mutations** have led to changes in how infectious and deadly it is”. The type of word formation that occurred in this word is derivational since, in the word “**mutation**,” the suffix {-ion} is added after the word “mutate (v).” The word “**mutation**” means an alteration in the nucleotide sequence of the genome of an organism, virus, or extrachromosomal DNA.

11. Protection

The term is found in the sentence “...It offers more **protection** than a medical mask...”. The type of word formation that occurred in this word is derivational since, in the word “**protection**,” the suffix {-ion} is added after the word “protect (v).” The word “**protection**” means any step used to protect anything from damage caused by external forces is referred to as protection.

12. Illness

The term is found in the sentence “...people who develop COVID-19 experience a mild or moderate **illness** that improves...” The type of word formation that occurred in this word is derivational since, in the word “**illness**,” the suffix {-ness} is added after the word “ill (adj).” The word “**illness**” means a condition or a period of suffering that affects the body or the psyche.

Compound

1. Lineage

The term is found in the sentence “...The delta variant of SARS-CoV-2 scientifically known as the B.1.617.2 **lineage**”. The type of word formation that occurred in this word is compound since the word ‘**lineage**’ is a combination of the words **line** and **age**. The word ‘**lineage**’ means a sequence of species, each of which is considered to have evolved from its predecessor.

2. Sore throat

The term is found in the sentence “...the main symptoms of infection with the delta variant are headache, a **sore throat**, and a runny nose.”. The type of word formation that occurred in this word is compound since the word ‘**sore throat**’ is a combination of the words **sore** and **throat**. The word ‘**sore throat**’ means pain, scratchiness, or irritation of the throat that often worsens when you swallow.

3. Runny nose

The term is found in the sentence “...the main symptoms of infection with the delta variant are headache, a sore throat, and a **runny nose**.”. The type of word formation that occurred in this word is compound since the word ‘**runny nose**’ is a combination

of the words **runny** and **nose**. The word '**runny nose**' means mucus dripping or "running" out of your nose.

4. Headache

The term is found in the sentence "...the main symptoms of infection with the delta variant are **headache**, a sore throat, and a runny nose.". The type of word formation that occurred in this word is compound since the word '**headache**' is a combination of the words **head** and **ache**. The word '**headache**' means pain arising from the head or upper neck of the body.

5. Outbreak

The term is found in the sentence "...the U.S. might experience further COVID-19 **outbreak**..". The type of word formation that occurred in this word is compound since the word '**outbreak**' is a combination of the words **out** and **break**. The word '**outbreak**' means a sudden rise in the number of cases of a disease.

6. Suboptimal

The term is found in the sentence, "This study supports the need for modifying **suboptimal** vaccines." The type of word formation that occurred in this word is compound since the word '**suboptimal**' is a combination of the words **sub** and **optimal**. The word '**suboptimal**' means less than optimal.

7. Lockdown

The term is found in the sentence "...**lockdown** is particularly challenging for a few different reasons". The type of word formation that occurred in this word is compound since the word '**lockdown**' is a combination of the words **lock** and **down**. The word '**lockdown**' means an emergency declaration implemented by the government that prevents citizens from leaving a specific place.

8. Antibodies

The term is found in the sentence "...the **antibodies** can't fight infections like viruses..". The type of word formation that occurred in this word is compound since the word '**antibodies**' is a combination of the words **anti** and **bodies**. The word '**antibodies**' means a protein component of the immune system that circulates in the blood, recognizes foreign substances like bacteria and viruses.

9. Coronavirus

The term is found in the sentence "...Most people who develop **coronavirus** disease 19..." The type of word formation that occurred in this word is compound since the word "**coronavirus**" is a combination of the words **corona** and **virus**. The word "**coronavirus**" is the name of the virus, and The SARS-CoV-2 virus causes Coronavirus Illness (COVID-19), an infection.

10. Healthcare

The term is found in the sentence "...factors that have prevented people from accessing necessary **healthcare**..." The type of word formation that occurred in this word is compound since the word "**healthcare**" is a combination of the words **health** and **care**. The word "**healthcare**" is the systematic delivery of medical treatment to individuals or groups of people.

Borrowing

1. Influenza

This term can be found in the sentence, "The flu vaccine, for example, changes every year to respond more effectively to new mutations of the **influenza** virus." The word "**Influenza**" comes from Italian *influenza*, meaning "influenza, epidemic," and from Medieval Latin *influentia* in the astrological meaning, originally "visitation, influence (of the stars)."

2. Dose

This term can be found in the sentence, "People who received just one **dose** of either vaccine had a very weak immune response...". The word "**Dose**" derives straight from Old French *dose* and from Greek *dosis*, meaning "a portion prescribed," literally "a gift," used by Galen and other Greek doctors to signify a quantity of medication.

3. Medication

This term can be found in the sentence, "For those who take immunosuppressive **medications**, would a brief reduction in these..." The word "**Medication**" comes from *medicacioun*, meaning "medical treatment of a disease or wound," from Old French *médication* and directly from Latin *medicationem* (nominative *medicatio*), meaning "healing, a cure."

4. Medicine

This term can be found in the sentence "Dr. Jessica Justman, associate professor of **medicine** in epidemiology at Columbia Mailman School of Public Health, further explained that..." The word "**Medicine**" has a meaning of "medical treatment, cure, healing" in the 12th century and also "a substance used in the treatment of a disease, medicinal potion or plaster" in the early 14th century. This word is also used figuratively from Old French *medicine*, meaning "*medicine*, the art of healing, cure, treatment, potion," and from Latin *medicina*, meaning "the healing art, medicine; a remedy."

Back-formation

1. Immunized

The term is found in the sentence "...people fully **immunized** with the Pfizer-BioNTech...". The type of word formation that occurred in this word is back-formation since immunized refers to the word '**immunization**.' Immunized means - to make (someone or something) with protection against or immunity from something.

Acronym

1. COVID-19

The term is found in many sentences in the article since it is the main topic that is being discussed. One of the sentences is "...the most recent information on the **COVID-19** pandemic.". This word is an acronym that stands for coronavirus disease of 2019.

2. WHO

The term is found in the sentence "...this variant has been reported in 80 countries, according to the **WHO**.". This term is an acronym that stands for "World Health Organization." WHO's primary responsibility is to lead partners in global health responses and to direct international health within the UN system.

3. FDA

This term can be found in the sentence "However, the Centers for Disease Control and Prevention (CDC) and the Food and Drug Administration (**FDA**)...". This term is an acronym that stands for "Food and Drug Administration." The Food and Drug Administration is in charge of assuring the safety, effectiveness, and security of human and veterinary medicines, biological products, and medical equipment, as well as the safety of U.S. food supply, cosmetics, and radiation-emitting goods.

4. MNT

The term is found in the sentence "...the Oxford COVID-19 Vaccine Team spokesperson told **MNT**.". This term is an acronym that stands for "Medical News Today." Medical News Today is a web-based outlet for medical information and news targeted at both the general public and physicians.

5. CDC

The term is found in the sentence "...**CDC** and FDA said in a joint statement that they are "prepared for booster doses.". This term is an acronym that stands for "Centers for Disease Control and Prevention." CDC is the national public health agency of the United States.

Clipping

1. Flu

This term can be found in the sentence, "The **flu** vaccine, for example, changes every year to respond more effectively to new mutations of the influenza virus." The word "Flu" is the result of a reduction of a polysyllabic word by removing one or more syllables from the word "Influenza."

Conclusion

From what we found, there are many word formations formed during this pandemic era. Some of these words can be confusing to ordinary people because they are too closely connected to technical issues in the field of health or other scientific professions. According to Yule (2010), there are ten types of word-formation. They are conversion, backformation, compounding, blending, coinage, borrowing, derivation, acronym, clipping, and multiple processes. In our data analysis, there are six types of word formations found in Medical News Today's articles. They are Borrowing, Compound, Clipping, Acronym, Derivational, and Backformation.

From our data, the Derivation type is the most used word-formation compared to the other types. From 33 data found, there are 12 identified as Derivation, ten identified as Compound, four identified as Borrowing, one identified as Backformation, five identified as Acronym, and one identified as Clipping. The result of derivation is mostly words are formed into nouns and verbs. The result of Borrowing is that most of the words formed were taken from Greek, Latin, and Old French. The result of Acronyms is that most of them are derived from English, such as WHO, CDC, and FDA. The result of Clipping is only 1 data, and it's the word "flu," it's common for people, and everyone can understand it. The result of Backformation is the word "immunized," which refers to the word "immunization." Word formation is studied in relation to words, language, and human existence.

Because language is an abstract element, it is always changing. Every discipline that deals with words has its own set of rules for constructing terms; therefore, more research into word formation is required to improve language knowledge and comprehension.

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HOW THE ALABAMA ACCENT STAND OUT AMONG OTHER US ACCENTS THROUGH *FORREST GUMP* FILM

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Abstract

In this paper, researchers will discuss how Alabama accents stand out from others United States accents. In this paper, researchers make observations using a morphophonological approach through a film entitled Forrest Gump (1994), which for researchers is an interesting and new experience. The purpose of this paper is to find and describe the sounds of each pronunciation of the Alabama accent in the Forrest Gump film that differ from Southern American accents or other United States accents. In collecting data, the researchers combined two branches of linguistics, namely morphology, and phonology because the morphophonemic process deals with morphology and phonology. In addition, researchers also used the qualitative research method to analyze and gather the data. The qualitative method involves the use of objective, qualitative observation in a systematically controlled, replicable situation to test or refine a theory. Then the last one, In analyzing the data, the researcher tries to understand and use the morphophonological approach by watching the movie and paying attention to each of the words, find words that have a morphophonemic process, determine the words based on the process among phonological alternations, analyze the type of morphophonemic process in each of the words, identifying the most dominant morphological process found in the movie by using a certain formula, and concluding the result based on the findings of the analysis.

Keywords: *Forrest Gump, morphophonological approach, Alabama accent, SAE.*

Introduction

The United States of America has an abundance of accents, from the very thick and hard to understand southern accent to the western clear and generalized accent that we hear in day-to-day conversation. Many people have acknowledged and have a vague idea that Americans have many accents other than what we learn in school, but people do not always have an accurate idea about what it entails. As stated in Allbritten's (2011) works, they took a random sample around the southern part of the United States and found out that the dialect is not always exclusive to one or even a few accents or dialects in English.

In Preston (1977) works, he implements a folk linguistic survey in which he draws a non-linguist speaker and told to draw and label certain accents from a different part and region in United States; he demonstrates that many on which the sample strongly identified a Southern accent with more frequencies than any other accent in the U.S. It is also a common understanding for a common non-Souther speaker to identified Southern accents as the same-sounding from one and another, i.e., drawing features from the same basic pool. This research alone was proof that many common English-speaking people in the U.S. have a shallow understanding of their native accents around the different regions. While there are many accents around the U.S., there is a slim chance that people are willing to study and learn how to speak like native speakers. And often or not, people also generally recognize a Southern accent as “stronger” versus “weaker” or “mild” since they mostly heard a few native

speakers in their life as stated by Allbritten (2011) that the frequency of the feature of the accent varies between one and another, as less conscious reasons such as level of contact with speakers of other varieties of English, etc. Which features might a speaker (consciously or subconsciously) manipulate (and to what level) to give the perception of indexing a higher or lower degree of Southernness?

In this work, we are going to use the film *Forrest Gump* (1994) as the base of our studies in understanding the southern accent and how we might compare the native speaker in the film to a common English speaker that uses English as their main language in day to day life and English that we mainly learn in school. The comparison itself will use the phonological rule on when they used on /a/ vowel and how it was defined when it comes to another word they used. The problem on the cauterization of monophthongization of the diphthong /aɪ/, velar fronting in the *-ing* suffix (ING), the Southern Vowel Shift. We originally would like to use the whole idea of a southern accent from the U.S., but we realize that the topic was too broad for us to research alone, so we used *Forest Gump* (1994) as the base because the film has a clear subject on research too.

Methodology

In this paper, researchers used the qualitative research method to analyze and gather the data. The qualitative method involves the use of objective, qualitative observation in a systematically controlled, replicable situation to test or refine a theory. Successful use of an exclusive qualitative method demands a higher degree of intuitive ability on the practitioner. According to Creswell (1994), qualitative research or study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic image, formed with words, reporting detailed views of informants, and conducted in a natural setting. The qualitative is used to determine the data, the difference, or the resemblance between the two, hence the quality name. It's different from quantitative research because quantitative is quantity-based research and usually delivers data in numbers.

There are some steps to determine the qualitative research objective. The first is the research design. According to Creswell (2009:3) research design is plans and the procedures for research to detailed methods of data collection and analysis. The research in this paper is based on the *Forrest Gump* (1994) film. The second is data and the data source. We used the Alabaman accent used by the characters in the movie, while the data is the words spoken in the movie itself because the research is based on the language used in the movie.

In analyzing the data, the researcher tries to understand and use the morphophonological approach; Those steps are as follows:

1. Watching the movie and paying attention to each of the words.
2. Find words that have a morphophonemic process.
3. Determine the words based on the process among phonological alternations.
4. Analyze the type of morphophonemic process in each of the words.
5. Identifying the most dominant morphological process found in the movie by using a certain formula.
6. Concluding the result based on the findings of the analysis.

Those steps are useful for the researchers to help the researchers in doing research or analysis as well as possible.

Findings and Discussion

In the movie, the titular character Forrest Gump is from Greenbow, Alabama, and

he’s using a thick Southern US accent. The usage of the accent shows some differences from the common or the standard US accent. The comparison between these two is sometimes not just as simple as accent vs. accent but also includes “sensitive” comparison. The relation between Normal English and Southern US accents are noticeable because the /a/ syllable was mostly changed to /æ/, and Schwa often follows the lax front vowels /ɪ ɛ æ/. For example, *lip* [lɪəp]; *web* [wɛəb]; *rap* [ræəp]. Before /ʃ ʒ g ŋ/ the vowel /ɛ/ may change to /eɪ/, *egg*, *leg*. The diphthong /a:/ is often monophthongal before voiced consonants *rise*, [ra:z]; *buy* [ba:] but a diphthong before voiceless consonants *rice*, [raɪs]; *bite* [baɪt]. The speaker has post-vocalic “r,” unlike many speakers from the South. You can hear this in the center, *poor* and other words. The /t/ disappears in words like *center* and *Atlanta* after the /n/.

Southern American Accent (SAE) naturally developed over the past few hundred years, which was a process involving a huge number of contributing factors. Immigration, slavery, westward expansion, and the growth of cities have all affected how people talk. (Devlin, 2017) Southern American English, then, comes from Northern England. At least, that’s a major contributing factor. Southerners don’t sound particularly cockney anymore, which is a side effect of a few centuries of isolation and other outside influences. So as not to generalize, there are also areas of the South that sound distinctly Southern but don’t pronounce any “r”s. It would take a long time to explain how the accent formed feature by feature, but these old immigration patterns go a long way in showing why the United States has such distinct differences in speech. (Devlin, 2017)The Southern accent has gained its notorious perception labeled by non-Southern US citizens as “inferior.” They usually label the Southern because they have lower cognitive levels, lack of education, and even religious and political issues. It's common to see the labels “hillbilly,” “hick,” and “redneck.” This led to the Southern sometimes being labeled as inferior compared with the North.

In addition, several SAE features provide a distinctive, cohesive sound. Researchers already mentioned the use of the “r,” and these are just a few more:

1. Drawl
What most people refer to as "Southern Fiber" has to do with vowel length. What often happens is that vowels are diphthongs, meaning they are split into two syllables.
2. "I" voice.
Some vowels are diphthongs; at least one is monophthong "I." Instead of saying ah-ee (try saying "I" really slowly), they'll shorten it to just ah. So it would be mah for "me" and hah for "hi."
3. Word Stress.
A striking feature among some Southerners is that they put stress on different syllables in words. "Guitar" would be pronounced GEE-tahr and "police" without POH.

When doing an observation, the researchers found 40 words picked randomly from the film “Forrest Gump” and were able to determine some differences between the standardized US accent vs. general Southern US accent.

Word	IPA southern	Pronunciation	Standard US IPA	Pronunciation
Chocolate	/'tʃɔk-lək/	Chok-lek	tʃɔk lit	chaw-kuh-lit

get	/gɛt/	giet	/ get /	get
shoes	/ʃuəz/	shouz	/ ʃu /	shoo
told	/t'ʃəʊld/	t'hauld	/ toʊld /	tohld
Ping-pong	/'pæɪŋ,pɔŋ/	Paing-powng	/'pɪŋ,pɔŋ, -,pɔŋ /	ping -pong
Lieutenant Dan	/lə'tɛn əd,dæɪn/	Luwtained dain	/ lu'tɛn ənt dən /	loo- ten -uhnt dahn
shot	/ʃɑʊ~ɑ:/	shō'	/ ʃɒt /	shot
my	/ma/	ma	/ maɪ /	mahy
dying	/daɪɪn'/	Dain'	/ 'daɪ ɪŋ /	dahy -ing
line	/læɪn'/	Lain'	/ laɪn /	lahyn
time	/t'ʃaɪm'/	t'haim	/ taɪm /	tahym
mama	/'mou:əh/	mou-mah	/ 'mɒm ə	mom -uh
supper	/'sɒpər/	Sahp -e	/ 'sʌp əɾ /	suhp -er
dinner	/ 'dɪnə /	dinn -e	/ 'dɪn əɾ /	din -er

Run	/ˈwɹʌn/	wruhn	/rən/	ran
Normal	/ˈnôurməl/	nourmel	/ˈnôrməl/	normel
What	(h)wät/	whoot	/(h)wət	wheat
Vacation	/vəˈkaɪʃ(ə)n/	vey- kaey -sh-uhh	/veiˈkeɪʃən/	vey- key -shuhh
Comeback	/ˈkôu,bæk/	koumback	/'kʌm,bæk/	kuhm -bak
Guitar	/gɪˈtɑː/	Gitaah	/gɪˈtɑː/	gi- tahr
King	/Kæɪŋ/	Keiing	/kɪŋ/	king
Picnic	/'pæɪnɪk/	Paiknik	/'pɪk nɪk/	pik -nik
Stay	/stæɪ/	staiy	/steɪ/	stey
Hurry	/hʊr ei/	howrei	/'hɜr i/	hur -ee

Runaway	/ˈwʌnweɪ/	wruh-n-vey	/ˈrʌn ə,weɪ/	ruh-n-uh-vey
Farm	/fɑ:m/	Fam	/fɑ:m/	fahrm
Pray	/ˈpreɪ/	Praiy	/preɪ/	prey
Police	/pəli:ə/	Poleiii	/pəˈli:s/	palaec
Truck	/tru:k/	trauk	/træk/	trak
Singing	/sæɪnʹ/	Seingin	/ˈsiŋgiŋ/	sainginʹ
give	/ˈgæɪv/	gaeiv	/gɪv/	giv
I am	/əm/	ém	/aɪ əm/	aem

Data Analysis

Without a doubt, monophthongization of the diphthong /aɪ/ is an extremely pervasive and well-known feature of Southern American English. Monophthongization of /aɪ/ occurs when a speaker utters a word containing /aɪ/, such as *side*, and the glide of the diphthong is omitted, shortened, or otherwise weakened. Although it is sometimes assumed that this would create a merger for minimal pairs containing /aɪ/ and /ɑ/, this is not the case; this is referred to as (ay). “Southerners are more readily identified by their /aɪ/ vowels than by any other single dialect feature...” As stated by Wolfram and Schilling-Estes (2006, 84). The example of such a situation can be found in many words that the researcher has collected and can be found in such as words *lying*, *dying*, *time* where the /aɪ/ vowels have a prominent effect to make the accent more recognizable.

The data also shows that the majority of extreme lowering of /e/ to [æɪ] occurs only when /ai/ is monophthongized in all contexts. With /ai/ out of the way, so to speak, /e/ is free to widen because a broader range of variants can be identified perceptually as /e/. Such example can be found in the data for the word “pray,” where the /e/ syllable in / preɪ / has been monophthongized changed to /æɪ / in /ˈPræɪ/.

There are some prominent features the researchers found within the southern accent after looking at it on other previous work in the same field. According to Dialect blog (2011), here are some of the features found in southern accents. Non-rhotic. Unlike most non-rhotic dialects, however, there is often no *linking r* between a final r and a vowel sound. So, for example, “better idea” would be pronounced [ˈbɛtəh ɪdɪə]. Vowel breaking. This means that in words with short vowels like cat and dress, these vowels can turn into diphthongs (or even triphthong). So a cat can become IPA /kæjət/ for example (i.e. “ka-jut”). The diphthong in words like ride and lime tends to be pronounced as a monophthong: i.e., IPA /ɪa:d/ and la:m. Note that in lowland southern accents, unlike the inland south, this is still usually a diphthong before unvoiced consonants. All vowels tend to be pronounced longer than in northern American accents. The vowel in words like thought and long tends to be a diphthong, traditionally IPA /ɔɔ/. (That is, caught in this dialect sounds nearly like “coat” as it is pronounced in General American accents).

From the feature above, we can relate our findings with it. For example, there are some non-rhotic words we can find within the table, such as “Guitar” whilst in the normal pronunciation would sound like [gi-tahr]; it became [Gitaah] when the speaker uses southern accent. Many relations can be pulled within the data to strengthen our finding in the relation between the accent in the film with the real-life counterpart, such as in all vowels tend to be pronounced longer than in northern American accents. The vowel in words like thought and long tends to be a diphthong, traditionally IPA /ɔɔ/, many data we take from the film uses /ɔɔ/ as it is the more obvious sounding and more likely to be used, such as in word hurry, mama, and Lieutenant.

Conclusion

Based on the work the researchers had done and analyzed the data from *Forrest Gump* above, the southern accent is very noticeably different from other US accents because of its deep connection to the British accent. This happened because of historical connection, migration, and influence from the British itself during colonial times. There are some very noticeable characteristics of the southern accent that can be heard and justifies its difference from the standardized US accent. The noticeable monophthongization of /aɪ / occurs when a speaker utters a word containing /aɪ /, such as side, and the glide of the diphthong is omitted, shortened, or otherwise weakened. This led the southern accent to sound different and somewhat resemble the British accent in most /aɪ / words such as *lying, dying, time* where the /ai/ vowels have a prominent effect.

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DERIVATIONAL PROCESSES OF MEDICAL WORDS IN COVID-19 Q&A #ASKWHO LIVE SERIES PLAYLIST IN WORLD HEALTH ORGANIZATION (WHO) YOUTUBE CHANNEL

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Abstract

Language is used in various parts of human life, one of which is the medical world. People in the medical world use language to create medical terms that are standardized to use all over the world. This language is called a medical word. Medical word is a language used by professionals who have direct or indirect knowledge of the art of healing. Stems, prefixes, and suffixes are three basic parts of medical terms. Derivation is the addition of a word-forming affix. The function of derivation is to create a new word based on the word that already exists. Derivational affixes can be either prefixes or suffixes. The derivational processes are observed in literary work and on the English-based internet. The YouTube playlist from World Health Organization is an example. This research aims to find the derivational process of medical words in the Covid19 Q&A #AskWHO Live Series YouTube playlist from the World Health Organization (WHO) YouTube channel. The researchers analyze the data by using a morphology approach. The topic is chosen because in this age of Covid-19 pandemic happened all around the globe. Knowing the basic medical words and understanding the meaning behind those words is important knowledge. The researchers used the descriptive qualitative method to analyze the data. According to the results, the derivational process of the medical words found in the data is mostly suffixes. Suffixes with the most amount found in the data are suffixes that mean "pertaining to, like, or resembling."

Keywords: *derivation, morphology, medical word, World Health Organization (WHO)*

Introduction

Morphology is a study of primary forms in language, called morphemes. Morphemes are a minimal unit of meaning or grammatical function (Yule, 2020). There are free morphemes and bound morphemes. Free morphemes can stand by themselves, while Bound morphemes cannot stand alone and are typically attached to another form. Derivational morphemes are one of the studies of morphology that is part of the processes of word-formation. Derivation is the addition of a word-forming an affix (Brinton & Brinton, 2010). Derivational affixes are either prefixes or suffixes. The derivational processes are observed in literary work such as prose or play script, and in English-based internet, the YouTube playlist from World Health Organization is the example.

Medical word or medical terminology is a language used by professionals who have direct or indirect knowledge of the art of healing (Basic Medical Terminology, U.S. Army Medical Center and School, 2010). Many words from medicine are made up of parts that appear, in other words, that were put together. There are three essential parts of medical terms: stems, prefixes, and suffixes (Basic Medical Terminology, U.S. Army Medical Center and School, 2010). These medical words also appear in public spaces where many people do not understand the meaning behind these medical words. Especially in this age pandemic

Covid - 19 happened all around the globe, knowing the basic medical words and their derivational process is important knowledge. Most medical words in derivational morphology are derived from ancient Greek and Latin (Brinton & Brinton, 2010).

The coronavirus disease 19 (COVID-19) is a highly transmittable and pathogenic viral infection caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), which caused a global pandemic that led to a dramatic loss of human life worldwide. (Shereen, Khan, Kazmi, Bashir, and Siddique, 2020). Coronavirus disease 19 (COVID-19) is a highly contagious virus and capable of causing disease in the human body. The coronavirus disease is caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), which spread worldwide, resulting in a global pandemic and a significant loss of human life. Coronavirus disease 19 (COVID-19) is a worldwide phenomenon that appeared as hot news on all kinds of platforms, the World Health Organization (WHO), in particular, uses the platform YouTube as a way to spread information regarding Covid - 19 in their YouTube Channel playlist Covid-19 Q&A #AskWHO live series.

During the pandemic of Covid-19, many words aim to express people's fears about the health problem (Fitria, 2021). Such words are related to medical terminologies; however, not many people know and understand the meaning of those words, especially the more recent medical terminologies related to Covid-19. Hence it is essential to know the meaning behind the words related to medical terms. The World Health Organization (WHO), in their YouTube channel, often uses medical terminologies to discuss issues regarding the global pandemic of COVID - 19.

The previous studies from (El-Wifaty, 2017), mostly the medical prefixes are derived from Greek and Latin words. Here are examples of previous studies. The prefixes of degree are *hyper-*, *hypo-*, and *pan-*. The result of those prefixes is hypertension, hypocholesterolemia, and pantomogram. The negative prefixes are *a-*, *an-*, *anti-*, and *contra-*. The results of those prefixes are anemia, antibiotic, and contraindication. The prefixes of numbers are *mono/o-*, *tri-*, and *quadri-*. The results are monocyte, trimester, and quadriplegia. The prefixes of colors are *erythr/o-*, *leuk/o-*, and *melan/o-*. The results are erythrocyte, leukocyte, and melanoma. The previous studies used the theory from Cohen to classify the medical suffixes. Here are some examples of medical suffixes. The suffixes for medical specialties are *-iatrics*, *-iatry*, and *-ics*. The result of the words are pediatrics, psychiatry, and pharmaceuticals. The suffixes referring to a medical condition are *-ia*, *-itis*, and *-sis*. The results are malaria, gastritis, and nephrosis. The medical adjectival suffixes are *-ary*, *-ous*, and *-al*. The results are medullary, filamentous, and neural.

Methodology

The researchers used the descriptive qualitative method to analyze the data in this research. There are three steps to find out the aims of the research Sudaryanto (1993). First, the researchers will collect the data. Several videos from the World Health Organization (WHO) YouTube Channel, which the researchers selected at random, are the limit of the data. The second step is data analysis. The researchers analyze the data by using a morphology approach. The analyzed data will provide the derivational affixes, prefixes, or suffixes, and the derivational processes function. The researchers provide the categories of prefixes and suffixes in medical words. The last step is the result of the data. The researchers will collect the data according to the categories and the function of the affixes.

This research will focus on the derivational processes in the World Health Organization YouTube Playlist because it can derive the vocabulary of medical words on

English words. To analyze the data, the researchers used theories related to the morphology approach, such as the types of prefixes and suffixes. The theory from Cohen and Jones is used to find out the prefixes and suffixes in medical words. Those theories are also used to categorize the term of medical words.

The researchers search the prefixes and suffixes and categorize them into four different categories of prefixes and three different categories for suffixes. The first category of prefixes is prefixes for numbers in which contain the prefix *Mon/o*. The second category is negative prefixes which contain the prefix *anti-*, and *non-*. The third category is the prefix for degree; this category has the prefix *hyper-*. The fourth category is the prefixes for position; in this category, there are two prefixes which are *tel/e* and *telo*. The first category of suffixes is the suffix that means "Condition of". This category only has one suffix, which is *-ia*. The second category is suffixes for medical specialties; this suffix category contains *-ian*, *-iatrix*, *-ics*, *-ist*, *-logy*. The third is suffixes that mean "Pertaining To, Like, Or Resembling". There are four suffixes in this category *-al*, *-ic*, *-ical*, *-ous*.

Finding and Discussion

The researchers input the data result in terms of the table according to the prefix and suffix in some videos from COVID-19 Q&A #AskWHO Live Series Playlist in World Health Organization (WHO) YouTube Channel. This section also mentions the categories of prefix and suffix according to the theories from Cohen & Jones. The researchers use an online etymology dictionary to confirm the derivational processes.

The discussion begins with providing the theories of the prefixes and suffixes in a book entitled Medical Terminology by Cohen and Jones (2021). Word parts fall into three categories. There are a root, suffix, and prefix.

The root word is the base unit of each medical word. It establishes the basic meaning of the word. It is also the part to which modifying word parts are added (Cohen & Jones, p.4)

Suffix is a word ending that modifies a root (Cohen & Jones, p.9). The suffixes are used throughout medical terminology. The form of nouns (a person, place, or thing), adjectives (words that modify nouns), plurals (ending of singular nouns to multiples). There are many categories of suffixes in medical terminology. The first is the suffixes that mean "condition of". The second category is the suffixes for medical specialties. The last category is suffixes that mean pertaining to, like, or resembling.

Prefix is a short word part added before a word or word root to modify its meaning. For example, adding the prefix *mono-*, the meaning "one". There are also many categories in medical terminology. The first is prefixes for numbers. The second is prefixes for colors. After that are negative prefixes and prefixes for direction. Other categories are prefixes for degree, size, comparison, time, and position.

According to Brinton and Brinton, there are four types of derivational suffixes in English. There is nominalizer, verbalizer, adjectivalizer, and adverbializer. Nominalizer is a suffix that produces a noun. Verbalizer is a suffix that produces a verb from a noun or an adjective. Adjectivalizer is a suffix that produces an adjective from a noun, a verb, or another adjective. The smallest set of class-changing suffixes is the adverbializer (Brinton & Brinton, p.97). The concepts of medical terminology are consistent and uniform throughout the word phrase to a single word.

Here are the results of our research. The researchers provide data results in the table term according to the categories of the medical terminology in the COVID-19 Q&A #AskWHO Live Series Playlist in the World Health Organization (WHO) YouTube Channel, including the derivational processes.

Table 1. The Category of Prefixes for Numbers

Prefix	Word	Derivational Process
Mon/o	Monoclonal	Mono + clonal

Table 2. The Category of Negative Prefixes

Prefix	Word	Derivational Process
Anti-	Antibody	Anti + body
	Antibiotic	Anti + biotic
non-	non-immune	non + immune

Table 3. The Category of Prefixes for Degree

Prefix	Word	Derivational Process
hyper-	hypertension	hyper + tension

Table 4. The Category of Prefixes for Position

Prefix	Word	Derivational Process
tel/e, telo	telemedicine	tele + medicine

The researchers found four categories of prefixes. There are prefixes of number, negative prefixes, prefixes of degree, prefixes for the position. Below is the explanation of each category and the derivational processes.

1. Prefixes of Numbers

Prefixes of numbers are prefixes indicating the amount of something. The researchers found one word, which is the medical word. It is monoclonal.

- Monoclonal

Mono means one. The meaning of monoclonal according to Haubrich, monoclonal seems like hybridoma. Hybridoma is a newly contrived term to designate the product of an amazing technologic feat wherein specific components of antigen-bearing cells, and antibody-producing cells are genetically combined (Haubrich, 2003). The root word of monoclonal is *clonal*.

2. Negative Prefixes

Negative prefixes are prefixes that mean negative or the opposite of something. Below are the words which the researchers found in the term of medical words.

- Antibody
Anti means against. The meaning of antibody includes various substances discovered to combat infection and its adverse effects (Haubrich, 2003). Antibody is limited to the immunoglobulins of the E-type that are simplified by immunoreactive lymphocytes of the B-type. The root word of antibody is *body*.
- Antibiotic
Anti means against. Antibiotics mean something to destroy living organisms. Antibiotics are usually Penicillin and its derivatives and are used widely for the treatments for infections. The root word of antibiotic is *biotic*.
- Nonimmune
Non means not. The meaning of nonimmune is not produced by the immune system or immune response. It also can be described as lacking an immune system. The root word of nonimmune is *immune*.

3. Prefixes for Degree

This prefix is for an explanation about a level of something. The researchers found one word, which is the medical word. It is hypertension.

- Hypertension
Hyper is a combining form “over, above, beyond, or exceeding.” Hypertension can be a situation when blood is in high pressure, higher than the person’s normal blood pressure. The root word of hypertension is *tension*.

4. Prefixes for Position

Prefixes for a position is a prefix that clarifies the position of something. The researchers found one word. It is telemedicine.

- Telemedicine
Tele means end, far, at a distance. The meaning of telemedicine is the use of communication technology such as telephone or the internet to provide health care. Internet and telephone represent the word “far” since the communication happens from afar. The root word of telemedicine is *medicine*.

The researchers still use theories from (Cohen & Jones, 2013) to find the suffix of medical words. Some suffixes mean “condition of” suffixes for medical specialties, and Suffixes That Mean “Pertaining To, Like, Or Resembling”. Below is the explanation and the analysis of the medical words.

Table 5. Suffixes That Mean “Condition Of”

Suffix	Word	Derivational Process
-ia	pneumonia	pneumo + ia
	dementia	dement + ia

Table 6. Suffixes For Medical Specialties

Suffix	Word	Derivational Process
-ian	clinician	Clinic + ian
	humanitarian	human + unitarian
-iatrics	pediatrics	pedo+ iiatrics
-ics	philanthropic	philanthropy + ic
-ist	virologist	virology + ist
	neurologist	neurology + ist
-logy	epidemiology	epidemy + logy
	Biology	Bio + logy

Table 7. Suffixes That Mean "Pertaining To, Like, Or Resembling"

Suffix	Word	Derivational Process
-al	clinical	clinic + al
	physical	physic + al
-ic	epidemic	epidemy + ic
	allergic	allergy + ic

-ical	epidemiological	epidemic + logy + ical
	biological	bio + logy + al
	psychological	psychology + ical
	surgical	surgery + ical
-ous	infectious	infection + ous

1. Suffixes that Mean “Condition Of”

This suffix explains the condition of something. The researchers found two words that mean “condition of” and are compatible with the category.

- Pneumonia
Pneumonia means specifically an inflammation in one or both parts of the lung, in most cases caused by infection. The root word of pneumonia is *pneuma*.
- Dementia
“De-” means the loss of, dementia means the loss of intellectual function. A person who has dementia usually gradually loses intellectual function. Dementia, in most cases, is irreversible. The root word of dementia is *dement*.

2. Suffixes for medical specialties

This suffix is used to indicate a doctor’s medical branch of expertise. Below are the words which the researchers found in the term of medical words.

- Clinician
A clinician is a medical specialty of someone that focuses on taking care of a patient in a hospital. The root word of clinician is *clinic*.
- Humanitarian
A humanitarian is someone who is concerned with helping other people and alleviating the suffering of other people. The root word of humanitarian is *human*.
- Pediatric
A pediatric is a medical specialty of someone that focuses on the care and treatment of children’s physical, mental, and social health from birth to young adulthood. The root word of pediatric is *pedo* which means boy or child.
- Philanthropic
A philanthropic is someone who seeks to promote the welfare of others through good causes. The root word of philanthropic is *philanthropy*.
- Virologist
A virologist is a medical specialty of someone who studies viruses and, a medical study of viruses and treating the disease caused by viruses. The root word of virologist is *virology*.

- Neurologist
A neurologist is a medical specialty of someone who studies neurology, specializing in treating disease, diagnosing, and managing disorders of the brain and the nervous system in the human body. The root word of neurologist is *neurology*.
- Epidemiology
Epidemiology is a study and analysis of the spread pattern and the determinant of health and disease in a particular population and attempts to determine the exact causes of disease outbreaks. The root word of epidemiology is *epidemy*.
- Biology
Biology is a study of natural life with a wide range of studies with a unifying topic that can gather them together into a single field. The root word of biology is *bio*.

3. **Suffixes That Mean “Pertaining To, Like, Or Resembling”**

This suffix is used to explain the resemblance and similarities of something.

- Clinical
Clinical is the action of observation and treatment of actual patients in hospital rather than theoretical or laboratory studies. The root word of clinical is *clinic*.
- Physical
Physical in the medical world is the examination of the body of a patient. This process is necessary to find abnormalities in the patient body then followed by checking the medical records. The root word of physical is *physic*.
- Epidemic
A widespread occurrence of an infectious disease in a community at a particular time. This kind of situation is hard to control if the community is not always in one place. The root word of epidemic is *epidemy*.
- Allergic
Allergy is the reaction caused by foreign substances by the immune system. An allergic reaction is usually excessive sneezing or cough, itchy or rash on the skin. The root word of allergic is *allergy*.
- Epidemiological
Epidemiological means something related to the branch of medicine which deals with the occurrence rate, spread, and control of diseases in a certain population. The root word of epidemiological is *epidemy*.
- Biological
Biological is related to biology. It is the applied science of biology, life, or the living process. The root word of biological is *bio*.
- Psychological
Psychology means science or study of the human state of mind. Psychological means related to the mental and emotional state of a person. The root word of psychological is *psychology*.
- Surgical
Surgical means something used in surgery or related to surgery. It can be blades, scissors, clamps, and so forth. The root word of surgical is *surgery*.
- Infectious
Infectious means it can cause an infection. Infection is usually caused by another organism that enters the body and causes disease. The organism can enter through the skin, open wounds, or air. The root word of infectious is *infection*.

Conclusion

After analyzing the collected data, the researchers found 26 words that are related to medical words done by a derivational process. Derivation is a process to create a new word out of a word that already exists. In most cases, the derivation process can be done by adding a prefix or a suffix. The derivational process in the medical terms consists of prefixes and suffixes. The medical terms collected from the research object vary, from the more commonly known medical terms such as biology with the suffix *-logy* to the less known words such as pediatrics with the suffix *-iatrics*. The researchers found six prefixes related to medical words, while the other 20 words are from the suffixes.

The researchers conclude that there are more suffixes than prefixes in the data. The suffixes with the highest number found are suffixes that mean "Pertaining To, Like, Or Resembling" with ten data collected, and the most words use the suffix "-ical". The suffix "-ical" explains the resemblance and similarities of something related to medical words. It signifies that the medical terms in the collected data are used as a tool to give knowledge to the world about COVID-19. By understanding the meaning of medical terms, people can react to COVID-19 better.

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ANALYSIS OF VARIATION OF ENGLISH ABBREVIATIONS USED BY STUDENTS: A SOCIOLINGUISTICS STUDY

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Abstract

English is the most widely spoken international language in the world. English is also taught in many schools, including in Indonesia. At various school levels, students are required to learn English so that students are able to master and understand to use English. In the implementation in everyday life, sometimes English is often abbreviated to make it easier for users to convey meaning in English. This is a variation in the use of a language. This study aims to examine various variations of English abbreviations that students often use during online learning in daily life, both in real life and the use of the language on social media. The method used in this research is qualitative, using a descriptive approach. Data was collected through direct observation to see the use of English abbreviations by the students, then using content analysis on chat or comments in some learning applications such as Zoom, Google classroom dan Whatsaap. Then, to get more in-depth information, interviews were also used for several students who were selected through online interviews via WhatsApp. The results showed that the students used various variations of English abbreviations to make it easier for them to shorten English conversations. There are 21 English abbreviations that students often use in online learning. In addition, the use of English abbreviations also gives them an understanding of the meaning of these abbreviations into Indonesian so that they are not confused about understanding these English terms in use or having a wider conversation.

Keywords: *Language Variation, Abbreviation, Sociolinguistic*

Introduction

The current learning process has shifted from face-to-face learning to online learning. This is the impact of the spread of the COVID-19 virus that has spread throughout the world. This dangerous virus has changed all aspects of human life, including education. All teaching and learning activities have been carried out from home (study from home) so that students and teachers carry out teaching and learning activities through learning technology connected via the internet. Teachers and students must master the use of learning technology so that the teaching and learning process can be carried out correctly. The technology can be a computer/laptop, smartphone, or tablet connected to an internet signal. Then in its implementation, the device must have various learning applications such as Zoom meetings, Google Classroom, WhatsApp, and others. With the implementation of online learning, students and teachers do not have to come to school, but they can learn through their learning tools from home. Students and teachers can take advantage of the various features contained in the application to support the learning process. One of the features contained in the learning application is the existence of a comment column that students and teachers can use to ask questions, provide ideas, opinions, answers or just say hello to fellow friends when online learning is carried out. Students can also use other features contained in the learning application.

In practice, students communicate through the media or comment form contained in the learning application. A comment column allows students and teachers to ask questions, give ideas or opinions, or greet each other in online classes. Students can express their ideas by providing feedback, suggestions, and so on with the comment feature. In practice, sometimes students use some non-standard language in providing ideas and responses in the comments column. Students also use various slang abbreviations in English, making it easier to shorten the language from wasting words. This is referred to as the use of language variations. Language variation is the use of a language that is influenced by the needs of speakers in certain situations. Asori (2001) states that language variations occur due to similarities in social class, ethnicity, education level, age, and situation.

English abbreviations can be said as a language variation where some people and users can know the purpose and function of the language to understand it. English abbreviation is also one of the studies of sociolinguistics in which speakers and interlocutors who use sentences/words are bound to each other in a common understanding. Therefore, this study examines opinions and analyzes English abbreviations that students often use during online learning.

Methodology

This study uses qualitative research and a descriptive approach to determine the understanding and use of English abbreviations. Qualitative research is used to discover more about social phenomena that occur more deeply (Cresswell, 2002). Qualitative research is also used to explain an object that is discussed or analyzed in accordance with the perceptions and opinions of the subject under study. In addition, a descriptive approach is used to examine the form, characteristics, changes, and uses of a phenomenon. Sugiyono (2014) explained that descriptive qualitative methods are used to see the condition of the object being studied naturally without any data manipulation where the researcher holds the main key in carrying out a study. So, by using qualitative research, a researcher can get more detailed and in-depth information related to the problems studied (Arora & Stoner, 2009).

Research has been carried out on 15 students by analyzing conversational documents in the comments column of direct learning applications such as in the Zoom meeting application, Google classroom, and WhatsApp. Then the provision of questionnaires through Google forms was carried out to get students' understanding of the use of English abbreviation in the conversations they had while online learning was applied. Furthermore, interviews were conducted with seven students who were randomly selected to determine their understanding of English abbreviations in everyday life. After the data is collected, the data is analyzed through several stages such as organization, data reduction, data display, and conclusion.

Results and Discussions

The use of English abbreviations is one of the variations in the use of language in society. This usage can usually be understood by certain people or communities who have something in common to understand it. In sociolinguistic studies, language variation means that there is a choice of one variety of languages influenced by the needs of the speaker or user as a communication tool adapted to the user's situation. In this study, a questionnaire was given to students consisting of seven questions.

Table 1.1 Questionnaire Answer

No	Questions	Answer	
		Yes	No
1	Do you know English abbreviations?	15	0
2	Do you use English Abbreviations in your daily life?	9	6
3	Do you understand the meaning of the English abbreviations?	10	5
4	Do English abbreviations make it difficult for you to understand a statement?	2	13
5	English abbreviations easy to use?	15	0
6	English abbreviations confuse me?	3	12
7	English abbreviations let me know new vocabulary in English?	15	0

The results of the questionnaire explain the English abbreviations that students use in their daily lives. The first question related to students' understanding of English abbreviations; 15 students said they knew what and what English abbreviations meant. Even students have used English abbreviations in their daily life in communicating with others. Then, the second question relates to using English abbreviations in their daily lives; nine students said that they sometimes use English abbreviations in their daily lives. However, as many as six students said they did not use English abbreviations in their daily lives. They argue that the use is not according to the location and conditions if they communicate with their family members.

Then the third question regarding the meaning of English abbreviations. A total of 10 students understand or know the meaning of the English abbreviations. The students stated that if they found a new word in English, they would ask and look for the answer or the meaning of the word so that students immediately knew the meaning and use of the word. However, as many as five students said they sometimes do not know the new English abbreviations. They only know common words from English abbreviations that are often used. Next, the fourth question relates to the difficulty of understanding English abbreviations. As many as two students said that they had difficulty understanding English abbreviations, especially new words that they rarely heard, which confused them in understanding a sentence. However, as many as 13 said they had no difficulty understanding English abbreviations. They said that finding the meaning and meaning of the sentence was not difficult, so that it was very easy for them to understand the English abbreviations.

Next, the fifth question relates to the ease of using English abbreviations. A total of 15 students said that using English Abbreviations was very easy. They just put the first letter of the sentence to be shortened to become English abbreviations. Then, the sixth question is related to the feeling of confusion in using English abbreviations. A total of 3 students said that they felt confused in using and understanding English abbreviations. The students find it difficult to understand the new English abbreviation words that they do not know the meaning of, so they have difficulty understanding the meaning of a statement or sentence. Then, the seventh question relates to new knowledge related to new vocabulary or terms in English. A total of 15 students said that using English abbreviations could give them new

knowledge of English. The term slang or what is currently being used will make them not out of date with the rest of the international community.

Table 1.2 English Abbreviations

No	English Abbreviations	Meaning
1	4EAE	Forever and ever
2	AFK	Away from keyboard
3	ASAP	As soon as possible
4	AKA	As known as
5	ANW	Anyway
6	BTW	By the way
7	BC	Because
8	GWS	Get well soon
9	IDK	I don't know
10	IKR	I know right
11	POV	Point of view
12	IMO	In my opinion
13	JK	Just kidding
14	LOL	Laugh on louder
15	OOT	Out of topic
16	SYS	See you soon
17	TFL	Thanks for life
18	VC	Video call
19	WDYM	What do you mean
20	FYP	For your page
21	OMG	Oh my god

In the online teaching and learning process, it was found that students often use English abbreviations in communicating with friends. There are 21 English abbreviations that are often used by students in online learning conversations in the comments column. The list of English abbreviations can be seen in table 2 where almost all students know and use these words in their studies and in their daily lives. Students use English abbreviation to make it easier to send messages or simplify commenting in the comments column of learning applications such as Zoom, Google classroom and Whatsapp.

Table 1.3 Interview Result

No	Questions	Answer
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-
- | | | |
|---|--|---|
| 1 | How did you know about English abbreviations? | I know English abbreviations through the internet from social media. So if you find new English abbreviations, you usually immediately look for the meaning on the internet. |
| 2 | Why do you use English abbreviations? | The use of English abbreviations makes it easier to communicate, especially in typing that doesn't need to be at length so that you don't experience word wastage. |
| 3 | What do you think are the advantages of using English abbreviations? | The advantage of using English abbreviations is that we can know new words or terms in English so we don't miss information about using English, especially in communicating with foreigners. |
-

The results of the interviews showed that students very often use English abbreviations in their daily lives, including in online education. The use of English abbreviations also provides several advantages, such as making it easier to abbreviate messages without requiring long typing. In addition, using English abbreviations can also teach students what slang is the trend among English users so that students do not feel left behind in the use of English.

Conclusion

Language is a means of communication in society. The use of good and correct language is one of the rules that must be applied in daily activities. However, sometimes the use of abbreviated language is unavoidable, including in this study the use of English abbreviation in online learning. The use of English abbreviation is one of the sociolinguistic studies included in the discussion of language variations. Language variations arise due to the common understanding among users of the language. In this study, several English abbreviations are often used by students during online learning. During online learning, students use various abbreviations in English to communicate with one another. The researcher found around 21 English abbreviations that students often used in the conversations they had during online learning. Students think that using English abbreviations can make it easier for them to communicate and avoid long typing and wasting words. With this English abbreviation, students can find out new language variations in English abbreviations. Besides that, students can also enrich their understanding of idioms and new vocabulary in English.

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THE LEXICAL CATEGORIES OF COMPOUND WORDS ON ARTICLES ABOUT MUSIC

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Abstract

Compound word is one of the productive word formations in terms of producing a new word. Compound words are derived into syntactic classification, such as compound nouns, compound verbs, and compound adjectives. Semantically, there are two types of compounds, which are endocentric compounds and exocentric compounds. There are two objectives of this study. First, the researchers aim to identify compound words in music articles in Pitchfork, whose title is Eminem: The Marshall Mathers LP and from NME, which is entitled SHINee – ‘Atlantis’ review: revitalizing ‘Don’t Call Me’ with three exceptional additions. Second, this study identifies the lexical categories in each compound word through its compounding process by using a morphological approach. The object of this study was taken from the 15th of April 2015 edition of Eminem: The Marshall Mathers LP and the 15th of April 2021 of SHINee – ‘Atlantis’ review: revitalizing ‘Don’t Call Me’ with three exceptional additions. Since this research analyzes the compounding process of words, the researchers use the tree diagram to analyze compound words. The result from the research shows that there are 32 compound words found in both magazines. Based on the syntactic classification, there are 27 compound noun words and 5 compound adjective words. However, the verb compound words are not found in the articles. The result of the research also shows that the noun compound is the most dominant in both magazines.

Keywords: *compound, lexical, morphology*

Introduction

Language plays an important part in everyday life. Communicating with other people becomes easier through language, whether it is in written or spoken form. Language is formed by words, and it is important for humans to use language because by using it, people can speak and be understood by others (Fromkin, Rodman, & Hyams, 2003, p. 4). Language is a *lingua franca*, a medium of communication that English applied as the international language for communication across the world. In learning a language, there are differences in terms of ability, notion, fluency, and accuracy in learning the English language among native speakers, ESL (English as a Second Language) speakers, and EFL (English as a Foreign Language) speakers. Thus the speakers would find the phenomena in languages, such as compounding, conversion, clipping, blending, backformation, reduplication, and affixation.

In this research, the researchers would deliver one of the forms of word-formation, which is a compounding process. Word formation is the process of forming or creating new words by adding or removing affixes that are bound to morphemes (O’Grady & De Guzman, 1997). Compounding combines two or more words into one unit with an obvious meaning (Szymanek, 1989, p. 37). According to O’Grady “compounding is the combination

of the lexical category (noun, adjectives, verbs, or prepositions) to create a larger word” (2003, p.30). Also, new words can be formed from the words that already exist by the compounding process, in which individual words are joined together to create a compound word (Akmajian, Demers, Farmer, & Harnish, 2001, p.32).

Compound words are derived into syntactic classification, such as compound nouns, compound verbs, and compound adjectives. There are two types of compounds, which are endocentric compounds and exocentric compounds. However, in this study, the focus that the researchers analyze are the compounds and the lexical categories which are resulted from the compounding process in the endocentric compound. In the endocentric compound, the central meaning of the compound is carried by the head. Katamba emphasized that “it has been recognized for a long time that most English compounds are endocentric, with the head normally on the right” (Morphology, 1993, p. 305). We may refer to that most endocentric compound words have their head on the right and their modifier on the left.

Examples of endocentric compound words are *tracklist*, *boardroom*, and *ball-chain*. The combination of each word that forms these compound words are categorized as nouns. The component of compound word *tracklist* consists of noun and noun, as well as the word *boardroom* and *ball-chain*.

This is worth doing the research on because compounding has special features, which creates a new word that the process of forming the word itself using varieties of the process to modify the structure in order to express a new meaning and affects a vast number of forms and creates many words, and according to Katamba “compounding is even more acutely the issue of the interpenetration of morphology, the lexicon, and syntax” (Morphology, 1993, p. 291).

In previous studies, there are several studies whose focus is on compound words. The first research is conducted by Christianto (2020) in his research which is entitled *Compound Words in English*. The research is aimed to investigate the types of compound words that form English compound words and the lexical categories which are resulted from the compounding process. Both Christianto's study and this study focus on compound words and their lexical categories. However, the data used in Christianto's observation are from several sources such as books, journal articles, and websites. Meanwhile, this study focuses on two articles from two different online music magazines. (Christianto, 2020).

Another observation is conducted by Cahyanti (2016) in her article entitled *Compound Words Used in Stephanie Meyer's Twilight*. Through that research, the researcher aimed to describe the function, the types, and the meaning used in *Stephanie Meyer's Twilight*. Thus, both of these researchers are focusing on compound words. There is a slight difference that, in this research, the researchers only focus on analyzing some compound words in the two articles about music in two different online magazines. Meanwhile, in the study conducted by Cahyanti, there are three subjects which are describing the function, the meaning, and the types of compound words. This study found 253 compound words with five open compound words, 65 hyphenated compound words, and 183 close compound words. Moreover, this study found 173 noun compound words, 13 verb compound words, and 67 adjective compound words. Lastly, this research found 140 exocentric compound words and 113 endocentric compound words (Cahyanti, 2016).

Methodology

The data used in this research are two articles about music on two different online music magazines. The first one is from Pitchfork, whose title is *Eminem: The Marshall Mathers LP*, which was published on the 15th of April, 2018, and the second one is from NME, which is entitled *SHiNee – ‘Atlantis’ review: revitalizing ‘Don’t Call Me’ with three exceptional additions* which was published on the 15th of April, 2021. The first step that we

do is shorten the topic that we want to apply. We would like to see what society is interested in, and the first thing that we see is music. The other thing that is interesting or popular in society is reviewing or giving some reaction to music, and one of the media that society uses to fulfill their needs is through magazines, especially in this era is an online magazine.

The researchers choose the magazines that review rap and K-pop music because nowadays, rap, pop, and K-pop dominate the interest of music in society. That is one reason the researcher chose those online magazines, which made reviews of the rap music of Eminem and the K-pop music of SHINee. Also, Eminem is recognized for popularizing hip hop in Middle America and claimed as one of the greatest rappers of all time, and for SHINee, they are considered one of the best live vocal groups in K-pop and are known for their highly synchronized movements.

In this study which focuses on analyzing the compound words and their lexical categories, the researchers use a morphological approach. Brinton & Brinton (2010) in *The Linguistic Structure of Modern English*, defined morphology as "the study of the structure or form of words in a particular language, and their classification" (p. 11). The morphological approach is applied in this study because through the morphological approach, the researchers are able to identify, collect, and analyze the compound words and their lexical categories in the data. In order to analyze the process of compound words, the researchers also use the three diagrams.

Findings and Discussion

In this section, the researchers will divide the analysis results and discussion into two parts which contain the answers to the problems of this research. In the first part, the researchers will deliver the answer to the first problem, which is discussing the types of lexical categories in compound words in NME magazine which entitled *SHINee – 'Atlantis' review: revitalizing 'Don't Call Me' with three exceptional additions* and Pitchfork magazine whose title is *Eminem: The Marshall Mathers LP* are formed. The second part will discuss the process of compound words in both magazines.

1. *The Types of Lexical Categories in Compounding*

According to Szymanek, the compounding process involves the process of putting together two or more lexical items, representing the major syntactic categories Noun, Verb, Adjective (sometimes also Adverb, Pronoun, and Particle) (Introduction to Morphological Analysis, 1989, p. 37). This part answers the first problem of discussing the types of lexical categories in compound words in NME magazine entitled *SHINee – 'Atlantis' review: revitalizing 'Don't Call Me' with three exceptional additions* and Pitchfork magazine whose title is *Eminem: The Marshall Mathers LP*. O'Grady (1996) in his book *Contemporary Linguistics* stated that the lexical categories involve in compounding are nouns, adjectives, verbs, or prepositions (p.127). O'Grady also highlighted that "the final component determines the category of the entire word" and "the morpheme that determines the category of the entire word is called the head" (p. 133).

a) Noun Compounds

Compound words can be classified into noun compounds if the head of the compound word is a noun. The noun compounds which are found in the two articles are trending topic, boy band, social media, echo-chamber, music industry, floodlight, notebook, minefield, crossover, framework.

b) Adjective Compounds

Compound words can be classified into adjective compounds if the head of the compound word is an adjective. The adjective compounds in the two articles are old-fashioned, baby blue, low-key, straightforward, laid-back.

c) Verb Compounds

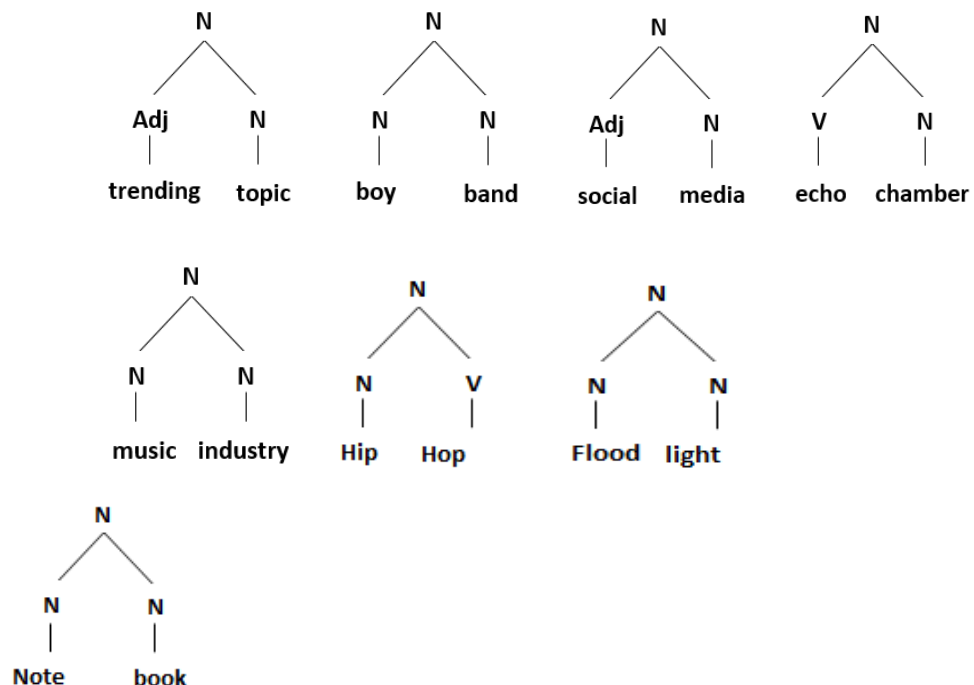
Compound words can be classified into verb compounds if the head of the compound word is a verb. According to McCharty, the verb compound is a fixed expression that is made up of more than one word and has a function as a verb (2001, p.40). In the two articles which the researchers analyzed, there is no verb compound.

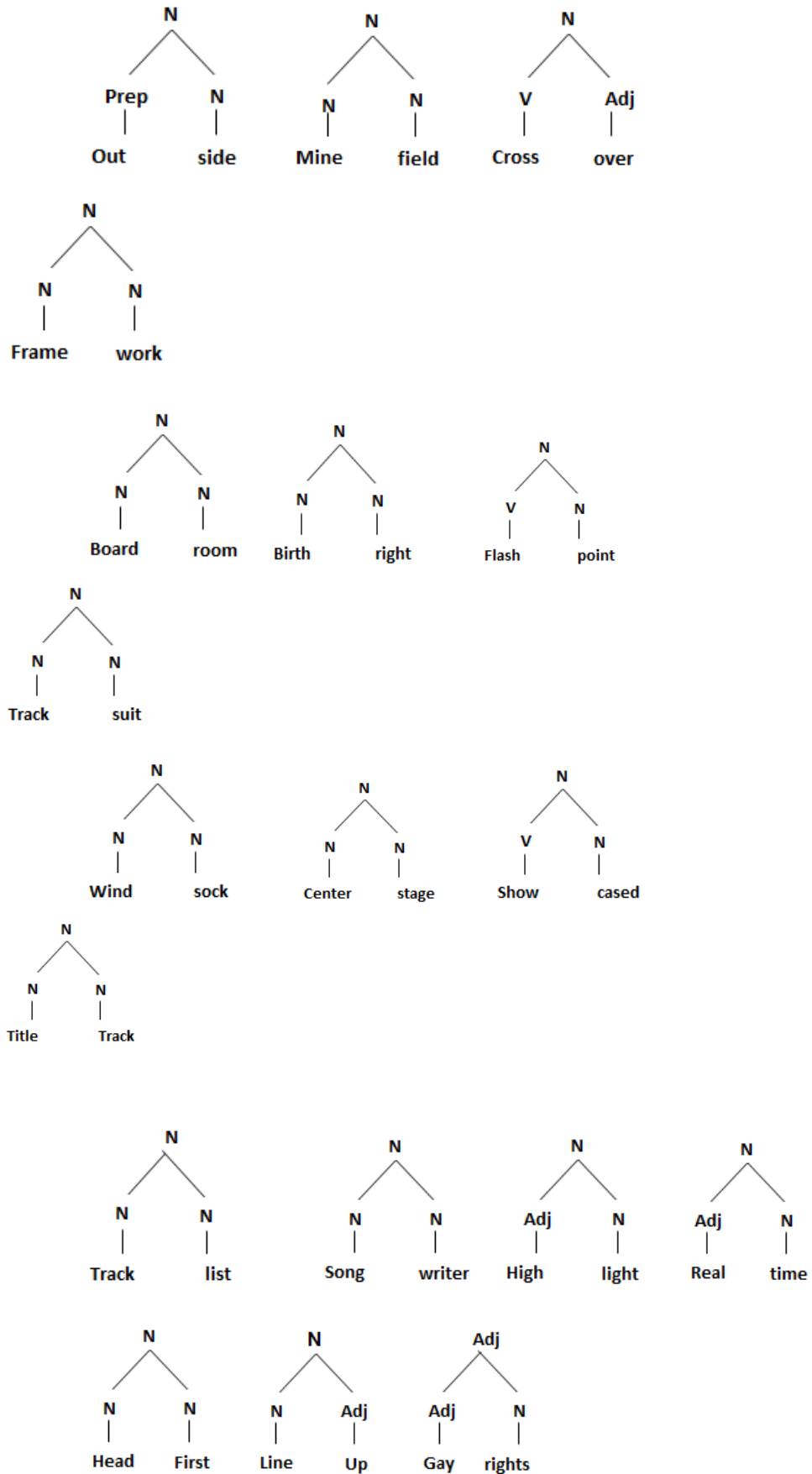
2. The Process of Compound Words

This part answers the second problem, which discusses the process of compound words in NME magazine entitled *SHINee – ‘Atlantis’ review: revitalizing ‘Don’t Call Me’ with three exceptional additions* and Pitchfork magazine whose title is *Eminem: The Marshall Mathers LP*.

a. Noun Compounds

According to McCharty, the compound noun is a fixed expression that is made of more than one word and functions as a noun (2001, p.28). Also, the compound noun can be formed into several lexical categories, which are combined into one word. There are four forms of compound nouns found in NME and Pitchfork magazines. Those are adjective + noun, noun + noun, verb + noun, preposition + noun. To discuss more detail about the compound noun words, the researchers provide tree diagrams found in NME and Pitchfork magazines. Based on the analysis, there are 27 compound nouns discovered.





The word *trending topic* (N) is formed by *trending* (Adj) + *topic* (N), which means "one of the most popular subjects in recent messages sent using the social networking service Twitter". The structure of the word *boyband* (N) is *boy* (N) + *band* (N), which has the meaning of "a group of attractive young men who perform by singing and dancing, and who are especially popular with teenage girls". The third diagram is the word *social media* (N) which consists of *social* (Adj) + *media* (N) and has the meaning of "ways of sharing information, opinions, images, videos etc. using the Internet, especially social networking sites". The next one is *echo-chamber* (N) which is formed by *echo* (V) + *chamber* (N) and has the meaning of "an enclosed space where sound reverberates". The structure of the word *music industry* (N) in the fifth diagram is *music* (N) + *industry* (N).

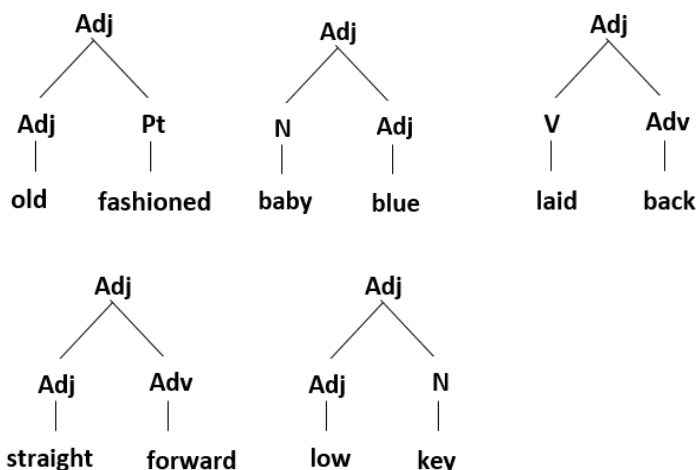
The word *floodlight* (N) consists of *flood* (N) + *light* (N) which means "a very bright light that is used to light the outside of a building or sports ground at night". The next diagram is the word *notebook* (N), which is formed by *note* (N) + *book* (N) and has the meaning of "a book made of plain paper on which you can write notes". The structure of the word *minefield* (N) is *mine* (N) + *field* (N) which means "an area where a lot of bombs have been hidden just below the ground or underwater". The next one is the diagram of the word *crossover* (N) which consists of *cross* (V) + *over* (Adj) and means "the change a popular performer makes from working in one area of entertainment to another". The word *framework* (N) is formed by *frame* (N) + *work* (N) and has the meaning of "a set of ideas, rules, or beliefs from which something is developed, or on which decisions are based".

The diagram of the word *boardroom* (N) consists of *board* (N) + *room* (N) and means "a room where the directors of a company have meetings". The component of compound word *birthright* (N) consists of *birth* (N) + *right* (N) which means "a thing that somebody has a right to because of the family or country they were born in, or because it is a basic right of all humans." The word *flashpoint* (N) consists of *flash* (V) + *point* (N), which means "a situation or place in which violence or anger starts and cannot be controlled." The structure of word *tracksuit* (N) consists of *track* (N) + *suit* (N), which means "a warm, loose pair of trousers and matching jacket worn for sports practice or as informal clothes." The component of word *windsock* (N) consists of *wind* (N) + *sock* (N), which means "a tube made of soft material, open at both ends, that hangs at the top of a pole, to show the direction of the wind, especially at a small airport." The word *centerstage* (N) consists of *center* (N) + *stage* (N), and means "as the center of a stage." The diagram of the word *showcased* (N) consists of *show* (V) + *cased* (N), which means "an event that presents somebody's abilities or the good qualities of something in an attractive way. The structure of word *title track* (N) consists of *title* (N) + *track* (N), which means "the song on an album that has the same title as the album." The component of word *tracklist* (N) consists of *track* (N) + *list* (N), which means "a list of songs or pieces of music in the order in which they appear on a recording." The next one is the word *songwriter* (N) consists of *song* (N) + *writer* (N), which means "a person who writes the words and usually also the music for songs." The structure of word *highlight* (N) consists of *high* (Adj) + *light* (N), which means "a summary of the most significant or interesting parts of something." Next is the component of word *real-time* (N) consists of *real* (Adj) + *time* (N), which means "the fact that there is only a

very short time between a computer system receiving information and dealing with it." The structure of the word *headfirst* (N) consists of *head* (N) + *first* (N), and means "moving with the head foremost." The component of word *Line-up* (N) consists of *Line* (N) + *up* (Adj), which means "to arrange for an event or activity to happen, or arrange for somebody to be available to do something." The word *gay-rights* (N) is composed from *gay* (Adj) + *rights* (N) which has the meaning of "the legal and civil rights of gay people, especially the right to be treated without discrimination".

b. Adjective Compounds

According to McCarthy, the meaning of the compound adjective is a fixed expression that is made up of more than one word and functions as an adjective (2001, p.34). In addition, according to Bauer, the compound adjective is formed by several lexical categories (2004, p.209). There are three forms of adjective compounds found in NME and Pitchfork magazines. Those are adjective + particle, adjective + noun, and verb + adjective. To discuss more detail about the compound adjective words, the researchers provide tree diagrams found in NME and Pitchfork magazines. Based on the analysis, there are five adjective compounds discovered.



The first diagram is the word *old-fashioned* (Adj) which is formed by *old* (Adj) + *fashion* (participle) and has the meaning of "not considered to be modern or fashionable anymore". The following diagram is *baby blue* (Adj) which consists of *baby* (N) + *blue* (Adj) and means "very pale blue in colour". The structure of the word *low-key* (Adj) is formed by *low* (Adj) + *key* (N) and has the meaning of "not intended to attract a lot of attention to an event, subject, or thing". The word *straightforward* (Adj) consists of *straight* (Adj) + *forward* (Adv), which means "simple and easy to understand". The next word is *laid-back*, which is composed of *laid* (V) + *back* (Adv) which has the meaning of "relaxed and seeming not to be worried about anything".

Conclusion

Based on the data findings, the researchers found a total of forty-four endocentric compound words in the 15th of April 2015 edition of *Eminem: The Marshall Mathers LP* and the 15th of April 2021 of *SHiNee – ‘Atlantis’ review: revitalising ‘Don’t Call Me’ with three exceptional additions*. Among those forty-four compound words found in two magazines, researchers discovered two types of lexical categories in those compound words. The first

one is noun compound words which consist of 27 words, and the second one is adjective compound words which consist of 5 words. However, the verb compound words are not found in the articles. The result of the research also shows that the noun compound is the most dominant in both magazines. In the first magazine entitled *Eminem: The Marshall Mathers LP*, the researchers found 20 endocentric compound words, and in the second magazine entitled *SHINee – 'Atlantis' review: revitalising 'Don't Call Me' with three exceptional additions*, the researchers found 12 endocentric compound words.

In conclusion, the researchers conclude that compound nouns become the most dominant types of compound words in Pitchfork and NME magazines because the compound noun is productive in producing a new word. We may refer to the most compound nouns contained in both magazines related to the their topic. Those are the music and entertainment world.

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WORD FORMATION PROCESSES OF THE SLANG WORDS USED IN *22 JUMP STREET* MOVIE SCRIPT

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Abstract

English slang words have come to be the non-formal and casual spoken version of the language that connects people together, and the power it has as a private code that expresses and enhances the exclusivity by enforcing their distinctive ideas and behavior, made slang words is used widely particularly among the younger generation and by those specific communities with special interests. Taking the development of slang words into this paper aims to find the most commonly used word-formation processes of the slang words in "22 Jump Street" movie script and know how they are formed. The movie is set in the middle of a university and is deemed to be representing young people pretty accurately. The researchers use a descriptive methodology to conduct this research. This paper uses the data collected from Oren Uzriel's movie script and analyses them with Brinton & Brinton (2010) and Yule's (2006) as the main sources of the theory. The overall analysis found that the slang words in the "22 Jump Street" movie script by Uzriel contain almost every word-formation process, excluding backformation and adding inflection. On a final note, borrowing is taking first place among all the other processes. It is pretty understandable for slang words to have different meanings and forms as people have been using them for quite a long time.

Keywords: *slang words, 22 Jump Street, word formation*

Introduction

English is known as one of the most popular languages used internationally. Its popularity is not limited to the academically accepted form but also the simple form of the language. When speaking with a particular close circle, people usually use informal language and might involve slang words. According to the Oxford dictionary, slang is a type of language consisting of words and phrases regarded as very informal, are more common in speech than writing, and are typically restricted to a particular context or group of people. Finegan (2008) said that slang is prevalent among teenagers and college students in general. Akmajian (1998) added that slang has some salient features. First, slang is part of casual, informal styles of language use. Second, slang is like fashions in clothing and popular music, changes quite rapidly. Third specific areas of slang are often associated with a particular social group. Hence, one can speak of teenage slang, underworld (criminal) slang, the slang of the drug culture, and more.

People's interest in English slang words is growing, and they might even involve the usage of slang words even further. It is essential to state that people are interested in using slang words in poems, songs, and movies. By combining both aspects, the movie industry exposes slang words to people and shows them how they are used in social interactions.

Nevertheless, despite the constant exposure, it is sometimes inevitable to encounter mistakes in the usage, which later will result in misunderstanding the meanings.

The researchers figured it is better to find samples connected to daily life to bring socially suitable feedback and enjoyment to the research. Thus, the authors analyzed the word-formation processes in slang words used in the action-comedy movie *22 Jump Street*. It is a 2014 American action-comedy film from the 2012 film *21 Jump Street*, directed by Phil Lord and Christopher Miller. The movie itself tells the story of 2 young men working as secret agents, trying to solve a drug case and disguising themselves as college students while dealing with their emotions as partners.

Several studies also discuss word-formation. The first related study is a journal article written by Marzita et al. (2014). The study used two movies as the object, *Camp Rock* and *Juno*. The writers used the descriptive method in conducting the study. As a result, there were 32 data found in *Camp Rock*, with clipping taking the first place in the word-formation process used in this object, followed by coinage, internal change, acronym, affixation, and backformation. Meanwhile, there were 71 data found in *Juno*, with coinage taking the first place, followed by compounding, clipping, derivation, affixation, and acronym. The second is a journal article written by Fitria, T. Nur (2021). This qualitative research aims to know the type and examples of the word-formation process of the terms in the Covid-19 pandemic. In the end, this study came with the result which shows that the types of word-formation process that appears are borrowing ("Rapid Test"), compounding ("Lockdown"), blending ("Covidiot"), clipping ("Danny"), acronym ("WFH / Work From Home"), and multiple processes ("coronababies").

The present research is related to the previously mentioned studies, which focus on word-formation. However, the present research focuses not only on the types but also on the word-formation processes, mainly that occur to the slang words in the *22 Jump Street* movie script. These processes include coinage (invention of totally new terms), borrowing (taking over words from another language), compounding (joining of two separate words to produce a single form), blending (combination of two separate forms to produce a single new term), clipping (reducing a word to a shorter form), backformation (a word of one type is reduced to form a word of another type), conversion (a change in the function of the word), acronyms (new words formed from the initial letters of a set of other words), derivation (process accomplished through a large number of small 'bits' of English language, or affixes) (Yule, 2006). With this research, the authors hope that people's awareness would rise on how they are using English slang words in their daily lives after knowing how the words were morphologically formed.

Methodology

The researcher used descriptive methodology to conduct the research. It involved the slang words that the researchers found in the *22 Jump Street* movie script and the slang using the theory of Brinton and Yule. Words are analyzed to find out which type of word-formation process is used. The researchers also kept track of how many times the word-formation process is used to find out which is being used frequently. These word-formation processes are described later, and the researchers provided the slang words from the movie script, like the example of the process.

The research used a morphological approach. There are five steps to be done to conduct this research. The first step is collecting the slang words in the movie script. Secondly, the words are analyzed and be classified according to their word-formation processes. The frequency is presented in the table alongside the forming process and the definition of the word. The conclusion later is made out of the data.

Findings and Discussion

According to Brinton & Brinton, there are eight word-formation processes in English: derivation, reduplication, conversion (functional shift), compounds, blends, backformations, shortening, and root creations (Brinton & Brinton, 2010, pp. 94-110). On the other hand, Yule included borrowing (Yule, 2006, pp.54) into the list, which means that nine word-formation processes are combining both of the sources. The finding shows there are nine types of word-formation are used in the 22 Jump Street movie script. Some of these processes are more dominating since many words are often used, while some can be found with very few.

According to Yule's theory, taken from Bill Bryson's quotation, one of the most common sources of new words in English is the process labelled as borrowing or taking over of words from other languages (Yule, 2006, p.54). Moreover, the finding of this research is lining up with Yule's theory because it turned out that the most used word-formation process among the slang words in 22 Jump Street is borrowing. Borrowing is leading on the list with 24 words, following behind are shortening with 21 words, compound with 13 words, root creations with ten words, inflection and blend at the same place with ten words each, reduplication and conversion with four words each, and in the last place would be derivation with three words.

Word Formation Processes in 22 Jump Street Movie Script

Derivation

Derivation is the addition of a word-forming affix (Brinton, 2010, p. 94). In English, derivational affixes are either prefixes or suffixes. Here are the examples of the words that had discovered in the data:

Corny. Corny is defined as mawkishly old-fashioned. It is formed from *corn* + *-y* = *corny*. It can be found in the middle of the script when Maya said that Schmidt is corny.

Usage

MAYA: "You're corny... (beat) And I like you." (Uzriel, 2013, p. 57)

Dealer. Dealer is defined as a person whose business is buying and selling a particular product. It is formed from *deal* + *-er* = *dealer*. It can be found in the middle of the script when Schmidt and Jenko tail Zook across campus, and they see he is carrying the wrapped-up package in his hand.

Usage

SCHMIDT: "I told you he was the dealer." (Uzriel, 2013, p. 71)

Inflection

Inflectional affixes indicate grammatical meaning, such as tense or number (Brinton, 2010: 85). An inflectional affix in English is always a suffix.

Table 1. The Productive Inflections in Modern English

Plural number	-s	Noun
Possessive case	-s	
Present (non-past) tense, 3 rd p sg	-s	Verb
Past tense	-ed	
Past participle	-ed	
Present participle	-ing	

Comparative degree	-er	Adjective
Superlative degree	-est	

Source: Brinton, L.J., & Brinton, D. (2010). *The linguistic structure of modern English*. Amsterdam: Benjamins (p.86)

In the data, can be found some examples of inflection below:

Goods refer to merchandise. They are using plural suffixes /-s/, which are added to the noun. This word can be found at the beginning of the script when Schmidt tries to bargaining to “Ghost”, the trafficker.

Usage

Schmidt: “Let’s see the goods first.” (Uzriel, 2013, p.8)

Good + -s > goods.

Flaking refers to failure or neglect to do or participate in previously scheduled, agreed upon, or assigned. This word can be found at the ending of the script when Jenko tries to apologize to Zook. This word using the present progressive morpheme /-ing/, which is added to verbs.

Usage

Jenko: “Hey man. Listen, I’m really sorry about flaking today” (Uzriel, 2013, p.100)

Flake + -ing > flaking.

Wasted refers to being strongly affected by alcohol or drugs. Using past tense morpheme /-ed/, which are added to verbs. This word can be found at the beginning of the script when Jenko try telling Dickson about a girl.

Usage

Jenko: “Whoa, she’s wasted” (Uzriel, 2013, p.14)

Waste + -ed > wasted.

Reduplication

Reduplication is when the initial syllable or the entire word is doubled. It is either exactly or with a slight phonological change. Reduplication can be used to express disparagement, intensification, diminution, onomatopoeia, or alternation, among other uses. (Brinton, 2010, p. 100). There are three types of reduplication in the data that have been discovered. First, exact reduplication, the word or the single sound in one syllable is doubled without any change. Second, ablaut reduplication, the vowel alternates while the consonants are identical. Third, rhyme reduplication, the consonants change while the vowel remains the same. Here are the examples:

Yada yada yada. It refers to a phrase used when talking about something, or some of the details are not worth saying because they are unnecessary. It can be found at the beginning of the script when the narrator tells the opening story of both Schmidt and Jenko, reviewing their action journey in the first movie, *21 Jump Street*. It is an exact reduplication as the word *yada* is exactly repeated three times.

Usage

SMOOTH MALE VOICE (V.O.): “Yada, yada, yada, more explosions.” (Uzriel, 2013, p.3)

Chit-chat. It refers to a conversation about things that are not important. It is an ablaut reduplication with identical consonants and changing vowels (i and a).

Usage

MERCEDES: “Guys, less chit-chat, more DP. Dr. Murphy’s gonna be back in five to deal with Donna Daddy Issues.” (Uzriel, 2013, p.61)

Easy peasy. It is an expression to show one’s opinion on how simple and easy it to do something is. It is a rhyme reduplication as the vowels are still precisely the same, and there

is a change in the consonants. There is only one consonant in the first word, and in the second, the vowel 'p' is being added at the beginning of the word.

Usage

SCHMIDT: "We'll go to class, ask around about the drug and find the dealer. Easy peasy, just like last time." (Uzriel, 2013, p.22)

Conversion or functional shift

According to Yule (2006: 56), conversion is a change in word function, such as a noun comes to be used as a verb (without reduction). The conversion process is particularly productive in modern English, with new uses occurring frequently. Here are the examples of the words that had discovered in the data:

Crush. Crush (verb) is defined as pressing something so hard that it is damaged or injured or loses shape. In the data, this word's process is verb becomes noun (V > N). It can be found at the beginning of the script when Zook told Rooster that it looks like someone has a crush on Rooster.

Usage

ZOOK: "Watch out, Rooster. Looks like someone has a crush on you" (Uzriel, 2013, p. 28)

Finger. Finger (noun) is defined as one of the four long thin parts that stick out from the hand (or five, if the thumb is included). In the data, this word's process is noun becomes a verb (N > V). It can be found at the beginning of the script in Zeta's house.

Usage

ZOOK: "Fuck sheep? Are you nuts? You just have to finger 'em a little bit. (off Schmidt's look) It's just the attic, bro." (Uzriel, 2013, p. 36)

Text. Text (noun) is defined as any form of written material. In the data, this word's process is noun becomes a verb (N > V). It can be found at the beginning of the text when Jenko was going to bring his brother.

Usage

Jenko grins and pulls out his phone and texts Schmidt. (Uzriel, 2013, p. 33)

Compound

Compound is a process in which the combination of two or more free roots (plus associated affixes). Compounds may be written as a single word or as two words, hyphenated or not (Brinton, 2010, p.103). In the data, some examples of compounds can be seen below:

Online. It refers to the act of being connected to the internet. It can be found at the beginning of the script when Zook tells Jenko that he does not need to write down everything the lecturer said.

Usage

ZOOK: "You don't have to write everything down. Jacobs posts his lectures online so the idiots can keep up." (Uzriel, 2013, p.25)

Roleplay. It refers to act out a role of (something or someone). It can be found in the middle of the script when Dr. Murphy advises Schmidt and Jenko.

Usage

DR. MURPHY: "Perhaps we should roleplay?" (Uzriel, 2013, p.65)

Role (a character assigned or assumed) + play (to do things for pleasure) > roleplay.

Goddamn. It refers to an exclamation used to emphasize or express annoyance with someone or something. It can be found at the beginning of the script when Jenko is talking to Schmidt.

Usage

JENKO: "You're a goddamn rock star." (Uzriel, 2013, p.3)

God (a person or thing of supreme value) + damn (to swear/curse) > goddamn.

Blends

Blending is a process in which involves two processes of word-formation, compounding, and clipping. Two free words are combined and blended, usually by clipping off the end of the first word and the beginning of the second word, although sometimes one or the other morpheme is left intact. (Brinton, 2010, p.107). In the data, some examples of blending can be seen below:

Slo-mo. It refers to showing the action at a much slower speed than how it happened in real life. It can be found at the ending of the script when the narrator is telling Jenko's POV.

Usage

JENKO POV: "SLO-MO, as Jenko enters the JOCK ZONE. Everything goes to black but his target, Rooster, and we zip to full speed, and Jenko slams his shoulder-pad into Rooster's chest.

Slo(w) + mo(tion) > slo-mo

Wi-Fi. It refers to a system for sending data over computer networks using radio waves instead of wires. It can be found at the beginning of the script when Schmidt and Jenko talk about Why-Phy drugs' existence.

Usage

Schmidt: "Do you think they mean WhyPhy, the drug, or WiFi, like the Internet?" (Uzriel, 2013, p. 26)

Wi(reless) + Fi(delity) > Wi-Fi

Manimal. It refers to a man that has the physical qualities of an animal. It can be found at the beginning of the script when Dickson tries to answer Jenko's question.

Usage

Dickson: "Manimal, you're 40." (Uzriel, 2013, p.13)

Man + (a)nimal > manimal

Shortening

There are three types of word-formation processes included in shortening. They are Clipping, Acronyms, and Initialism. Clipping results from deliberately dropping part of a word, usually either the end of the beginning or less often both, while retaining the same meaning and same word class (Brinton & Brinton, 2010, p. 108). Here are the examples are taken from the data:

Bro. *Bro* is the shortened form of 'brother,' a friendly way of addressing a male person.

Usage

ZOOK: "I think he's talking to you, bro." (Uzriel, 2013, p.33)

Decaf. *Decaf* is the shortened form of the word 'decaffeinated.' It usually refers to a type of coffee or tea with most or all the caffeine removed.

Usage

JENKO: "Dickson really needs to switch to decaf. Can you imagine him at home?" (Uzriel, 2013, p.17)

Quad. *Quad* is the shortened form of the word 'quadrangle.' It is an open square area with buildings all around it, especially in a school or college.

Usage

SCHMIDT: "We should be in a quad right now playing ultimate frisbee with bi-curious virgins..." (Uzriel, 2013, p.65)

Acronym

In an acronym, the initial letters of words in a phrase are pronounced as a word. Acronyms are written with capital letters when formed from a proper noun. Here is the example is taken from the data:

MILF. MILF is the shortened form of ‘Mom I would Like to Fuck’. It is referring to a sexy older woman, typically one who has children.

Usage

INT. APPLEBEE’S – SAME TIME: Jenko sits with Zook and his parents eating burgers and drinking beers. Zook’s dad is ripped and handsome, his mom is a MILF, and everyone is having the time of their lives. (Uzriel, 2013, p.78)

Initialism

An initialism is the initial letters of words in a phrase that are pronounced as letters. Sometimes initialism may involve only a single word. Here are the examples are taken from the data:

OMG. OMG is the shortened form of ‘Oh My God.’ It is an expression used to express surprise, excitement, or other.

Usage

MIKE YANG: “OMG, pranks are awesome. If you guys need help, we’d love to—” (Uzriel, 2013, p.47)

Root Creations

Root creation is the invention of an entirely new root morpheme. Brand names are the most likely examples of root creations, such as *Xerox* and *Oreo*. There are several kinds of root creations. They are Onomatopoeia, Literary Coinages, and from Yule’s Theory, Eponym.

Onomatopoeic words, which in their pronunciation are imitative of animal sounds and other natural sounds, can presumably be created at will as the need arises. However, they are highly conventionalized and language-specific (Brinton & Brinton, 2010, p.110). Here are the examples are taken from the data:

Flub. Flub originally comes from ‘flop,’ meaning to do something badly or make a mistake. It comes from a sound referring to a sudden break-down or collapse when a person is falling heavily.

Usage

“Except he flubs it, missing the second box and snagging himself on some netting attached to the back of the truck.” (Uzriel, 2013, p.10)

Zing. Zing is an exclamation when agreeing on a clever or amusing remark. It comes from a sound referring to a high-pitched whistling sound.

Usage

Maya : “Those two are birds of a feather.”

Schmidt: “Pff, who do you think taught him that move?”

Maya : “Your dad?”

Schmidt: “Zing.” (Uzriel, 2013, p.39)

Some new words are considered literary coinages, such as Shakespeare’s *dwindle*, Milton’s *sensuous*, and Spenser’s *blatant* or *askance* (Brinton & Brinton, 2010, p.110). Here are the examples are taken from the data:

101. 101 (One-oh-one) was introduced by the University of Buffalo, used as a course catalog by Oxford English Dictionary. One-oh-one is referring to a lesson or basic facts in a particular field of subject.

Usage

SCHMIDT: "Jenk, it is Logic 101. Our problem was we were using inductive reasoning of the faulty premise that Zook was the dealer. We need to use deductive reasoning." (Uzriel, 2013, p.89)

Nerd. *Nerd* first appeared in Dr. Seuss' book *If I Ran the Zoo* (1950). It refers to an individual who enjoys learning and does not adhere to social norms.

Usage

JENKO: (to Schmidt) "You're a fucking nerd." (Uzriel, 2013, p.1)

Eponym is the term for new words based on a person's name, or a place is called Eponyms. (Yule, 2006, p.53). Here are the examples are taken from the data:

Guy. *Guy* is taken from the name of a French Gunpowder Plot figure, Guido 'Guy' Fawkes. It is referring to a man, a group of people of either sex.

Usage

SCHMIDT: "I don't think this guy does stickers." (Uzriel, 2013, p.30)

ERIC: "Guys, you gotta get me out of here." (Uzriel, 2013, p.31)

Screw. *Screw* is taken from a nickname of a corrections officer in the mid-19th century who brutally used thumbscrews on prisoners. It refers to a cruel way of showing that you are annoyed or do not care about somebody or something.

Usage

HARDY (CONT'D): "But hey, I don't make the decisions around here, and the Commissioner is adamant that if you guys just do the same thing everyone will be happy. But mark my words, screw this one up and you'll be back riding bikes around the duck pond." (Uzriel, 2013, p.12)

Borrowing

Borrowing is the taking over of words from other languages (Yule, 2006, p. 54). This process is one of the most common sources of new words in English. Throughout its history, the English language has adopted a vast number of words from other languages, including *croissant* (French), *dope* (Dutch), *lilac* (Persian), *piano* (Italian), *pretzel* (German), *sofa* (Arabic), *tattoo* (Tahitian), *tycoon* (Japanese), *yogurt* (Turkish), and *zebra* (Bantu). Here are the examples of the words that had discovered in the data:

Bandits. *Bandits* are defined as lawless robbers, brigands. It is derived from the Italian word *bandito*, meaning 'an outlaw criminal.' It can be found in the middle of the script when Mike Yang asked Jenko and Schmidt whether they're bandits or not.

Usage

MIKE YANG: "Are you bandits?" (Uzriel, 2013, p. 47)

Bingo. *Bingo* is used to express pleasure or surprise because you have found something you were looking for or done something you were trying to do. It derived from the Cantonese word *bin guo* to show a game-winner between foreigners and Chinese. It can be found at the end of the script when Schmidt and Jenko enter a room filled with rows of women in bikinis cooking up batches of WhyPhy.

Usage

SCHMIDT: "Bingo" (Uzriel, 2013, p. 111)

Virgins. *Virgins* are defined as people who have never had sex. It is derived from the Latin word *virginem*, meaning "maiden, unwedded girl or woman." It can be found in the very beginning of the script when Schmidt didn't expect that they will listen for coded messages in online lectures when Dickson said they were going to college.

Usage

SCHMIDT: "We should be in a quad right now playing ultimate frisbee with bi-curious virgins." (Uzriel, 2013, p. 5)

Conclusion

By researching the slang words in the 22 Jump Street movie script, the researchers found that nine word-formation processes are combining George Yule's theories and Brinton & Brinton's theories. Almost every single process is found among the slang words, excluding backformation and with the addition of inflection. The finding of this research is lining up with Yule's theory with the most used word-formation process among the slang words in 22 *Jump Street* is borrowing, 24 words.

With borrowing occupying the first spot, it is safe to say that most slang words have very ancient roots and have experienced form and meaning alteration from years of usage. Some words have a completely different form and meaning than what they used to be, and it is quite understandable that some people are not using them accordingly. Moreover, slang words are mainly used informally on social occasions; they help people communicate and not officially record. Hopefully, in the future, when the English language and reliable sources of the English language have developed even further, a study regarding the origin and the developing meaning of slang words throughout the time can be conducted.

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Appendices

Table 2. Slang Words Taken From 22 *Jump Street* Movie Script

N o.	Word	Part of Speech	Word Formation Process	Freq.	Definition	Notes
1	MILF	N	Acronym	1	A sexually attractive older woman, typically one who has children.	Shortened form of "Mom I'd Like to Fuck"
2	C'mon		Blending	4	Used in orders to tell somebody to hurry or to try harder.	Come + on = c'mon
3	Gonna	V	Blending	6	Used for "going to" in informal speech	Going + to = gonna
4	Gotta	V	Blending	4	Used for "got to" in informal speech	Got + to = gotta
5	Hella	Adv	Blending	1	Very, Extremely	Hell a lot of > Hell of > Hella
6	I'ma	N	Blending	2	Said in first person to say what he is going to do next	I + am + going + to = I'ma
7	Manimal	N	Blending	1	A man that has the physical qualities of an animal.	Man + animal = manimal
8	Oughtta	V	Blending	1	Used to say what is the right thing to do.	Ought + to = oughtta
9	Slo-mo	N	Blending	1	The method of showing action at a much slower speed than how it happened in real life.	Slow + motion = Slomo
10	Wi-Fi	N	Blending	1	A system for connecting to the internet or sending	Wireless + Fidelity = Wi-Fi

					data over computer networks using radio waves instead of wires.	
11	Woulđa	V	Blending	1	Used for "would have" or "would've" in informal speech	Would + have = woulđa
12	Bandit	N	Borrowing	1	Lawless robber, brigand	Derived from Italian word <i>bandito</i> meaning 'an outlaw, criminal.'
13	Bingo	Int.	Borrowing	1	Used to express pleasure and/or surprise because you have found something that you were looking for, or done something that you were trying to do.	Derived from Cantonese word <i>bin guo</i> to show a winner of a game between foreigners and Chinese.
14	Bitch	N	Borrowing	1	An offensive way of referring to a woman, especially an unpleasant one.	Derived from Old Norse word <i>bikkjuna</i> meaning 'female of the dog.'
15	Bummer	N	Borrowing	1	A disappointing or unpleasant situation.	From German word <i>bummler</i> meaning 'loafer'.
16	Class	N	Borrowing	14	A course of instruction.	Derived from Latin word <i>classis</i> meaning 'a class, division, and army.'

17	Cool	Adj	Borrowing	10	Used to describe something that you like or enjoy.	Derived from Proto-Germanic word <i>koluz</i> meaning ‘unperturbed, undemonstrative, not excited or heated.’
18	Cops	N	Borrowing	7	Police.	Derived from Latin word <i>capere</i> meaning ‘to capture.’
19	Dildo	N	Borrowing	16	An object that is like a penis in shape and is used for sexual pleasure.	Derived from Latin <i>dilectio</i> , noun of action from <i>diligere</i> ‘to esteem highly, to love.’
20	Drug	N	Borrowing	6	An illegal substance that some people smoke, inject, etc. for the physical and mental effects it has.	Derived from Middle Dutch word <i>droge-vate</i> meaning “dry-barrels,” referring to barrels used to store medicine.
21	Dumb	Adj	Borrowing	2	Stupid.	Derived from Proto-Germanic word <i>dumbaz</i> meaning ‘stupid, dull.’
22	Fuck	Int.	Borrowing	22	A swear word that many people find offensive that is used to express anger, horror, or surprise.	Derived from the Dutch, German, and Swedish words for ‘to strike’ and ‘moving back and forth.’

23	Gay	Adj	Borrowing	6	(Of people, especially men) sexually attracted to people of the same sex.	Derived from Old French word <i>gai</i> meaning 'joyful, happy, and pleasant.'
24	Gusto	N	Borrowing	1	Enthusiasm and energy in doing something.	Derived from Italian <i>gusto</i> meaning 'taste.'
25	Haggard	Adj	Borrowing	1	Looking very tired because of illness, worry, or lack of sleep.	Derived from Proto-Germanic word <i>hagon</i> meaning 'to catch.'
26	Pecs	N	Borrowing	1	The pectorals (=the muscles of the chest).	Derived from Latin word <i>pectorale</i> meaning 'breastplate.'
27	Prank	N	Borrowing	1	A trick that is played on somebody as a joke.	Derived from Middle Low German word <i>prank</i> meaning 'to display'; connected to Dutch <i>pranken</i> and German <i>prunken</i> meaning 'to make a show, to strut.'
28	Prude	N	Borrowing	1	A person who is excessively or priggishly attentive to propriety or decorum	From Old French <i>prode femme</i> meaning good woman
29	Rap	N	Borrowing	2	A type of popular music with a fast, strong rhythm and words which are spoken fast, not sung.	Derived from African American vernacular rap meaning 'talk informally, chat.'

30	Shit	Int.	Borrowing	2	A swear word that many people find offensive, used to show that you are angry or annoyed.	Derived from Dutch word <i>schijten</i> and German word <i>scheissen</i> meaning 'fesses.'
31	Super	Adj	Borrowing	3	Extremely good.	Derived from Latin word <i>super</i> meaning 'above, over, beyond.'
32	Swank	Adj	Borrowing	1	Stylishly luxurious and expensive.	Derived from Midland and s.w. dial word.
33	Tattoo	N	Borrowing	15	A picture or design that is marked permanently on a person's skin by making small holes in the skin with a needle and filling them with colored ink.	Derived from Dutch word <i>taptoe</i> meaning 'military mark.'
34	Thug	N	Borrowing	2	A violent person, especially a criminal.	Derived from Marathi (Indo-Aryan) language <i>thag</i> meaning 'cheat, swindler'
35	Virgins	N	Borrowing	1	A person who has never had sex.	Derived from Latin word <i>virginem</i> , meaning "maiden, unwedded girl or woman."
36	Ain't	V	Clipping	3	An expression of a negative sentence (am not/is not/are not).	Shortened form of <i>has not, have not, is not.</i>
37	App	N	Clipping	3	The practical use of something, especially a theory,	Shortened form of <i>applications.</i>

					discovery, etc; a program designed to do a particular job.	
38	'Bout	Prep	Clipping	1	On the subject of somebody or something; in connection with somebody or something.	Shortened form of <i>about</i> .
39	Bra	N	Clipping	1	A piece of women's underwear worn to cover and support the breasts.	Shortened form of <i>brassiere</i> .
40	Bro	Int.	Clipping	7	A brother; a friendly way of addressing a male person.	Shortened form of <i>brother</i> .
41	'Cause		Clipping	4	For the reason that.	Shortened form of <i>because</i> .
42	Chem	N	Clipping	2	The scientific study of the structure of substances, how they react when combined or in contact with one another, and how they behave under different conditions.	Shortened form of <i>chemistry</i> .
43	Decaf	N	Clipping	1	Coffee or tea with most or all the caffeine removed.	Shortened form of <i>decaffeinated coffee</i> .
44	Deli	N	Clipping	1	A shop/store or part of one that sells cooked meats and cheeses, and special or unusual foods that come from other countries.	Shortened form of <i>delicatessen</i> .
45	Dude	N	Clipping	8	A man.	Shortened form of <i>Yankee Doodle</i> .

46	'Em	N	Clipping	5	Used when referring to people, animals or things as the object of a verb or preposition, or after the verb be.	Shortened form of <i>them</i> .
47	Gettin'	V	Clipping	1	To receive and obtain.	Shortened form of <i>getting</i> .
48	Jock	N	Clipping	3	A man or boy who plays a lot of sport.	Shortened form of <i>jockstrap</i> .
49	Kick ass	V	Clipping	2	To punish or defeat somebody.	Shortened form of <i>kicking asses</i> .
50	Narc	N	Clipping	1	A police officer whose job is to stop people selling or using drugs illegally.	Shortened form of <i>narcotics agent</i> .
51	Nuts	Adj	Clipping	4	Strange or crazy (person).	Shortened form of <i>be nuts on</i> referring to nuts as special treats.
52	Prom	N	Clipping	2	(Especially in the US) A formal dance, especially one that is held at a high school.	Shortened form of <i>promenade</i> .
53	Quad	N	Clipping	10	An open square area that has building all around it, especially in a school or college.	Shortened form of <i>quadrangle</i> .
54	Yo	Adj	Clipping	1	Of or belonging to the person or people being spoken or written to; of or belonging to people in general.	Shortened form of <i>your</i> .

55	101	Adj	Coinage	2	Relating to the basic facts in a particular field of subject.	The term was first introduced by the University of Buffalo in 1929. It was used as a course catalog, the first known usage of the term by Oxford English Dictionary .
56	Nerd	N	Coinage	1	A person who is boring, stupid, and not fashionable; a person who is very interested in computers.	First appeared in Dr. Seuss' book <i>If I Ran the Zoo</i> (1950).
57	Amiright	Int.	Compound	1	Used to invite confirmation or assert that one's previous statement is correct	Am (present tense first-person singular) + I (the subject of a verb when the speaker or writer is referring to himself/herself) + Right(true/correct) = amiright
58	Asshole	N	Compound	1	A stupid or unpleasant person.	Ass (the part of the body that you sit on; your bottom) + hole (hollow space) = asshole.
59	Blowjob	N	Compound	1	The act of touching a man's penis with tongue and lips to give sexual pleasure.	Blow (to send out air from the mouth) + job (paid work) = blowjob
60	Fannypack	N	Compound	1	A small bag attached to a belt and worn around the middle part of the body, to keep money, etc.	Fanny + pack (put into container) = Fannypack
61	Goddamn	Int.	Compound	1	Used to emphasize or express annoyance with someone or something.	God (a person or thing of supreme value) + damn (to swear/curse) = goddamn
62	Hardcore	Adj	Compound	1	Die-hard	Hard (not easily yielding to pressure) + core (the most important or central part of something) =

						hardcore
63	Motherfucker	N/Int.	Compound	3	A very offensive word used to show great anger or dislike towards somebody	Mother (a female parent) + fucker (a generalized term of abuse) = motherfucker
64	Online	Adj/Adv	Compound	5	Connected to the internet.	On (used as a function word to indicate position) + line (long thin mark) = online.
65	Roleplay	V	Compound	1	To act out the role of.	Role (a character assigned or assumed) + play (to do things for pleasure) = roleplay.
66	Rush-party	N	Compound	1	Rush parties in colleges are thrown by fraternity and sororities to encourage students to join their organization more.	Rush (to move forward, progress, or act with haste or eagerness or without preparation) + party (a social gathering) =rush-party
67	Shitbrain	N	Compound	1	A stupid person.	Shit (a swear word that many people find offensive, used to show that you are angry or annoyed) + brain (the organ inside the head that controls movement, thought, memory and feeling) = shitbrain
68	Touchscreen	N	Compound	3	A screen on a computer, phone, etc. that allows you to give instructions to the device by touching areas on it.	Touch (to put your hand or another part of your body onto somebody/something) + screen (the flat surface at the front of a television, computer, or other electronic device, on which you see pictures or information) = touchscreen.
69	Walk-on	Adj	Compound	3	A sports player with no regular status in a team.	Walk (to move along on foot) + on (in or into a position covering, touching or forming part of a surface) = walk-on

70	Chug	V	Conversion	1	To drink all of something quickly without stopping.	N > V
71	Crush	N	Conversion	1	To press something so hard that it is damaged injured, or loses it shapes.	V > N
72	Finger	V	Conversion	1	One of the four long thin parts that stick out from the hand (or five, if the thumb is included).	N > V
73	Text	V	Conversion	1	Any form of written material.	N > V
74	Corny	Adj	Derivation	1	Mawkishly old-fashioned	Corn + -y = corny
75	Dealer	N	Derivation	21	A person whose business is buying and selling a particular product.	Deal + -er = dealer
76	Juicy	Adj	Derivation	1	Containing a lot of juice and good to eat; interesting because you find it exciting or it shocks you.	Juice + -y = juicy
77	Boggle	N	Eponym	1	A word board game.	Taken from a brand of a word board game created by Alan Turoff.
78	Frisbee	N	Eponym	1	A light plastic object, shaped like a plate that is thrown from one player to another in a game.	Taken from a brand name of <i>Mrs. Frisbie's Pies</i> made by the Frisbie Bakery of Bridgeport.

79	Gun		Eponym	19	A weapon that is used for firing bullets or shells.	Taken from the Old Norse woman's proper name <i>Gunnhildr</i> which combines two Norse words referring to battle.
80	Guy	N	Eponym	20	A man; a group of people of either sex.	Taken from the name of French Gunpowder Plot figure, <i>Guido Guy Fawkes</i> .
81	Screw	V	Eponym	1	An offensive way of showing that you are annoyed or do not care about somebody or something.	Taken from a prison guard in the mid-19 th century that brutally used thumbscrews on prisoners.
82	Anchored	V	Inflection	2	To secure firmly.	Anchor + -ed = anchored
83	Faggots	N	Inflection	1	Used as an insulting a contemptuous term for a male homosexual.	Faggot + -s = faggots (Bundle of wood?)
84	Flaking	V	Inflection	1	To fail or neglect to do or participate in something previously scheduled, agreed upon, or assigned.	Flake + -ing = flaking
85	Goods	N	Inflection	2	Merchandise or possessions.	Good + -s = goods.
86	Hippies	N	Inflection	1	A person who is keenly aware of the new and stylish fashion.	Hippie + -s = hippies

87	Panties	N	Inflection	3	A woman's or child's undergarment covering the lower trunk and made with closed crotch.	Panty + -s = panties
88	Snagging	V	Inflection	1	Gets caught in something.	Snag + -ing = snagging
89	Sucks	Adj/V	Inflection	1	To say that something is very bad	Suck + -s = sucks
90	Titters	V	Inflection	1	To laugh in a nervous, affected, or partly suppressed manner	Titter + -s = titters
91	Wasted	Adj	Inflection	1	Strongly affected by alcohol or drugs.	Waste + -ed = wasted
92	OMG	Int.	Initialism	1	Used to express surprise, excitement, etc.	Initialised form of (O)h (M)y (G)od.
93	Flub	V	Onomatopoeia	1	To do something badly or make a mistake.	Originally from the word <i>flop</i> , a sound referring to a sudden break-down or collapse.
94	Grub	N	Onomatopoeia	1	Food.	Referring to the sound of birds eating food.
95	Zing	Int.	Onomatopoeia	1	Agreeing on a clever or amusing remark.	Referring to high pitched whistling sound.
96	Blah blah blah	Int.	Reduplication	1	Used to substitute for actual words in contexts where they are felt to be too tedious or lengthy to give in full.	Exact reduplication.

97	Chit-chat	N	Reduplication	1	Conversation about things those are not important.	Ablaut reduplication.
98	Easy peasy	Adj	Reduplication	1	Very easy.	Rhyme reduplication.
99	Yada yada yada	Int.	Reduplication	1	Used when you are talking about something to show that some of the details are not worth saying because they are not important or are boring or obvious.	Exact reduplication.

AN ANALYSIS ON SYNTACTIC AMBIGUITY IN THE JAKARTA POST NEWS HEADLINES

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Abstract

In the Syntax study, ambiguity is a phenomenon where the structure of a sentence is ambiguous and results in multiple interpretations of the meaning. The Jakarta Post is an Indonesian news media that publishes news articles and employs the English language as its choice of language. Each news article in The Jakarta Post contains a headline that functions as a form of attraction for the readers and is open for interpretation. The news headline may contain multiple interpretations. This research is performed to identify the syntactic ambiguities in the news headlines in The Jakarta Post. Syntactic ambiguity, in particular, has a particular effect where a sentence structure can create various interpretations of sentence meaning. By applying the Syntactic Dependency Theory, this research analyzes the structural ambiguity found in selected health news headlines from The Jakarta Post. This research selected five health news headlines that are considered structurally ambiguous. This research also identifies the factors that may cause a sentence structurally ambiguous. In this research, it is discovered that the health news headlines in The Jakarta Post are structurally ambiguous and resulting in two interpretations of those news headlines. The findings also reveal that the structural ambiguities are occurred due to several factors such as modification scope factor and Prepositional Phrase as a modifier factor. Derived from Dutch word schijten and German word scheissen meaning 'fesces.'

Keywords: *Syntactic ambiguity, News headlines, Tree diagram, Sentence*

Introduction

Ambiguity is a phenomenon that can be discovered in words, phrases, or sentences. Those units can be considered ambiguous if the unit can be interpreted into different meanings. In the Syntax study, ambiguity usually occurs in the structure of phrases and sentences. Therefore, ambiguity in Syntax is defined as syntactic ambiguity. Cruse (1986:58) states that syntactic ambiguity is a type of ambiguity where the various interpretations involve similar lexical units. Furthermore, the ambiguity necessarily occurs only due to how the structural elements are put together. MacDonald et al. (1994) also elaborate on the occurrence of syntactic ambiguity. They say that syntactic ambiguity can be found when a sequence of words is syntactically interpreted in various ways and resulting in the sequence of the words having more than one syntactic meaning. Carnie (2013:97) uses the sentence "The man killed the king with a knife" as an example of a sentence that contains syntactic ambiguity. He explains that the sentence is ambiguous as the Prepositional Phrase "with the knife" could modify the verb killed. This interpretation means that someone uses a knife to kill the king. The second interpretation occurs if the Prepositional Phrase "with the knife"

modifies the noun king. This interpretation means that the king is holding a knife when they are killed.

Ambiguity could be found, not only in conversation but also in news headlines. News headlines use a language type of structure consisting of single words or phrases instead of clauses and sentences. This strategy in language usage helps journalists in creating more attractive and appealing headlines (Tiono, 2003). However, this strategy may create many interpretations that make the headlines ambiguous. The ambiguous headlines may result in different interpretations. This may create confusion among the readers.

The Jakarta Post is one of many news media in Indonesia. The media provides news with various topics such as health, entertainment, lifestyle, and politics. In contrast with other Indonesian news media, The Jakarta Post is different because the news media uses English as their language choice. This language choice may help foreign readers in understanding events that currently become a hot topic in Indonesia. Therefore, using news headlines taken from The Jakarta Post as the research object could be beneficial for people that study ambiguity in news headlines. Furthermore, using news headlines from The Jakarta Post may help researchers that are interested in this study in collecting the data for their research.

This research will discuss and analyze the ambiguity discovered in The Jakarta Post news headlines. The data for this research will be gathered from The Jakarta Post health news section. This research is conducted in order to reveal and understand the ambiguous news headlines that are found in The Jakarta Post. Hopefully, this research will contribute to further study regarding news headlines and syntactic ambiguity.

Methodology

In this research, the data for the syntactic ambiguity analysis is taken from The Jakarta Post news headlines. The news headlines that will be used are taken from the health section. This research will discuss the ambiguity found in the news headlines. Since this research elaborates and discusses ambiguity, this research will apply the Syntax approach and the syntactic dependency theory. Garvey and Delahunty (2010) define Syntax as one of the branches of linguistics that studies sentence structure and its principles. By applying Syntax as the approach of this research, it will help the research in formulating or revealing the sentence structure or the word order. There is another way that will be carefully used in order to explain the problem of ambiguity which is portrayed as “*an alternative diagram which is designed to show how the constituents in sentence structure could be marked off by using labeled brackets.*” Yule (2006:80). During the data collection process, the researcher will identify news headlines in The Jakarta Post that are considered ambiguous and convey multiple meanings. Then, the data will be sorted and listed. In analyzing the data, the syntactic dependency theory will be applied in this research. The data analysis will be conducted by understanding the multiple meanings that are conveyed in the news headlines. Then, by using the syntactic dependency theory, the structure of the news headlines can be identified based on the head of the sentence. Finally, based on the result of the data analysis, the research conclusion will be drawn.

Findings and Discussion

Factor of Ambiguity

A sentence structure can be identified and considered as ambiguous if the structure has more than one meaning. Fromkin et al. (2010) state that ambiguity is caused by several factors. These factors are modification scope, prepositional phrase as a modifier, negation scope, active or passive meaning, present participle (-ing form), and possessive or objective pronoun. Based on the data collection and analysis, the ambiguity in news headlines occurs because of modification scope and prepositional phrases as modifier factors.

Modification Scope

Modification scope briefly occurs where a sentence has two constituents of the same category (such as Noun Phrases) linked along with a conjunction such as “and” or “or.” In the datum, the data analysis is particularly discovered that several news headlines have an occurrence of ambiguity that is caused by modification of the certain sentence role.

The first headline is the headline “*Jakarta, West Java Police chiefs removed for failure to enforce health protocols.*” There are many kinds of phrases there. They are considered as Noun Phrases which involve Jakarta Police Chief, West Java Police, Verb Phrase which is clearly shown like “*removed*” and Prepositional Phrase “*and.*” This headline is considered as an ambiguous sentence as the structure conveys multiple meanings. The Noun Phrase “*Police chiefs*” may indeed be modifying the Noun “*West Java*” and the Noun “*Jakarta.*” There would also be the tree diagrams which later on briefly explain each meaning why the headline is considered as an ambiguous sentence. Based on the diagram below (see Figure 1), the sentence can be interpreted as “*Jakarta police chiefs and West Java police chiefs removed for failure to enforce health protocols.*” The reason why the headline can be clearly interpreted in various interpretations is caused by the Noun Jakarta is also indeed modified by the noun phrase “*Police chief,*” which later on creates a meaning that there is Jakarta Police Chief, not as a single standing noun as “*Jakarta.*” The sentence would be interpreted that Jakarta Police Chief and West Java Police Chief were removed for failure to enforce health protocols, as shown in the tree diagram below. In order to make the sentence more clear, the whole sentence is divided to be two parts, Noun Phrase which is explained as “*Jakarta Police Chief*” and “*West Java Police Chief,*” then the Verb Phrase, which is begun with the verb “*removed*” and the verb phrase is later on divided into three parts inside the main Verb Phrase, there are Prepositional Phrase which starts with Preposition “*for,*” then Noun Phrase which starts with Noun “*failure,*” and Verb Phrase which starts with the word “*to enforce health protocols.*”

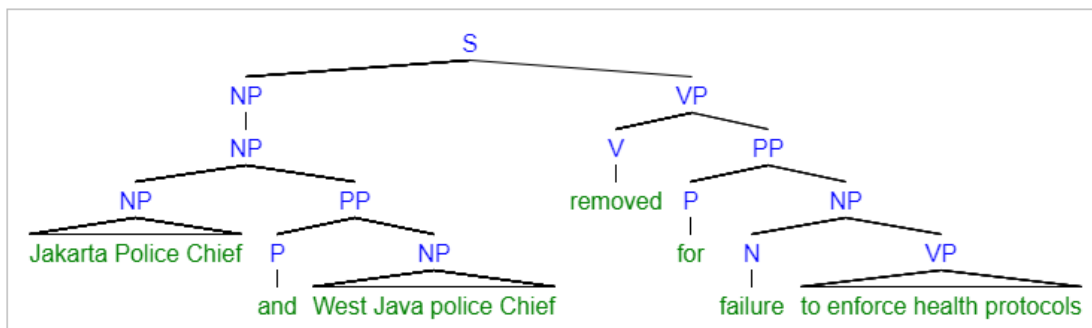


Figure 1. The first tree diagram interpretation of news headline titled “*Jakarta, West Java Police chiefs removed for failure to enforce health protocols.*”

The second interpretation is caused by the modification of the only Noun “*West Java*” by the NP “*Police chiefs.*” Here, the noun Jakarta is not modified by the Noun Phrase “*Police Chief,*” which particularly causes the Noun “*Jakarta*” to stand as a single noun. Based on the

tree diagram below (see Figure 2), the modification altered the grammatical role of the Noun “*West Java*” into Noun Phrase as a part of the Noun Phrase “*Police chiefs.*” This form of structure can be interpreted that the police chiefs who got removed are only West Java police chiefs. The complete structure form is that the sentence is divided into two parts which are called Noun Phrase which is divided again into Noun Phrase “*Jakarta police chief*” and Prepositional Phrase that is divided into Preposition “*on*” and Noun Phrase “*West Java Police Chief.*” The next one is Verb Phrase which is divided into two parts which are called Verb “*removed*” and Prepositional Phrase which is divided again into two parts which are called preposition “*for*” and Noun Phrase that is divided again into two parts which are called Noun “*failure*” and Verb Phrase “*to enforce health protocols.*”

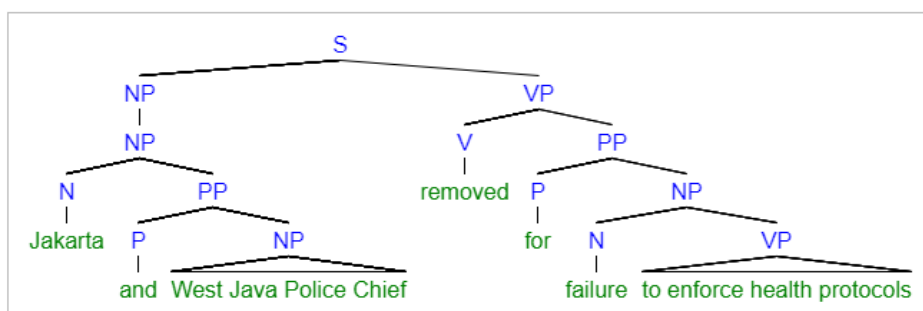


Figure 2. The second tree diagram interpretation of news headline titled “*Jakarta, West Java Police chiefs removed for failure to enforce health protocols*”.

Another headline news that falls into this category is “*New tool predicts risk of COVID hospitalization, death.*” Based on the tree diagram below (see Figure 3), the ambiguity is occurring due to the modification of the noun “*hospitalization*” by the noun “*COVID.*” The noun “*COVID*” is becoming the modifier to the noun “*hospitalization.*” Therefore, the interpretation of this headline is “*New tool predicts risk of death and COVID hospitalization.*” The complete tree diagram explanation is that the sentence is particularly divided into two parts which are called Noun Phrase that are later on divided again into two parts which are called Noun “*Jakarta*” and Prepositional Phrase which is divided again into Preposition “*and*” and Noun phrase “*West Java Police Chief.*” The next is Verb Phrase that is divided into two parts which are called Verb “*removed*” and Prepositional Phrase that is divided into two parts which are called Preposition “*and*” Noun Phrase that is divided into two parts which are called as Noun “*failure*” and Verb Phrase “*to enforce health protocols.*”

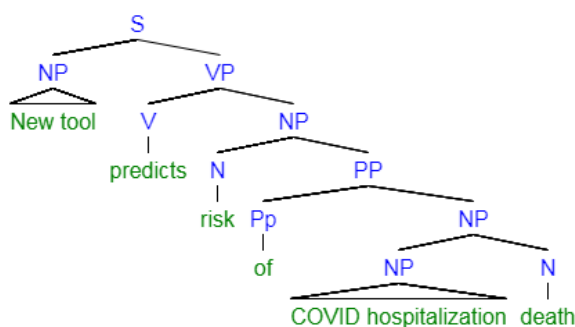


Figure 3. The first tree diagram interpretation of news headline titled “*New tool predicts risk of COVID hospitalization, death*”.

The second ambiguity of this headline is caused by the modification of the noun “*hospitalization*” and the noun “*death*” by the noun “*COVID*.” This modification alters both the noun “*hospitalization*” and “*death*” and becomes a Noun Phrase. This can be seen in the tree diagram below (see Figure 4). Therefore, the sentence can be interpreted as “*New tool predicts risk of COVID hospitalization and COVID death*” with the complete tree diagram explanation as the sentence is divided as Noun Phrase “*New tool*” and Verb Phrase that is divided into two parts which are called Verb “*predicts*” and Noun Phrase that later on divided into two parts which are called Noun “*risk*” and Prepositional Phrase that is divided into two parts which are called Preposition “*of*” and Noun Phrase that is again divided into two parts which later on are called as noun phrase “*COVID hospitalization*” and Noun phrase which is “*COVID death*.”

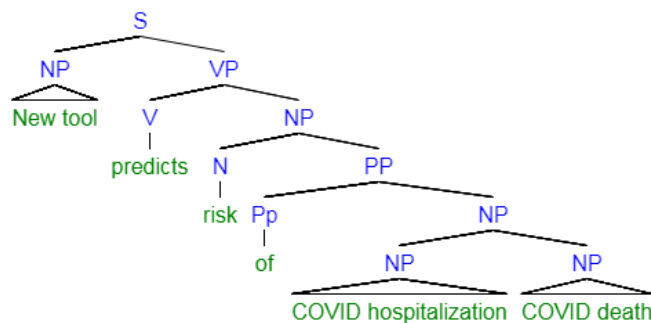


Figure 4. The second tree diagram interpretation of news headline titled “*New tool predicts risk of COVID hospitalization, death*”.

Prepositional Phrase as a Modifier

PP (Prepositional Phrase) may even be applied to more than one phrase. This factor is about how Prepositional Phrase has a role as a modifier in a sentence structure. The data analysis found that the factor of ambiguity of the headlines can be categorized into this factor.

In the headline “*Indonesia, UNICEF sign agreement on COVID-19 vaccine procurement under COVAX facility,*” the ambiguity lies on how the prepositional phrase “*Under COVAX facility*” modifies Noun Phrase “*agreement*” or Prepositional Phrase “*COVID-19 vaccine procurement.*” In the first modification of the Noun Phrase “*agreement,*” the sentence can be interpreted that the agreement is signed under the COVAX facility. The complete tree diagram explanation is that the sentence is divided into two parts which are called the Noun Phrase “*Indonesia, UNICEF*” and the Verb Phrase. The Verb Phrase is later on divided again into the Verb “*sign*” and the Noun Phrase with the Noun “*agreement*” and the Prepositional Phrase that is divided again into two parts which are called Preposition “*on*” and Noun Phrase. The Noun Phrase is divided into two parts which are called the Noun Phrase “*COVID-19 vaccine procurement*” and the Prepositional Phrase that is divided into preposition “*under*” and the Noun Phrase “*COVAX facility.*” This can be seen in the tree diagram below (see Figure 5).

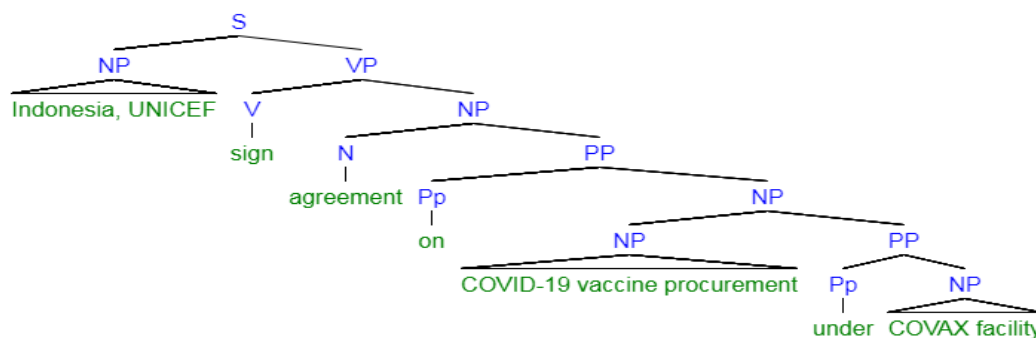


Figure 5. The first tree diagram interpretation of news headline titled “Indonesia, UNICEF sign agreement on COVID-19 vaccine procurement under COVAX facility”.

Based on the tree diagram below (see Figure 6), the second ambiguity occurs as the Prepositional Phrase “under COVAX facility” plays a role as the modifier for the Noun Phrase “COVID-19 vaccine procurement.” The complete tree diagram explanation is that the sentence is divided into Noun Phrases “Indonesia, UNICEF” and Verb Phrase that divided into Verb “sign” and Noun Phrase that is divided into two parts which are called Noun Phrase which is divided again into Noun “agreement” and Prepositional Phrase “under COVAX facility” and Prepositional phrase that is divided into two parts which are called Preposition “on” and Noun Phrase “COVID-19 vaccine procurement.” The modification process modifies the role of the phrase “COVID-19 vaccine procurement,” of which the head is “procurement.” This sentence can be interpreted as “Indonesia and UNICEF sign an agreement on COVID-19 vaccine procurement where the procurement is done under the surveillance of COVAX facility.”

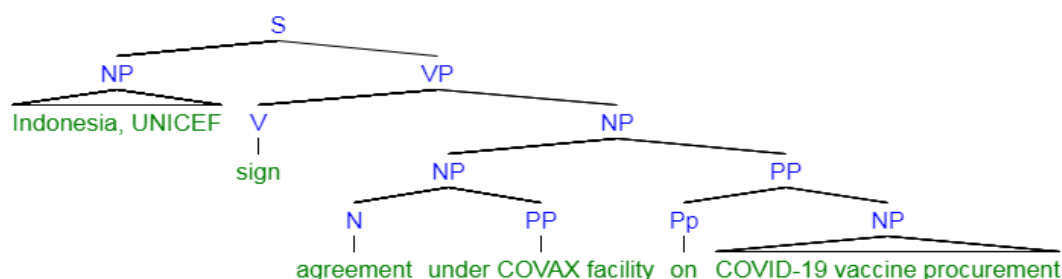


Figure 6. The second tree diagram interpretation of news headline titled “Indonesia, UNICEF sign agreement on COVID-19 vaccine procurement under COVAX facility”.

The other headline which is found and considered as an ambiguous sentence is “How contagious are kids with COVID.” There are some kinds of phrases that are involved in the sentence. They are Adverb Phrase, Adjective Phrase, Verb Phrase, Noun Phrase, and also Prepositional Phrase. The headline is considered as an ambiguous sentence since Prepositional Phrase “with COVID” could be particularly modifying the Adjective “contagious.” Another meaning could possibly be created when the noun “kids” is modified. There would also be two tree diagrams which later on explain more briefly each meaning that has been stated. There is a tree diagram shown below (see Figure 7); the Prepositional Phrase “with COVID” is clearly modifying the Noun “kids,” so the meaning that is created is that the kids who are infected by COVID are contagious. To order the sentence part by part alphabetically in the tree diagram below, a whole sentence is divided to be two parts. They are called as Adverb Phrase, which starts with the adverb “how” and Verb Phrase “are kids

with COVID.” Both of them are then divided; the Adverb Phrase is divided into Adverb and Adjective “contagious.” The Verb Phrase is divided into two parts which are called as Noun phrases which start with the noun Kids and then are divided again to be Prepositional Phrases with the preposition “with.”

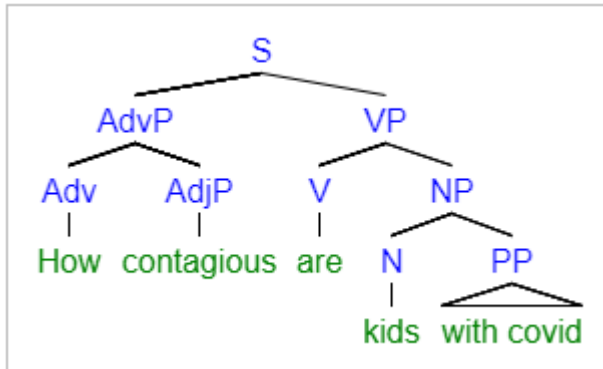


Figure 7. The first tree diagram interpretation of news headline titled “How contagious are kids with COVID”.

The complete tree diagram explanation is that the sentence is divided into two parts which are Adverb phrase and Verb Phrase. The Adverb Phrase has divided again into Adverb “How” and Adjective Phrase that is divided again into Adjective “contagious” and Prepositional Phrase “with COVID.” The Verb Phrase is divided into two parts which are the verbs “are” and the Noun Phrase “kids.” The meaning that would be created based on the tree diagram below (see Figure 8) which Prepositional Phrase “with COVID” is modifying Adjective “contagious” is an interpretation that how contagious is COVID for kids. Here the kids are healthy and not infected by COVID, while the previous interpretation explains that How kids who are infected by COVID are contagious.

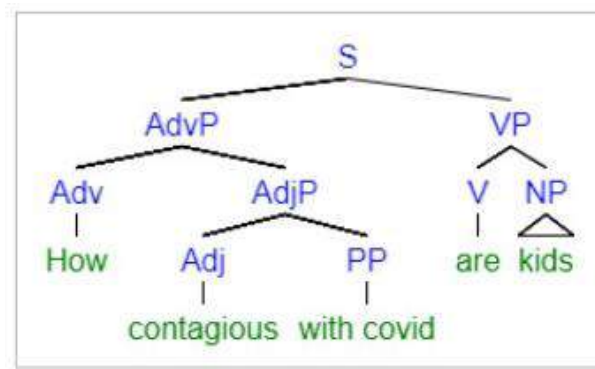


Figure 8. The second tree diagram interpretation of news headline titled “How contagious are kids with COVID”.

The next Jakarta post which is found is entitled “Pandemic puts Jakarta on Shaky ground with flood mitigation.” The headlines are considered as an ambiguous sentence since Prepositional Phrase “with flood mitigation” modifies Noun Phrase “Pandemic” and Prepositional Phrase “with flood mitigation” modifies Prepositional Phrase “on shaky ground.” As shown in the tree diagram below (see Figure 9), Prepositional Phrase “with flood mitigation” modifies Noun Phrase “Pandemic,” so the sentence means that with flood

mitigation, pandemic puts Jakarta on shaky ground. The complete explanation about the tree diagram below would be explained that the first division is Adverb Phrase and Verb Phrase, the Adverb Phrase next is divided into two parts which are Adverb “How” and Adjective Phrase “contagious with COVID.” The Adjective Phrase next is divided again into two parts which are Adjective “Contagious” and Prepositional Phrase, which is “with COVID.” The Verb Phrase on the title is divided again into Verb “are” and Noun Phrase “kids.”

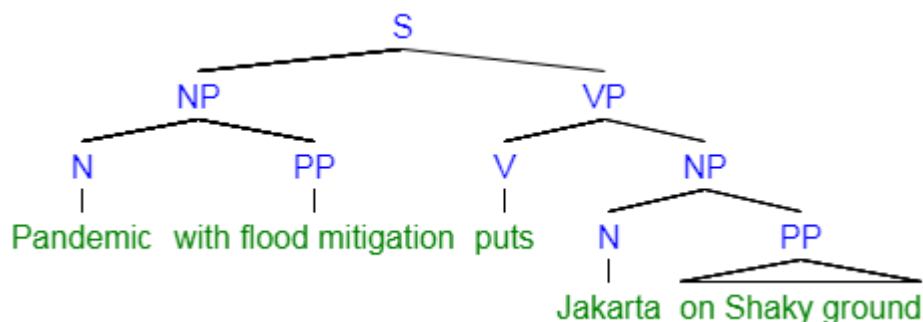


Figure 9. The first tree diagram interpretation of news headline titled “*Pandemic puts Jakarta on Shaky ground with flood mitigation*”.

In the tree diagram (see Figure 10), the second ambiguous meaning from the headline news, which is found in The Jakarta Post, appears because Prepositional Phrase “with flood mitigation” modifies Prepositional Phrase “on shaky ground.” Therefore, the complete tree is also different from the previous one. The sentence would be particularly divided as Noun Phrase and Verb Phrase. Then, the Noun Phrase has been divided again into two parts which are Noun “Pandemic” and Prepositional Phrase “with flood mitigation.” The Verb phrase on the tree is divided as Verb “puts” and Noun Phrase that is divided into Noun “Jakarta” and Prepositional Phrase “on shaky ground.” The meaning is interpreted as Jakarta is put on shaky ground due to flood mitigation.

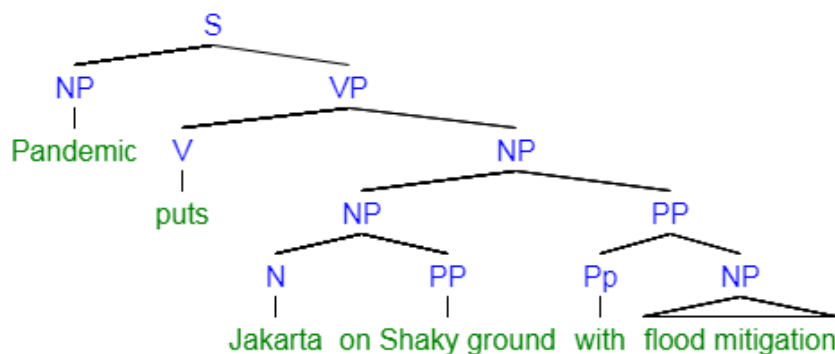


Figure 10. The second tree diagram interpretation of news headline titled “*Pandemic puts Jakarta on Shaky ground with flood mitigation*”.

Conclusion

The data analysis and discussion in the previous section revealed the location of the structural ambiguity and discovered that the ambiguity in news headlines in The Jakarta Post health section is caused by several factors. The factors that create the ambiguity are the modification scope factor and the usage of prepositional phrases as a modifier factor. There

are two headlines that are involved in the first factor, which is modification scope. Those headlines are “*Jakarta, West Java Police chiefs removed for failure to enforce health protocols*” and “*New tool predicts risk of COVID hospitalization, death.*” In this factor, the constituent that affects the headlines becoming ambiguous is Noun Phrase. The next is caused by the prepositional phrase as a modifier factor. There are three headlines that are considered structurally ambiguous in this type. Those headlines are “*Indonesia, UNICEF sign agreement on COVID-19 vaccine procurement under COVAX facility,*” “*How contagious are kids with COVID,*” and the last is “*Pandemic puts Jakarta on Shaky ground with flood mitigation.*” In this factor, the constituent that causes the headlines to become ambiguous is Prepositional Phrase.

This research also gives a suggestion to other researchers who are interested in researching this topic. This research suggests that further research on the topic of syntactic ambiguity in news headlines may use this research as one of the references that can be used in performing the research. Hopefully, there will be further research on this topic that can be useful for Syntax study, especially regarding the topic of structural ambiguity.

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Appendices

Table 1. Data analysis of ambiguity found in The Jakarta Post health news headlines

<i>No</i>	<i>News Headlines</i>	<i>Ambiguity</i>	<i>Interpretation</i>	<i>Factor of Ambiguity</i>
1	How contagious are kids with COVID?	PP <i>with COVID</i> modifies NP <i>kids</i>	This means that kids who got infected by COVID are contagious	Prepositional Phrase as Modifier
		PP <i>with COVID</i> modifies AdvP <i>Contagious</i>	This means that COVID is contagious for kids	
2	Jakarta, West Java Police chiefs removed for failure to enforce health protocols	NP <i>Police chiefs</i> modifies both NP <i>Jakarta</i> and NP <i>West Java</i>	This means that the removed Police chiefs are Jakarta police chief and West Java police chief	Modification scope
		NP <i>Police chiefs</i> modifies NP <i>West Java</i> only	This means that the police chiefs that got removed are West Java police chiefs	
3	Pandemic puts Jakarta on Shaky ground with flood mitigation	PP <i>with flood mitigation</i> modifies NP <i>Pandemic</i>	This means that with flood mitigation, pandemic puts Jakarta on shaky ground	Prepositional Phrase as A Modifier
		PP <i>with flood mitigation</i> modifies PP <i>on shaky ground</i>	This means that Jakarta is put on shaky ground due to flood mitigation	
4	Indonesia, UNICEF sign agreement on COVID-19 vaccine procurement under COVAX facility	PP <i>under COVAX facility</i> modifies NP agreement	This means that UNICEF sign agreement which is under covax facility on covid-19 vaccine procurement	Prepositional Phrase as A Modifier
		PP <i>under COVAX facility</i> modifies	This means that Indonesia, UNICEF	

		NP <i>Vaccine procurement</i>	sign an agreement on covid 19 vaccine procurement, which is under COVAX facility	
5	New tool predicts risk of COVID hospitalization, death	NP <i>COVID</i> modifies both NP <i>hospitalization</i> and NP <i>death</i>	This means that a new tool predicts risk of death and hospitalization due to COVID	Modification Scope
		NP <i>COVID</i> modifies NP <i>hospitalization</i>	This means that a new tool predicts risk of hospitalization due to COVID and also predicts risk of death in general	

ELLIPSIS AND SUBSTITUTION: THE SCRUTINIZATION ON NEW YORK TIMES ONLINE (CASE OF STUDY: 2020 U.S PRESIDENTIAL ELECTION ARTICLES)

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Abstract

Ellipsis and substitution are part of grammatical cohesion, which is very important in keeping text cohesive in order to avoid repetition. Both are important in writing and reading. Texts with good cohesiveness are easier to transfer information from what's written to our head. In this research, the researcher used New York Times online articles with the U.S. presidential election theme since this data source contains a lot of them. The U.S. presidential election also caught the attention of many and became a hot topic that attracts world society. The researcher turned this phenomenon into research questions about what kind of ellipsis, substitution, and the dominant ones were found in the articles. This study uses a descriptive qualitative method to solve the research problem. The theory used is cohesion in English theory by Halliday and Hasan. The data is in the form of sentences. The result of this study discovered all types of ellipsis and substitution from 20 articles. There are 16 nominal ellipsis data, 43 verbal ellipsis data, and 37 clausal ellipsis data. Meanwhile, there are 17 nominal substitution data, seven verbal substitution data, and nine clausal substitution data. The most dominant ellipsis is clausal ellipsis which is 45%. Lastly, the most dominant substitution is nominal substitution which is 52%.

Keywords: *ellipsis, substitution, news article, U.S presidential election*

Introduction

When first entering school, students are taught to read. Indeed, reading is crucial for everyone. According to Obama (Olive, 2008), reading is the gateway to everything that humans want to achieve. It is no exaggeration if reading is considered as the door opening to a whole new world for everyone (Obama, 2013). Reading proficiency cannot be denied as a competency that must be mastered in the early years of school. A study found that out low reading proficiency in third grade put many students on the dropout track (OECD, 2000). On the other hand, another study reveals how children who read in their leisure time achieve better performance at school. Reading pleasure has been reported to be more critical for children's educational achievement relative to the socio-economic status of their families (Fiester, 2010).

Reading proficiency alone is not enough. As education levels rise, students read to learn. Besides that, reading comprehension is also needed. The capacity to process language, grasp its context, and integrate with what the reader already knows is reading comprehension.

Reading comprehension plays an important role during tests. The next studies show the relationship between reading comprehension ability and cohesive device mastery ability (Owen & Mantlana, 2017). Good readers achieve better scores on reading comprehension tests; the higher scores they get on the cloze deletion test of cohesive elements. To simplify, our mastering of cohesive devices may influence our competence in reading comprehension since this factor may establish our interpretation of the text (Aliyati, 2004).

Our ability in understanding cohesion also shows the relationship with whether students have adequate reading comprehension ability. The research called 'Understanding of texts and their relationship with coherence and cohesion in children's fictional narratives' regarding the relationship between children's reading comprehension abilities and their skills to compose coherent and cohesive stories (Cain, 2003). Reading comprehension skills are used as a measure of the ability to use good cohesion in writing. As a result, children with poor reading comprehension skills had difficulty creating cohesive stories.

By considering all these facts, several aspects can support better reading comprehension. One of them that can support reading comprehension efficiently is cohesion (Fu, 2020). Cohesion is part of a cohesive device. Students can answer questions more quickly, get a proper understanding and interpretation of the cohesive passage they read better. In line with previous research, based on research called 'Local Text Cohesion, Reading Ability, and Individual Science Aspiration: Key Factors Affecting Comprehension in Science Classrooms' believes that students can answer questions about text with good cohesion better (Hall, et al., 2014). This means that good cohesion supports information to be more easily attained by the reader, in this case, the students.

Cohesion together with coherence is part of a cohesive device that creates cohesiveness. A cohesive device is words or phrases used to connect thoughts between various sections of the discourse. Coherence defines the way something holds together, such as an argument (or part of an argument). If there is continuity in something, the components are well related, and all are moving in the same direction. A discussion cannot make sense without coherence or may be difficult for the audience to understand. It's an incredibly significant formal writing standard.

Coherence, from the sentence level to the full statement, applies to any level of organization. Coherence is a question of interpretation in the end. This suggests that it is an inherently subjective judgment. A piece of prose, if and only if the reader assumes it is, is coherent. In contrast, cohesion is the semantic relation between the elements in the text that make the text unified. A text can be called cohesive if it is united and gives meaning to the readers. Cohesion happens when the interpretation of one meaning is determined by the other; in other words, an item supports other items to form meaning. There are two cohesions in English, namely grammatical cohesion and lexical cohesion. Lexical cohesion includes repetition, synonymy/antonymy, meronymy, collocation, and hyponymy. On the other hand, grammatical cohesion includes conjunction, reference, substitution, and ellipsis.

Cohesiveness and cohesive devices are the keys to the creation of good discourse. They are a vital part of the discourse. This is in line with the definition of discourse which is the most complete and highest or largest language unit with continuous high coherence and continuity above a sentence or clause that has a real beginning and end that is expressed orally or in writing (Tarigan, 2009, p. 26). The knowledge and information we need for daily life and educational needs are available in various forms of discourse, oral and written.

Oral discourse is exactly as it sounds. It is information exchange or transmission using words that are spoken. In comparison, written discourse is a data transfer that allows the words to be written down. When speaking of literature, written discourse lends itself to the use of genre, which is a particular subject matter, and the language structure used to give the writing its meaning. The structure, coherence, logical creation, and variety of linguistic tools in a written text are involved in written discourse. Linguistic tools and the variety of grammatical structures and terminology used in writing apply to grammar and vocabulary.

What distinguishes both of them is that oral discourse lacks structure and, since it is spontaneous, is ungrammatical, while written discourse is organized and grammatical. This is also the reason why written discourse becomes the object of so much researches from various

perspectives. One form of written discourse that has been widely researched is news articles. In this research, the researcher would also like to scrutinize news articles as the object. More specifically, cohesion is in the form of ellipsis and substitution in the news articles of the New York Times online.

Ellipsis and substitution are important in the text so that they are not wasteful of words and more concise and improve readability. Ellipsis and substitution can be found in the articles of the New York Times online regarding the presidential election, which was just held on the second of November 2020. The topic of the US presidential election is interesting to discuss because it was a trending topic for months on all social media. Over the world. This is not surprising given the position of the United States of America as a superpower country capable of influencing many countries.

Another reason is that the world is very curious about who will be the next White House host. Whomever, the president, takes office in the future will make policies that affect both big and small countries in the world and affect various fields, namely social, economic, and political. The New York Times media is chosen because New York Times is one of the largest print media in the United States of America and is now available online so that it can be enjoyed from various parts of the hemisphere. It is also a news source that has credibility and is highly trusted among US citizens because it is considered capable of reporting news accurately. According to a Statista survey, as many as 21% of Americans believe the New York Times is a credible media, and only 15% seriously doubted the credibility of The New York Times. As a company, the New York Times has also been quite successful in transforming from print media to online media, as evidenced by having nearly three million subscribers, according to a 2019 survey.

This research has several differences and similarities with previous studies that have been described in the Previous Research sub-chapter. Furthermore, the differences and similarities will be explained in the paragraphs below clearly.

The similarities of this research with the first previous research written by Anastasia Tsareva (2010) entitled Grammatical cohesion in argumentative essays by Norwegian and Russian learners to include the theory used to analyze, namely Halliday and Hasan's cohesion theory, and The research method used is the descriptive qualitative method. On the other hand, the differences are in the form of Previous research topics discuss all aspects of grammatical cohesion while this research only discusses two aspects, namely ellipsis, and substitution. The object of the research from previous research is argumentative essays while this research uses news articles, The data source of previous research was collected from argumentative essays of Russian and Norwegian learners, while in this study, the data source is the New York Times online article with the theme of the US presidential election.

Furthermore, previous research from Aryani Medinatul Rofiq'ah (2018) entitled Grammatical Cohesion Analysis of Students' Essays Writing also has several differences and similarities with this research. The similarities are The theory used is Halliday and Hasan's Grammatical Cohesion theory, and The method used is the descriptive qualitative method. The differences are The topic of the research where the previous research took grammatical cohesion to the table while this research only discussed ellipsis and substitution, The object of the research in which the previous research utilizes the essay and this research utilizes news articles, The data source of the previous research is 33 essays composed by the fourth-semester students of the English Education Department of UIN Walisongo in the academic year of 2017/2018 while this research takes its data from the New York Times online article with the theme of the US presidential election.

The last is previous research from Dewi Mustika Arifiani (2016) entitled An Analysis of Grammatical and Lexical Cohesion in Emma Watson's Speech Text on Gender Equality. The following are some of the differences that have been summarized Topics of previous

research on both lexical cohesion and grammatical cohesion meanwhile this research only scrutinizes two grammatical cohesion aspects ellipsis and substitution, the object of the previous research is Emma Watson's speech, and this research uses news articles, The data source of the previous research is Emma Watson's Speech Text on Gender Equality through this research attains its research data from the New York Times online article with the theme of the US presidential election. On the other hand, the similarities are the method used of both is a descriptive qualitative method, and the theory used to analyze is Halliday and Hasan Cohesion theory, but the previous research adds Scinto's formula to count the percentage of each cohesion device.

Cohesion is communicated half through the grammar and somewhat the other half through the vocabulary. There are two kinds of cohesion, which are grammatical cohesion and lexical cohesion (Halliday & Hasan, 1976 pp. 5-6). Grammatical cohesion includes reference, substitution, ellipsis, and conjunction. At the same time, lexical cohesion includes repetition, synonyms, pronouns, transitional words, and sentence patterns. In this thesis, the researcher demarcates the discussion only concerning grammatical cohesion's ellipsis and substitution in the New York Times' news articles on the theme of the US presidential election from the first of July 2020 to the first of November 2020 since the presidential election was held at the second of November 2020.

Methodology

Shank (2002 p. 5) defines qualitative research as a method of systematic analytical investigation into meaning. Based on the definition above, this study is considered qualitative research. In conducting this research, the researcher implements a descriptive method. Sugiyono (2015) states that a descriptive approach is a method that is used to explain or interpret research findings but is not used to make the result broader. According to Stonier (1997 p.2), data is a collection of facts and observations which are isolated. The data for this thesis are sourced from 20 news articles on the theme of the presidential election of 2020. Furthermore, news articles that have been selected based on a specific theme will be analyzed to find ellipsis and substitution in them.

According to Arikunto (2006, p. 223-232), in data collection, there are five types of methods, e.g., test, questioner, interview, observation, and method of documentation. The researcher evaluated data using the method of content analysis. Content analysis is a research technique for explaining the manifest content of communication in an objective, systematic and quantitative way (Barelson 1952 p. 18). Since all material is analyzed in the form of words and phrases, the researcher applies analytical content.

Findings and Discussion

The analysis was conducted on 20 articles with the theme of the presidential election from the New York Times online website. From the research that had been done, various types of ellipsis and substitutions were found in 128 sentences. Further explanation regarding the findings of the research that had been carried out is presented in the charts below:

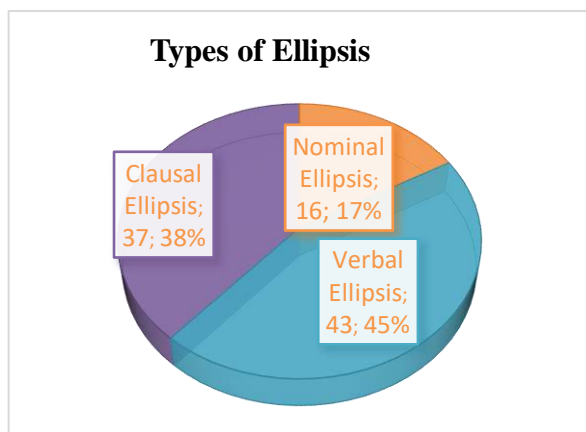


Figure 1 Types of Ellipsis Data

Based on the chart above, it can be seen that the most dominant type of ellipsis is verbal ellipsis. There are 43 data of verbal ellipsis out of 97 ellipsis data. In percentage, the clausal ellipsis is 45%. The second is the 38% percentage held by a clausal ellipsis that contains 37 data. The third is a nominal ellipsis that counted 16 data which is 17%.

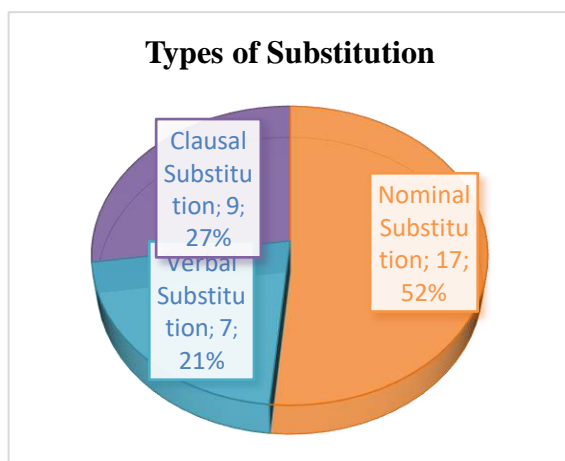


Figure 2 Types of Substitution Data

Based on the chart above, we can conclude that the most dominant type of substitution is nominal substitution. There are 17 data related to nominal substitution out of 33 data which is 52% in percentage. The second is clausal substitution. There are 9 data discovered related to this type which is 27%. The last is verbal substitution. There are 7 data found related to this type which is 21%.

Ellipsis

Halliday and Hasan describe ellipsis simply as “substitution by zero.” Ellipsis is the omission of a word or terms that are superfluous, or that can be grasped from contextual cues from speech or writing. Ellipsis can be split into three forms, namely nominal ellipsis, verbal ellipsis, and clausal ellipsis, according to Halliday and Hasan (1976 p. 143). After conducting the research, 97 ellipsis data were found. The ellipsis data is grouped into three types as follows:

(a.) Nominal Ellipsis

According to Halliday and Hasan, a nominal ellipsis is an omission within the nominal group. It means a head noun in a noun phrase is removed. It is done on purpose to avoid explicit mention or repeat of a noun. Nominal ellipses often include deletions after nouns, numerals, quantifiers, or adjectives. Nominal ellipses typically occur in different registers of spoken language as well as in various types of written text, such as narrative, technical or business writing, compared with other types of ellipsis.

Based on 20 articles on the theme of the presidential election that had been studied, there were 16 nominal data found. The cohesive items are the first, this, some, others/other, and those. Here is an example of nominal ellipsis data obtained:

But some saw politics at play: Mr. Ratcliffe's focus on Iran would potentially benefit Mr. Trump politically. (datum number 9)

The cohesive item of the data above is some. Some are also determiners and consider dietic. In a noun phrase that has a nominal ellipsis, the head is missing. In data stated, the sentence should have been 'But some people saw politics at play: Mr. Ratcliffe's focus on Iran would potentially benefit Mr. Trump politically.

(b.) Verbal Ellipsis

Verbal ellipsis refers to the absence within the verbal group of an object where the elliptical verb relies on the verbal group that precedes it. (Halliday & Hasan, 1976 p.167). Verbal ellipsis implies ellipsis. Which part can be left out (modal/auxiliary/operator and/or lexical verb) is optional. The omission of relevant clause components, such as things, often accompanies verbal ellipsis.

In this research, there are 43 verbal ellipsis data found. Later the data is classified into two categories lexical ellipsis and operator ellipsis (Halliday and Hasan, 1976 p.170). There is one lexical ellipsis and 41 operator ellipsis. The data are discussed below:

(1.) Lexical Ellipsis

"We're doing it as fast as we can," he added. (datum number 70)

The type of ellipsis in which the lexical verb is absent from the verbal group is lexical ellipsis. In data stated, the modal is can, and the word do is omitted from the sentence while the full version should be "We're doing it as fast as we can do," he added.'

(2.) Operator Ellipsis

They stole data from the computer servers of at least two unidentified targets and (they) continued to crawl through some of the affected networks, the agencies said. (datum number 4)

The type of ellipsis involving only the omission of operators is the operator ellipsis: the lexical verb still stays intact (Halliday and Hasan, 1976 p. 174). The subject is always omitted from the provision in the operator ellipsis. In data stated, the subject is omitted from the sentence, and the full sentence should be 'They stole data from the computer servers of at least two unidentified targets, and they continued to crawl through some of the affected networks, the agencies said.'

(c.) Clausal Ellipsis

In English, a clause is a two-part structure consisting of a modal element and a Prepositional element that expresses various speech functions such as argument, question, answer, and so on. According to Halliday and Hasan, the concept of clausal ellipsis applies to all forms of questions (1976 p. 211). Based on the analysis, there are 37 data. There are two types of clausal ellipsis found after a thorough analysis, they are:

(1.) Modal omission

He said he thought that the F.B.I. began investigating Mr. Flynn for flimsy reasons, including his attendance at a 2015 dinner in Moscow where he sat next to President Vladimir V. Putin of Russia, an act that Mr. Barnett called "ill-advised" but not illegal. (datum number 91)

There is an absence here of the complement and the adjunct, and of the lexical verb plant within the verbal group: so in the verbal group, there has lexical ellipsis. In data 1, there is an omission of 'it is' as a consequence of clausal ellipsis. Hence, the sentence should be 'He said he thought that the F.B.I. began investigating Mr. Flynn for flimsy reasons, including his attendance at a 2015 dinner in Moscow where he sat next to President Vladimir V. Putin of Russia, an act that Mr. Barnett called "ill-advised" but it is not illegal.'

(2.) Prepositional omission

Officials and experts believe the greatest defense against a coordinated cyberattack on the election is not so much how secure these voting systems are but how disparate. (datum number 16)

The residue is the entirety of the verbal group, as well as any complements or adjuncts that may be present, make up the Prepositional portion. There is an absence here of the complement and the adjunct, and of the lexical verb plant within the verbal group: so in the verbal group, there has lexical ellipsis. In data, sample stated the adjunct missing is 'these voting systems are.' As a consequence, the sentence should be 'Officials and experts believe the greatest defense against a coordinated cyberattack on the election is not so much how secure these voting systems are but how disparate these voting systems are.'

Substitution

Halliday and Hassan (1976) note that substitution occurs when one function (in a text) replaces a previous word or phrase. It's important to remember that substitution and reference function differently in terms of what they do and where they do it. Substitution is concerned with wording relationships. Substitution is a method of preventing textual repetition; however, the comparison must derive its meaning from the context of the textual occurrence. According to Halliday and Hassan, there are three types of substitution found in the articles which are as follow:

(a.) Nominal substitution

Substitution, according to Halliday and Hassan (1976), occurs when one element (in a text) replaces a previous word or phrase. When a noun or a nominal group may be substituted by a noun, this is known as nominal substitution. It consists of one group that serves as the head of a nominal group and the same group that replaces the nominal group as a whole. After the articles were analyzed, the researcher found 9 data related to nominal substitution. Some cohesive items related to nominal substitution are the same and one/ones, here is the data sample:

The threat is similar to the one that officials have highlighted from ransomware attacks, which hold data hostage until victims pay to have access restored. (datum number 15)

From the data sample above, one is the cohesive item of nominal ellipsis. Based on the context, in data sample stated one is the substitute to the word 'threat' where the alternative sentence should be 'The threat is similar to the threat that officials have highlighted from ransomware attacks, which hold data hostage until victims pay to have access restored.'

(b.) Verbal substitution

Verbal substitution, according to Halliday and Hasan (1976), entails replacing a verb or a verbal category with another verb. Do is the verb element that is used to replace objects of this sort. Based on the analysis, there were 7 data found. The cohesive items are do and did. The discussion of the data found is below:

Nonetheless, the Iranian and the Russian activity could pave the way for so-called perception hacks, which are intended to leave the impression that foreign powers have greater access to the voting system than they really do. (datum number 8)

From the data above, there is the cohesive item of verbal substitution which is do. Based on the context we can interpret that in data stated do is a substitution of 'have greater access to the voting system' so the alternative sentence is 'Nonetheless, the Iranian and the Russian activity could pave the way for so-called perception hacks, which are intended to leave the impression that foreign powers have greater access to the voting system than they really have greater access to the voting system.'

(c.) Clausal substitution

Clausal substitution is one form of substitution that is not an item within the clause but an entire clause that is presupposed. The elements of clausal substitution are so, not, too, and that. The whole clause is presumed in clausal substitution, and the contrasting aspect is outside the clause. Based on the analysis, there were 17 data found related to clausal substitution. After the analysis is done, only three cohesive items of clausal substitution are found which are so, not, and that. Here is the data presented:

And while voters who were negative on both major candidates in 2016 broke big for Mr. Trump as the "lesser of two evils," particularly in the Midwest, they appear generally disinclined to do so again. (datum number 122)

The next cohesive item of clausal substitution is so. Above are the data sample of them. In data stated so is the substitution for the clause 'voters who were negative on both major candidate'. The full sentence should be 'And while voters who were negative on both major candidates in 2016 broke big for Mr. Trump as the "lesser of two evils," particularly in the Midwest, they appear generally disinclined to be voters who were negative on both major candidate again.'

Conclusion

After a thorough scrutinization of 20 articles of the New York Times online with a U.S. presidential election theme, the researcher would like to establish some conclusions. All types of ellipsis are found in 20 articles of the New York Times online with U.S. presidential election themes. Since all types of substitution and ellipsis are found, the researcher considers these articles cohesive.

This study might be limited and not all cohesive items could be found by the researcher. For future study, the researcher suggests the readers conduct a deeper study to find more cohesive items in the articles of the New York Times. Another insight is to research ellipsis and substitution from another object.

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GAMING LANGUAGE IN *GOD OF WAR* AND *DEVIL MAY CRY* (LUDIC LINGUISTICS PERSPECTIVES)

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Abstract

Wordplay in a game contributes towards the game. This research is aimed to reveal the contribution of wordplay applied to the weapons and skills in the God of War and Devil May Cry game series. In order to reach the goal of this research, the researcher uses the gaming language analysis procedure proposed by Purnomo et al. (2019). The data of this research is taken from six games entitled God of War, God of War II, God of War: Ghost of Sparta, and Devil May Cry HD Collection, which consist of Devil May Cry, Devil May Cry 2, and Devil May Cry: Dante's Awakening Special Edition. The data will be limited only to the wordplays applied to weapons and skills within those games. A qualitative study is applied as the design of this study to provide a detailed description of the data. The research findings show that the combination of weapons and skills in the game God of War and Devil May Cry put more emphasis on the gameplay mechanics. It is reasonable because weapons and skills are made as mechanics aspect in a game. The fact that both games are hack and slash also further signifies the roles of mechanics is the most dominant finding. However, the small number of weapons and skills that also give information about the story of the game cannot just be ignored. They give background and additional information to the player to be easier to understand both the narrative of the game and its mechanics.

Keywords: *Gaming language, Wordplay, Ludic Linguistics, God of War, Devil May Cry*

Introduction

Game is an entertainment medium that is massively produced and developed nowadays. A game is a reconstruction of any activity that brings joy and often consists of the feel of competition or rivalry (Smed & Hakoken, 2003). There are a large number of types of games, and it is also diverse in terms of genre. As Beck and Wade (2004) said, the world of a video game is not only huge, it is diverse. Even though it is diverse, all games have what are called game assets. Regardless of the difference of game, the game is one of the entities that cannot be separated from language. Language has its mandatory roles in the game. It is used anywhere and in any form in order to communicate and deliver any message to the players. Alongside language, ideology is also important and cannot be separated from a game.

Ideology is a set of ideas that an economic or political system is based on (Oxford Dictionary), in this case, a game (specifically, game assets). The fact that human always seeks for pleasure, a game thus become one of the ways to get it. Human is also a curious creature which means seeking of knowledge is their natural desire. They always want to know everything in this world, including what is within a game. In the case of a game, knowing every message that a game gives or finding the easiest way to win the game is one of the ways to get the fun of a game, and language ideology analysis of a game could bring more information and messages to its players. It is because analyzing the language ideology

of a game means analyzing the theories and aim or goal of something that exist within a game (game assets).

As written above, every game has game assets. Purnomo et al. (2019) mentioned that there are ten game assets: tutorial; items; skill/abilities; equipment; non-battle dialogues; pre-battle dialogues; in-battle dialogues; post-battle dialogues; music and song; and map. Each game asset has its function towards the game and can be analyzed to reveal its ideology through wordplay analysis in the perspective of ludic linguistics. As proposed by Purnomo et al. (2019), there are five steps of analysis to reveal the ideology of the wordplay of game assets: kernel analysis; intended meaning level analysis; wordplay transmission analysis; the ideology of influence analysis; and wordplay function analysis.

From the study above, the writer is interested in studying and applying the five steps of game language ideology analysis to a game named *God of War* and *Devil May Cry*. This study will be focused on the equipment and skills in *God of War* and *Devil May Cry* as the game assets that will be analyzed. This study is expected to find out the ideology of weapons and skills in the games, to find out the contribution of weapons and skills to the overall meaning of the game's narrative and mechanics, and to find out the reason and skills that influence the narrative of the games.

Proving originality is a necessity for research. This can be done by looking at some studies that have been done before. Thus, the writer has searched and found some previous studies that are relevant in order to prove the originality of this study. The first study is a thesis by Aria Kusuma Wati (2017), *Stylistics for Video Games Analysis from Ludic Linguistics Perspectives*. The thesis studies the style shift of the adaption of a short story by Anderson entitled *The Angel* into a video game. Ludic linguistics approach is used to find the symbiosis of diegetic and non-diegetic in the adaptive version. The second study is a thesis by Devi Anggraini Saputri (2019) entitled *How the Infographic Show Channel Presents Infographic from The Perspective of Ludic Linguistics*. This study is purposed to reveal the video infographics' pattern and its reason in *The Infographic Show*. The third study is a journal article by Cassar (2013) entitled *God of War: A Narrative Analysis*. This study analyses the nature of narrative in a game, in this case, *God of War*. The fourth study is a journal article by Purnomo et al. (2016) entitled *Game time: Revisiting ludic linguistics for video game analysis*. This study constructs a systematic procedure for video game analysis by applying the concept of patterns and preferences that is introduced in ludic linguistics.

The fifth study is a journal article by Bainbridge et al. (2007) entitled *Electronic game research methodologies: Studying religious implications*. This study analyses the implication of video games to the players in terms of beliefs. It is stated in the study that many electronics games either insult accepted religion or providing heterodox, exotic, or imagined alternatives to it. Those kinds of content may influence players' actions in real social life. Through analyzing the content, natural language processing, ethnography, and online interviewing, the author studies the religious implications of a video game. The thing that makes this study relatable is the use of *God of War* as one of the objects of this study. The last study is a journal article by Arguby Purnomo et al. (2017) entitled *Ludic Linguistics: A Revisited Taxonomy of Fictional Constructed Language Design Approach for Video Games*. By analyzing 62 games with 94 fictional conlangs, this study proves that a priori and a posteriori cannot classify 29 fictional conlangs in video games. This study also constructs new taxonomy based on Crystal's notion about ludic linguistics and Aarseth textonomy. The thing that is missing from the aforementioned studies is how the language play used in a game influence the narrative and mechanics of the game and what its roles have not been explained. Therefore, this study attempts to reveal the role of language play in a game by

using the procedure proposed by Purnomo et al. (2019) to give a detailed analysis of language play's roles applied in the game assets under the limitation of weapons and skills in the game.

Methodology

Since the data of this study are in the form of pictures, qualitative research methods will be applied in conducting this study. As cited by Saputri (2019), Moloeng (1990: 3) stated that written description is the result of qualitative descriptive research. Thus, the study is served in the form of descriptions of the wordplays. Qualitative research allows the researcher to explore the research itself to provide a detailed description.

The data will be limited to the wordplays applied to the weapons and skills in the games. There are a total of 63 data, 37 wordplays applied to weapons and 26 wordplays applied to skills from both games' series. The source of the data is six games entitled *God of War*, *God of War II*, *God of War: Ghost of Sparta*, and *Devil May Cry HD Collection*, which consist of *Devil May Cry*, *Devil May Cry 2*, and *Devil May Cry: Dante's Awakening Special Edition*.

The researcher plays and completes the games. This is necessary to make sure all of the weapons and skills in each game are acquired so there will be no data left. The analysis is done after all of the data has been collected. It is meant to find the meaning of the data. As explained above, the data will be analyzed using the procedure proposed by Purnomo et al. (2019) in order to reach the goal, which is to reveal the meaning and the contribution of the wordplay applied in the game. The researcher also uses componential analysis along with the procedure analysis aforementioned. Cultural theme analysis is also applied to find the majority finding as to the result of the discussion. The purpose of this analysis is to find the relation between the categories and the focus of the research. Through the componential table, the researcher will interpret the majority finding and make the conclusion based on it.

Findings and Discussion

In the research finding, the researcher analyses the data using the theory proposed by Purnomo et al. (2019) about game language analysis. The researcher will present the orderly findings step by step based on the theory.

A. Findings

Kernel Analysis

Kernel analysis is the first step that has to be done in order to reveal game language ideology. According to Purnomo et al (2019), the kernel of weapon and skill within a game is effecting.

Table 1. Game Asset's Kernel

Game Asset	Kernel
Weapon	Effecting
Skill	Effecting

Weapons and skills affect the game both narratively and mechanically. The name and description of the weapons and skills in the game will determine the mechanics or the way to use them. In the case of *God of War*, for example, there is a weapon called "Blades of Chaos." Since it is a blade, the way to use it is by slashing the enemy. They played word of this weapon is "chaos." The game developer used the word to tell the players that this blade is meant to bring disaster and tragedy. It is proven by the narrative of the game that shows how Kratos got the blades and the consequences of having and using them.

Another example is from *Devil May Cry 3*. There is a skill called “gunslinger.” In the game, it is one of the styles that can be used by the players. Gunslinger is referred to someone who is an expert in using a gun. Thus, when a player uses this skill, the mechanic of the game will be changed, and the character that is played will be more skilled in shooting, and the plays will be more inclined to rely on the use of ranged weapons. Since the data of this research are weapons and skills, the kernel of each datum is effecting.

Intended Meaning Level Analysis

After revealing the kernel of the data, the next step is analyzing the intended meaning level of the data. According to Stiles (1986), as quoted by Purnomo et al. (2019), there are six levels of intended meaning that start from 0 to 5. The higher the level means the intended meaning is deeper. According to the data, it is found that all of the data are literal, which means all of the data are at level 0. This is because all of the data only match the description of the level 0 intended meaning level. Level 0 intended meaning level means that the data do not have hidden intended meaning because the intended meaning is delivered explicitly through the description of each datum. In the case of *Devil May Cry 3*, there is a weapon called “Agni & Rudra.”

This weapon’s description clearly states the type, shape, and effects of the weapon. The description said, “Blades with serrated edges that hurl forth fire and tornado-like gusts.” The description clearly explained the weapon. Thus, the intended meaning level of this weapon is level 0. The case of “Agni & Rudra” is also happened to all of the 63 data. Each datum has its own description that explains the datum.

Wordplay Transmission Analysis

Interface and Indexical Story Telling are two points that are analyzed in wordplay transmission analysis. In terms of interface, all of the data are non-diegetic. This means that both weapons and skills within the game are symbolized and thus make them less immersive for gamers in the narrative. However, the symbolization of each datum is different. The way the wordplay is transmitted through visual-audial emphasizes that the intended meaning level of all of the data is of level 0 because they are explicitly shown towards gamers.

There is a skill in *God of War* named “Army of Hades.” The interface of this skill is non-diegetic because when the player uses this skill, some souls of dead warriors have appeared. This is in line with the word “Hades” since Hades is the god of the underworld in Greek mythology. In *Devil May Cry 3*, there is a skill called “Quicksilver.” This skill is also non-diegetic in terms of the interface. This is because when a player uses this skill, the environment will turn to silver, and the enemy will move slower. This is in line with the name of the skill because the word “Quicksilver” is frequently used as the name of a hero who is able to move fast, so their environment looks like moving slower.

In terms of indexical storytelling, it is found that there are two types of indexical storytelling applied to the data. The two types are Event and Action, and Action. The data that fall into Event and Action means that the data have a related event within the game, and the data themselves give a cue to the player the way to use it. In *God of War II*, there is a skill named Atlas Quake. The indexical storytelling type of this skill is event and action because, in the game, it is shown that the one who gives this skill to Kratos is Atlas. Atlas believes that Kratos will help him to reach his goal, which is to destroy Olympus. The name of the skill also gives a cue to the player. Since it is a “Quake,” it means that the way to use this skill is by shaking the ground.

It is found that there are 14 data (eight weapons and six skills) from both *God of War* game series and the *Devil May Cry* game series that fall into event and action indexical storytelling. Below are the names of the weapons and skills.

Table 2. Weapon and Skill that Fall into Event and Action Indexical Storytelling

No	Name	Type	Source
1	Arms of Sparta	Weapon	God of War: Ghost of Sparta
2	Blade of Olympus	Weapon	God of War II
3	Blade of Chaos	Weapon	God of War
4	Agni & Rudra	Weapon	Devil May Cry 3
5	Force Edge	Weapon	Devil May Cry
6	Kalina Ann	Weapon	Devil May Cry 3
7	Sparda	Weapon	Devil May Cry
8	Yamato	Weapon	Devil May Cry 3
9	Atlas Quake	Skill	God of War II
10	Cronos' Rage	Skill	God of War II
11	Icarus Wings	Skill	God of War II
12	Thera's Bane	Skill	God of War: Ghost of Sparta
13	Typhon's Bane	Skill	God of War II
14	Doppelganger	Skill	Devil May Cry 3

There are 49 data that fall action indexical storytelling type. The data that fall into Action means that the data only provide the player a cue to use it without providing any event. For example, there is a ranged weapon called "Summoned Swords" in *Devil May Cry 3*. There is no event within the game that is related to the weapon. The only thing that is provided by the weapon is the cue to use it through its name, "Summoned." It means that the player has to summon the sword if they want to use it.

Ideology of Influence Analysis

Departing from understanding the mechanic function and narrative function, there are two types of the ideology of influence namely metamorphic principle and anamorphic principle. It is metamorphic if gamers are free to use any strategies by using any features within the game in order to reach the goal. Meanwhile, it is anamorphic if gamers only have one way to explore the game and reach the goal.

It is found that in mechanical function, there are three types that are applied to the data namely Metamorphic Principle and Anamorphic Principle, Anamorphic Principle, and Metamorphic Principle. It is found that there are 23 weapons and 15 skills that use a metamorphic and anamorphic principle from both game series. The data is as follows:

Table 3. Weapons and Skills that Use Metamorphic Principle and Anamorphic Principle

No	Name of Data	Type	Source
1	Arms of Sparta	Weapon	God of War: Ghost of Sparta
2	The Blades of Athena	Weapon	God of War: Ghost of Sparta
3	Barbarian Hammer	Weapon	God of War II
4	Blade of Artemis	Weapon	God of War
5	Blade of Olympus	Weapon	God of War II
6	Blades of Chaos	Weapon	God of War
7	Spear of Destiny	Weapon	God of War II
8	Agni & Rudra	Weapon	Devil May Cry 3
9	Alastor	Weapon	Devil May Cry
10	Beowulf	Weapon	Devil May Cry 3
11	Cerberus	Weapon	Devil May Cry 3
12	Cutlaseer	Weapon	Devil May Cry 2
13	Force Edge	Weapon	Devil May Cry
14	Ifrit	Weapon	Devil May Cry
15	Klyamoor	Weapon	Devil May Cry 2
16	Merciless	Weapon	Devil May Cry 2
17	Nevan	Weapon	Devil May Cry 3
18	Rebellion	Weapon	Devil May Cry 2
19	Sparda	Weapon	Devil May Cry
20	Summoned Swords	Weapon	Devil May Cry 3
21	Vendetta	Weapon	Devil May Cry 2
22	Yamato	Weapon	Devil May Cry 3
23	Zambak	Weapon	Devil May Cry 2
24	Atlas Quake	Skill	God of War II
25	Head of Euryale	Skill	God of War II
26	Horn of Boreas	Skill	God of War: Ghost of Sparta
27	Medusa's Gaze	Skill	God of War
28	Poseidon's Rage	Skill	God of War
29	Poseidon's Trident	Skill	God of War

30	Rage of The Gods	Skill	God of War
31	Rage of The Titans	Skill	God of War II
32	Thera's Bane	Skill	God of War: Ghost of Sparta
33	Typhon's Bane	Skill	God of War II
34	Zeus' Fury	Skill	God of War
35	Gunslinger	Skill	Devil May Cry 3
36	Royalguard	Skill	Devil May Cry 3
37	Swordmaster	Skill	Devil May Cry 3
38	Trickster	Skill	Devil May Cry 3

Within 63 data that have been analyzed, there are four skills that use the anamorphic principle. The list of the data is as follows:

Table 4. Skills that Use Anamorphic Principle

No	Name of the data	Type	Source
1	Amulet of The Fates	Skill	God of War II
2	Golden Fleece	Skill	God of War II
3	Icarus Wings	Skill	God of War II
4	DarkSlayer	Skill	Devil May Cry 3

The skills above fall into anamorphic principle because they are the only way to solve certain problems within the game. Furthermore, there is only one way to use those skills.

Apart from the data aforementioned, it is found that there are 14 weapons and seven skills that use the metamorphic principle. The list of the data is as follows:

Table 5. Weapons and Skills that Use Metamorphic Principle

No	Name of the Data	Type	Source
1	Artemis	Weapon	Devil May Cry 3
2	Bow Gun	Weapon	Devil May Cry 2
3	Cranky Bomb	Weapon	Devil May Cry 2
4	Darts	Weapon	Devil May Cry 2
5	Ebony and Ivory	Weapon	Devil May Cry
6	Grenadegun	Weapon	Devil May Cry
7	Kalina Ann	Weapon	Devil May Cry 3
8	Missile Launcher	Weapon	Devil May Cry 2
9	Needlegun	Weapon	Devil May Cry
10	Nightmare-beta	Weapon	Devil May Cry
11	Shotgun	Weapon	Devil May Cry

12	Spiral	Weapon	Devil May Cry
13	Submachine Gun	Weapon	Devil May Cry 2
14	Throwing Daggers	Weapon	Devil May Cry 2
15	Army of Hades	Skill	God of War
16	Cronos' Rage	Skill	God of War
17	Eye of Atlantis	Skill	God of War: Ghost of Sparta
18	Scourge of Erinys	Skill	God of War: Ghost of Sparta
19	Devil Trigger	Skill	Devil May Cry
20	Doppelganger	Skill	Devil May Cry 3
21	Quicksilver	Skill	Devil May Cry 3

Those data fall into the metamorphic principle because the players are free whether to use them or not while playing the game. Those weapons and skills aforementioned are not the only way to solve the problem. The thing that makes this type different from the first type is that within this type, the data have only one button pressing. Meanwhile, the data in the first type have multiple specific buttons pressing combinations.

In terms of narrative, there is only one type of ideology of influence which is a metamorphic principle. All of the data applied the metamorphic principle in the case of narrative function. It is because, in order to comprehend the data, the players do not have to do a specific action or specific events related to the data. The data can be understood through the description of each data. Some data, for instance, "Blades of Chaos," have a cutscene that shows the narrative of "Blades of Chaos." However, the players are not required to understand the cutscene in order to comprehend the narrative of "Blades of Chaos" because it is explained explicitly in its description.

In *God of War: Ghost of Sparta*, a weapon called "The Blades of Athena" falls into metamorphic and anamorphic principle in terms of mechanical function. This weapon is metamorphic because gamers are free whether to use it or not in order to win the game. This weapon is not the only weapon that can be used to win the game. However, this weapon is also anamorphic because gamers have to do specific button pressing in order to perform a particular action. In the narrative function, this weapon is metamorphic because the players do not have to do a specific action in order to understand the narrative of this weapon. The narrative of this weapon is explicitly explained within its description.

In *Devil May Cry 3*, there is a weapon called "Kalina Ann." This weapon, in terms of mechanic function, falls into the metamorphic principle. This is because the players are free to decide whether to use it or not in their strategy to win the game. In terms of narrative function, this weapon also falls into metamorphic principle because the story of this weapon can be read in its description.

Wordplay Function Analysis

There are three functions of wordplay in the gaming context facilitating analysis of how games persuade, creating identifications, and circulating meanings. (Paul, 2012 in Purnomo et al, 2019). There are two types of persuasion, namely compulsive and resistible.

It is compulsive if players only have one solution to solve the problem within the game, and it is resistible if players are free to use their strategies to solve the problem without comprehending the wordplay. It is found that there are 52 data from both game series falls into resistible. The list of the data is as follows:

Table 6. The Data that Fall into Resistible Type of Persuasion

Blade of Artenis	Army of Hades	The Blades of Athena	Atlas Quake	Barbarian Hammer
Blade of Eurytale	Blade of Olympus	Blades of Chaos	Chronos' Rage	Eye of Atlantis
Rage of the Titans	Horn of Boreas	Medusa's Gaze	Poseidon's Rage	Rage of the Gods
Zeus' Fury	Scourge of Erinys	Spear of Destiny	Zambak	Yamato
Cerberus	Agni and Rudra	Alastor	Artemis	Beowulf
Doppelganger	Cranky Bomb	Curlaseer	Darts	Devil Trigger
Ifrit	Ebony & Ivory	Force Edge	Grenadeguns	Gunslinger
Nevan	Kalina Ann	Klyamoor	Merciless	Missile Launcher
Shotgun	Nightmare-beta	Quicksilver	Rebellion	Royal Guards
Throwing Draggers	Sparda	Spiral	Submachine Guns	Swords Master
Trickster	Vendetta			

The data that have been listed above means that to solve problems within the game, the players are free to decide which one of the weapons or skills to use. The choice will be varied on the players' strategy. On the other hand, it is found that there are 8 data from both game series that fall into compulsive. The list of the data is as follows:

Table 7. The Data that Fall into Compulsive Type of Persuasion

Amulet of the Fates	Golden Fleece	Icarus Wings	Poseidon's Tricet
Bow Gun	Dark Slayer	Needlegun	Summoned Swords

Those data are compulsive because those are the only weapon and skills that can be used by the players to solve certain problems within the game. The players do not have the freedom to choose other weapons or skills in order to solve the problem. Apart from the data that has been mentioned, there are also some data that falls into both compulsive and resistible. The

data are "Arms of Sparta," "Thera's Bane", and "Typhon's Bane." There are three data that serve both compulsive and resistible. This means that the data at some points are resistible. The players are able to choose whether to use it or not in order to solve the problem within the game. On the other hand, for a certain condition, the players can only use them to solve the problem. Thus, it makes the data are also compulsive.

The next thing that is analyzed within wordplay function analysis is identification. According to Purnomo et al. (2019), identification deals with how gamers cognitively perform mechanical adjustment through button pressing, difficulty setting, or game configuration as a physical embodiment of reaction and response. In this study, the researcher relies on the button pressing system to perform identification analysis. Thus, there are two types, namely singular and plural. It is singular if there is only one way to use the weapon or skill. Meanwhile, it is plural if the weapon or skill has various button pressing systems. This is also will affect the singularity or plurality of the players in terms of button pressing, which then also affect their strategy to win the game. The researcher found that some of the data are singular, and the others are plural. The amount of the data is as follows:

Table 8. The Data of Identification Analysis from Both Game Series

	Singular	Plural
Weapon	13	25
Skill	9	16

It is found from both game series that there are 13 weapons and nine skills that fall into singular. The researcher also found that there are 25 weapons and 16 skills that fall into plural. The last function to be analyzed is the meaning of circulation. It is said in Purnomo et al. (2019) that the analysis of this function will be focused on how the meaning of the played word circulates around the game narrative and mechanics. There are four types in meaning circulation, namely componential, constituential, elemental, and ingrediantial. The relatedness of wordplay towards the game narrative kernel and mechanics kernel can be seen in the following table.

Table 9. Types of Meaning Circulation

Types	Played Words and Game Narrative	Played Words and Game Mechanic
Componential	Connected	Connected
Constituential	Connected	Not connected
Elemental	Not connected	Connected
Ingrediantial	Not connected	Not connected

By departing from the understanding, the researcher found that all types of meaning circulation are applied to the data. The data is as follows:

Table 10. The Data of Meaning Circulation Analysis from Both Game Series

Type	Weapon	Skill	Source
Componential	9	7	God of War Series and Devil May Cry Series
Constituential	-	6	
Elemental	27	8	
Ingrediantial	-	5	

It can be seen in the table that weapons do not fall the constituential and ingrediantial type of meaning circulation. On the other hand, the skills within the game fall into all of the types of meaning circulation. However, the total amount of data that fall into componential and elemental are larger than the data that fall to all of the types of meaning circulation. In order to make it more understandable, an example of meaning circulation is provided. Below is the example of meaning circulation of skill in *God of War II*, namely “Poseidon’s Rage.”

In *God of War II*, there is a skill called “Poseidon’s Rage.” The word that played within the name of this weapon is “Poseidon.” The persuasion of this skill is to electrocute the enemies and stop them from attacking the players. In the case of “Poseidon’s Rage,” the persuasion falls into resistible because this skill is not the only skill that can solve the problems within the game. In the case of “Poseidon’s Rage,” the identification is plural from the arbitrariness of players in button pressing since this skill has two particular button pressings in order to use the skill.

In *God of war*, the game narrative kernel is God of War, and the game mechanics kernel is hack and slash, a type of gameplay that emphasizes combat with melee weapons and some projectile-based weapons. In the case of “Poseidon,” the word is related to the game narrative because “Poseidon” is one of the Gods of Olympus. This skill is also related to the mechanics’ kernel of the game because this skill is one of the mid-ranged abilities that can be used to harm enemies. Thus, the meaning circulation type of “Poseidon’s” is componential.

B. Discussion

In this part, the researcher will discuss further what has been found. The researcher will answer the questions that have been mentioned. Departing from what has been found in research findings, the researcher makes a componential table to summarize the findings. This will make the findings easier to comprehend. The table is as follows:

Table 11. Componential Table of Research Findings

Kernel Analysis	Intended Meaning Level	Wordplay Transmission	Ideology of Influence	Wordplay Function	Game Assets

Effecting	Level	Interface	Indexical Story Telling	Mechanical Function			Narrative Function	Persuasion			Identification		Meaning Circulation				Skill	Weapon
				Metamorphic Principle and Anamorphic Principle	Anamorphic Principle	Metamorphic Principle		Metamorphic Principle	Resistible	Compulsive	Compulsive and Resistible	Plural	Singular	Componential	Constituent	Elemental		
		Non-diegetic	Event and action	Metamorphic Principle and Anamorphic Principle	Anamorphic Principle	Metamorphic Principle	Metamorphic Principle	Resistible	Compulsive	Compulsive and Resistible	Plural	Singular	Componential	Constituent	Elemental	Ingrédiental	Kernel	Kernel

Weapon	37	37	37	8	29	239	x	14	37	33	3	1	25	13		x	27	x	27	
Skill	26	26	26	6	20	15	47	7	26	19	5	2	16	9		6	8	5	26	x

The table shows the amount of data that fall into each categorization of analysis that has been done. Those data are taken from both game series that have been combined.

The ideology of the weapons within both games can be seen from the table. The weapon is meant to affect the game. The effects are both in mechanics and narratives. This can be seen from the kernel of the weapons. The way to use the weapon and skills and the name of the weapon and skills will affect how the game is served to the players. The weapons do not have any hidden intended meaning. The players are able to comprehend the weapons and skills through the description of the weapons. The way the games transmit the wordplay attached to the weapons' name also further signifies that there is no intended meaning that has to be found by the players in order to comprehend the weapons. The wordplays are transmitted non-diegetically through visual-audial aids. In terms of storytelling, most of the weapons fall into the action category. The weapons are made to tell the players what should be done rather than to provide a story.

The influence that the weapons give to the players can be said equal. The metamorphic category means that the players are free to use any weapons that fit into their strategy in order to win the game. However, the players need to do some particular button pressing in order to use the weapons. Thus, the weapons are also anamorphic. This kind of influence provides the players a large number of options, so the players are able to win the game by using their own strategy. This is because the players do not have to rely on one only weapon to win the game. Furthermore, the players are also free to use any combo that is comfortable to them. However, the combos only can be done by certain particular button pressing.

In terms of narrative functions, all the weapons are metamorphic. This is because the players do not have to do specific actions or events to understand the data. The findings signify that the narrative of the data is not something to highlight. Thus, the narrative of the data gives less influence to the players. Since the players are free to use any weapons within the games, the persuasion of the weapons is majorly resistible, which then makes the identification is plural. This means that the way the players use the weapon and skill is varied based on their preference, especially in terms of button pressing. The weapons are meant to provide richer mechanics. It can be seen that most of the weapons are elemental,

which means they are related to the game mechanics kernel and not to the game narratives kernel.

The ideology of the skill within both games is majorly the same as the weapons. However, there are some differences that can be spotted. There are four skills that use the anamorphic principle only to influence the mechanics of the games. The skills are “Amulet of The Fates,” “Golden Fleece,” “Icarus Wings,” and “DarkSlayer.” Those skills are the only skills that can be used by the players to pass some stages. Furthermore, the last skill aforementioned is the only skill that the players have if they use a character named *Virgil* in *Devil May Cry 3*. There is no such influence in the weapons. There are also six skills that their wordplay meaning circulation is constitutential. The skills are “Rage of The Gods,” “Rage of The Titans,” “Icarus Wings,” “Poseidon’s Trident,” “DarkSlayer,” and “Devil Trigger.” This kind of meaning circulation cannot be found in the weapons. The players need to understand those skills, so they are able to comprehend the flow of the games. There are also some skills that are ingrediential. They are “Amulet of The Fates,” “Golden Fleece,” “Thera’s Bane,” “Typhon’s Bane,” “Quicksilver.” Those skills are trivia because they are not related to both game narratives and mechanics’ kernel.

The ideology of weapon and skill within the games contributes to the overall meaning of the game mechanics and narratives through the wordplays attached to them. The way the wordplays are described, transmitted, influence the players, persuade the players, and circulate within the games’ mechanics kernel, contributes to the overall game mechanics. Meanwhile, the ideology of weapon and skill within the games contributes to the overall meaning of the games’ narratives through the meaning that the wordplays carry. This includes the hidden meaning, the influence in terms of narrative functions, and the meaning circulation in terms of relatedness towards the games’ narratives kernel. These contributions and influence of weapons and skills within both games are possible because weapons and skills are game assets. Furthermore, the kernel of weapons and skills are affecting, which means it is their natural function to affect the games.

Conclusion

The result of research findings shows that the combination of weapons and skills in the game *God of War* series and *Devil May Cry* series put more emphasis on the gameplay mechanics. It can be seen based on a large number of level 0 intended meaning levels, action in indexical storytelling, the use of the metamorphic principle in narrative function, and elemental in meaning circulation. This is reasonable because weapons and skills are made as mechanics aspect in a game. The fact that both games are hack and slash also further signifies the roles of mechanics is the most dominant findings.

However, weapons and skills in both games are still influencing the narrative of the games. They give background information and additional information through their names. It can be seen that the names of weapons and skills within both games are based on their games’ references. The weapons and skills in the *God of War* series are named based on Greek Mythology, for instance, Poseidon’s Rage, Army of Hades, The Blades of Athena, Atlas Quake, and etc. Meanwhile, the weapons and skills in *Devil May Cry* series use the devil’s name, for example, Ifrit, Nevan, Sparda, and etc.

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HESITATION PHENOMENA IN ENGLISH LANGUAGE LEARNING COURSES CONDUCTED VIA ONLINE LEARNING PLATFORMS

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Abstract

Online learning has become the most effective alternative to conduct courses at any educational level during the COVID-19 pandemic situation. Classes are turned into virtual meetings, discussions, or presentations via video-focused online platforms such as YouTube and Zoom. Distance learning limits direct physical interaction and thus relies on conversations and visual exposures. Language-learning classes also took the influence of the limitation and increase the rate of appearances, although the phenomenon of hesitation and disfluencies in spontaneous speech existed before online classes emerged. Hesitation occurs when people have difficulty constructing sentences due to speech disfluency. According to Chomsky, quoted in Traxler and Gernsbacher (2006), "speech by adults is so full of hesitations, false-starts, mispronunciations, and ungrammaticalities"; Noam, therefore, dismiss the hesitation phenomena as 'errors' (TED-Ed, 2021). Three conversations between Sanata Dharma University students majoring in English Literature and a professor during English classes are transcribed and analyzed in this study to identify the amount of hesitation phenomenon appearance produced: word lengthening, lexicalized/unlexicalized pauses (filled pauses), silence (unfilled pauses), correcting sentence, repetition, and false starts (Rose, 2012). The majority of the hesitation phenomena were discovered in the learner-professor conversations, according to the findings of this study. In conclusion, reasons identified as the cause of this phenomena are anxiety rate, lack of visible direct encouragement, failures of progressing intentions due to lack of source language's vocabularies (from L2 learners' perspectives), and the lack of structure and produce the precise way of delivering sentences with considering the context.

Key words: *hesitation phenomena, speech disfluency, L2 learning*

Introduction

The Coronavirus is a virus attacking the respiratory system of a human's body that has been emerged since the end of 2019, originated, and found first in one of Wuhan's residents in the Republic of China. The virus is transferred by droplets, and the initial bodily reaction is influenza-like symptoms, hastening the virus's transmission and making it an infectious illness due to physical contact. Due to the area of widespread and life-taking tolls amount, on January 30, 2020, the World Health Organization designated the outbreak a Public Health Emergency of International Concern, and on March 11, 2020, it was declared a pandemic (Wikipedia), making physical distancing, lockdown/quarantine, health protocols of wearing a face mask and washing hands a rule to reduce the spread of this virus. Effects caused by the pandemic heavily influenced the lifestyle of people around the world in many aspects: political, economic, psychological, social, natural environment, and educational.

COVID-19 pandemic has forcefully changed the educational learning and teaching style towards the digital and online methods. E-learning is a learning method that is based on formalized instruction but uses electronic resources. While education can take place in or out of the classroom, E-learning is primarily centered on the use of computers and the Internet. E-learning can also be termed as a network-enabled transfer of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or different times (Indiantimes). In language learning, specifically, e-learning has opened a much wider opportunity in gaining information outside the classroom. Known for its flexibility in time and acquirments, e-learning and using the Internet helped L2 learning much easier for the students and kinds of reference in teaching methods or materials for teachers.

Hesitation phenomena and pausological research began in the mid-20th century by Howard Maclay and Charles E. Osgood with a consideration of Bloomfield's observation that draws an explicit connection between specific linguistic processes and psychological matters as its external factor. Studies of pauses and hesitation in second language production have also analyzed how speakers' hesitation patterns impact their judgments of their second language ability. According to Blau (1991), listeners understood a text with filled pauses better than if those gaps were changed to quiet pauses or eliminated completely. Watanabe, Hirose, Den, and Minematsu (2008) also stated that audiences with a high second language proficiency used filled pauses as signals to the difficulty of forthcoming sentences, but listeners with a poor second language proficiency did not.

The goal of this research is to assess the primary impacts of increasing the usage of e-learning to students studying English as a second language on their classroom performance. The researcher finds hesitation phenomena in the learners by analyzing their performance using linguistic perspectives. Besides that, using the psycholinguistics approach, it may be regarded as a possibility to indicate the student's usage of second language abilities and the success rate of L2 learning via the online education method. The difference between this study and previous studies on hesitation phenomena in second language learning is the observation held on virtual meetings that hamper external factors on psychological implications as one of the indicators in spontaneous speech production.

Methodology

To analyze the hesitation phenomena in study objects' spontaneous speeches, the researcher used the qualitative method. Based on Perumal (2014), "the qualitative research method involves the use of qualitative data, such as interview, document, and observation, in order to understand and explain a social phenomenon." Using Levelt's theory in monitoring and error repair's model of second language speakers' hesitation productions (1983), the researcher would analyze the hesitation phenomena that happen in the four stages of speech production (conceptualization, formulation, articulation, and self-monitoring). This study would conduct an observation within a psycholinguistic perspective.

As a participant-observant, the researcher observes three online class consultations attended by professors and several college students majoring in English Literature. Conversations in such classes would be transcribed and studied, with an emphasis on speech patterns from a psycholinguistics standpoint. In addition, interviews would be performed

within a sample of Indonesian college students who attend regular formal classes taught in English or are studying English as a second language. These interviews are intended to look for the causes of these hesitations or speech disfluencies that happened in learning to use a second language during online class, that is for the further act would be discussed and compared to the stigma in learning language where speech disfluencies serve as failures.

Findings and Discussion

Language is a fundamental element in human’s lives, used for many purposes, including interpersonal communication and expressing concerns. It is divided into written language and spoken language/speech. Spoken and written language are sometimes defined as two distinct forms of communication. The structure of spoken language is frequently different from that of written language. We may frequently rely on context, gesture, and common understanding since we use spoken language in different contexts than written language; thus, many of the grammatical structures and devices that we incline to employ in written language aren’t essential. Some features of spoken language are deixis, tag questions (as monitoring devices), fillers, and hedges (Englicious, 2012).

In many speeches production cases, such discontinuities could happen and are studied under the name of pausology and hesitation phenomena. These phenomena, also sometimes referred to as speech disfluencies hence are classified as errors (TED-Ed, 2021). Silent and filled pauses are the most prevalent in speech and the most researched of the several types of pauses and hesitations investigated. Silent pauses (sometimes known as unfilled pauses) are short gaps in speech output. Filled pauses (also known as fillers) include the articulation of some sound during the delay of a sentence.

Since the mid-twentieth century, the phenomenon of hesitation in first language production has been studied, resulting in not only linguistic but also psychological findings, with the conclusion that speech production disfluencies indicate certain circumstances and factors that influence the outcome of spoken language proficiency. How about second-language speakers? Studies of pause and hesitation in second language production have also looked at how speakers’ hesitation patterns affect assessments of their second language ability. Most of these researches employed a common experimental design that entailed compiling a corpus of speech from second-language speakers using a controlled elicitation task and then collecting scaled judgments on the second language speech from listeners (usually native speakers of the target language). In categories like fluency, accentedness, and comprehensibility, these investigations have generated some intriguing outcomes.

Data presentation

Table 1.1 Hesitation Phenomena in Speech Behavior Occurrences

	Hesitation Phenomena		
	<i>Filled pauses</i>	<i>Unfilled pauses</i>	<i>Repetition</i>
<i>Appearance</i>	<i>31</i>	<i>11</i>	<i>8</i>
<i>Occurrence (%)</i>	<i>62%</i>	<i>22%</i>	<i>16%</i>

The conversations in classes taught in English for L2 speakers in a total of 3 (three) resulted in appearances that indicate hesitation phenomena occurrence. Between the students and professors, both have shown the rate of proficiency in using English as their second language in a virtual meeting, and also both groups presented hesitation in their speech behaviors. There are 31 filled pauses/fillers, both lexicalized and unlexicalized within the spontaneous conversations, 11 unfilled pauses/silence, and eight repetitions of a certain word. This makes filled pauses are the most used hesitation in the speech production. However, with filled pauses appearance took a big part in this hesitation phenomenon, there is an aftermath of this hesitation which is returning to use or slip some native language or L1 speech features, that is not listed in the table as the hesitation phenomena due to the place and time it took was after the hesitation.

Table 1.2 Filled Pauses in Speech Production in Bilingual Conversations between L2 speakers (3 conversations)

No	Filled pauses	Types	
		Lexicalized	Unlexicalized
1.	<i>Uhm</i>		3
2.	<i>Wait</i>	2	
3.	<i>So</i>	3	
4.	<i>Err</i>		4
5.	<i>Hmm</i>		1
6.	<i>Uhh</i>		3
7.	<i>What is it</i>	2	
8.	<i>Yeah</i>	9	
9.	<i>Like</i>	4	
TOTAL		20	11

The types of fillers are based on Rose taxonomy of pausology classifications in their hesitation phenomena and pausology study (1998). As filled pauses/fillers make a big appearance in those three conversations, it is found that there were two types of fillers which are lexicalized and unlexicalized. Fillers that include lexical blanks, such as *ee*, *erm*, *err*, *emm*, and *eh*, are known as unlexicalized fillers. Furthermore, verbal fillers are a form of filler that is similar to lexicalized fillers in that they consist of, well, sort of, I suppose. One of the academics also noted that one sort of filler is like (when it is not employed as a verb or preposition) and well (not in the initial position). Fillers in the form of brief utterances are known as lexicalized fillers. Unlexicalized fillers are nonlexemes (non-words) pauses used by speakers to express uncertainty between utterances as they consider what to say next. There are 20 (twenty) lexicalized fillers found in the conversations in 3 online classes, including wait, so, what is it, yeah, and like. On the other hand, there are 11 (eleven) unlexicalized fillers, including *uhm*, *err*, *hmm*, and *uhh*.

Data analysis

Disfluencies in L2 speech production as behavior

When constructing a speech, there are many parts of the brain in a human that works together. Human already has the capability to acquire languages and use them to

communicate and applying interpersonal factors such as feelings or ideas, and social aspects like norms and ethics. In second language learning, learners' ability to speak fluently is sometimes measured by rapid speed and comprehension. However, that does not necessarily mean speakers who use fillers in their speech have low target language proficiency.

Assessments of pause and hesitation in second language production have also addressed how speakers' hesitation patterns affect judgments of their second language ability. According to Levelt's research on speakers' handle of errors in speech, it is showed that repairs in a second language proceed similarly in the first/native language. This means that the second language proficiency of an L2 learner could not be measured from speed itself or the absence of fillers and hesitations. Fillers in second language speech are more likely to happen within the same amount as how much it would happen in first language speech. As fillers have functions like the expectation of a complex word, taking time to deliver the precise message, signaling to take turns in a dialogue, and demand for audience attention, these are the intents of a speaker in an effort to deliver a successful speech. However, some internal factors that are most likely not related to the speaker's linguistic ability also might affect to increase the hesitation in an outer range of its prime functions. Such human feelings, mood, concentration rate, and awareness could indirectly affect the speech delivery and set the amount of hesitation, i.e., learners who are nervous and did not focus on delivering their speech might use fillers in a massive amount. This could not be concluded in the issue of language disorders like dyslexia, aphasia, and stuttering, whereas there are many physical factors intervened, and it is not the main focus of this study.

External factors of disfluencies in bilingual speech delivery

Besides the internal influence of speech production that happens in the L2 learners/speakers, there are many external influences that take part in determining the amount of hesitation. Based on the conducted interviews on the subjects that are L2 learners attending English online classes regularly, most of the factors that made them use fillers massively are the amount of nervousness, the conversation partner's degree/relationship, and the lack of visible both motoric and environmental encouragement. These factors could be classified as two: social factors and psychological factors. From the interviews held, they indicate the same conclusion where non-linguistic matters could greatly affect language speech production.

Humans could feel nervous as a reaction to an event that could bring stress to them. In the subjects' cases, holding a conversation by using English as a second language requires more focus and addition ability in the language itself. Most of the interviewees agree that using a second language in communicating verbally is difficult due to the unfamiliarity and thus prefer the native language where they are more comfortable as the usage experience is much longer. Alongside the unfamiliarity, there is basic human communication skill. 2 of 7 interviewees addressed their nervousness as their lack of communication skills in general. Therefore, the hesitations within their L2 speech delivery are also as much as they did in their native language.

The relationship between the L2 speakers is also a consideration in producing hesitations of speech production. In this case, the relationship between the subjects is students – professors. Hence, with much higher academic status, students who are below professors might hesitate and think twice before delivering their speech. 6 of 7 interviewees also addressed that they were worried that they might spit some impolite utterances while talking with their professors, making them use so many fillers or even silent pauses to think about more formal and acceptable words.

While delivering the speech, humans as moral creatures also tend to have the need for encouragement or support. In online classes cases like in this study, even though the class participants could be seen through webcams, there is no direct support. For example, students who are more used to the class environment might have difficulties in online classes when delivering speech because there is no suitable environment to build confidence and the same condition as before. In online learning, students sit alone facing their devices and could not feel the presence of the condition that met their requirements as moral support in decreasing the nervousness while delivering L2 speech. 7 of 7 interviewees also agreed to this matter and could feel the difference. As some of the interviewees already had lacks and their own reason as to why they hesitate, the absence of environmental support finally adds in during this pandemic.

Conclusion

Based on the data analysis and observation held, it could be concluded that there are many impacts the online learning influences on the hesitation phenomena happened in L2 learners. It could be addressed that the condition of online learning forced L2 learners increase the learners' usage of fillers that could indicate the disfluencies of their speech production. Factors such as the human mind, the relationship between speakers, are already existed within speech production and studied in many researches. While the lack of visible motoric and environmental support is the main reason that comes from the condition of online learning, that added the hesitation phenomena rate in L2 speech production and affected their language proficiency or performance, even though the amount of hesitation could not be measured bluntly as the speakers' ability in a language without a consideration of its functions in linguistic perspectives.

As a result of this research, it is possible to draw the conclusion that the condition of online learning influences the rise of hesitation phenomena in the speech output of L2 learners. The epidemic has forced students to adjust to their circumstances, which may have an impact on their academic performance aggressively. Hopefully, this work will be taken into account in future studies on speech disfluency in second language learners.

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NATIVE AMERICAN STEREOTYPE IN *POCAHONTAS*

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Abstract

This study aims to study about the stereotype of Native American that the European colonizer put them in depicted in Pocahontas. This study is using qualitative method with library research approach. To gather the data, the Pocahontas script is being read carefully and the stereotype that the European colonizer put in Native American people or the Indians found in the script is collected and the next step is the data that have been gathered is being analyzed to get the result. The result of this study shows that the European colonizer gave the stereotype to the Indians tribe such as blood thirsty warrior because the Indians tribe has been at war with one and another tribe for years and the European colonizer also stereotyping the Indians as "savage" because the Indians fought back the colonizer for colonizing their lands and killed some of the soldier. The theory that is used for the reference in this paper is Orientalism by Edward Said. According to Orientalism theory by Edward Said, the European colonizer putting stereotype such as savage and blood thirsty warrior because the European had the power of where the European viewed themselves as superior and the colonies is not in harmony and not equal with the colonizer in the way of thinking.

Key words: *Indians, Native American, Stereotypes, Savage, European Colonizer*

Introduction

European colonizers first came to America in the year 1565 at St. Augustine, Florida. The first European colonizer that came to America was Spanish, followed by the British in 1587. Europeans viewed American as a great area for economic potential and growth that benefits the European because their main reason to colonize the land of America was to spread the famous 3G slogan, which is Gold, Glory, and Gospel. The European wanted to settle in America and take control of their resources without considering the land has its owner, the Indian. European colonizers looked at the Indians as primitive and savage. The basic stereotype that the European put on the Indians is that they are noble savages and cruel warriors. Famous philosopher Jean-Jacques Rousseau stated that a noble savage from Indian lived in harmony with nature, was generous and innocent. While the cruel, savage stereotype is put on the Indian people by European colonizers because the Indian tribes have been at war with each other for a decade thus, the Indians also saw that European as a threat. Hence the Indians fought the European to defend their land, and the European viewed them as cruel, bloodthirsty warriors (Danchevskaya, 2007).

Before European colonizers came to the land of America, Native American people or the Indians lives in harmony and in peace with nature. Approximately there are 160 to 160 tribes. Some of the tribes were living in harmony with nature, hunting and gathering food for their community, and some of the tribes are nomadic. Before the British came, Native American society planted wild plants such as potatoes, corn, and pumpkin for human

consumption. Even before the British invade America, not all Native Americans were living in peace. Some of them were facing tribal warfare that led to destruction, whether it is cultural or human destruction. This is the reason why European colonizers viewed them as cruel warriors.

In Pocahontas, the European already viewed Native American as a savage even before they invade the land, as we can see where John Smith encountered Pocahontas for the first time said such thing "Not that you are a savage," and when Pocahontas is coming to London with her husband, John Rolfe, and their son Thomas was attending a tea party and the Queen told Pocahontas that they called her as "La Belle Sauvage" or "The Pretty Savage" derived from a French word.

Natives are still portrayed in a stereotypical manner that can be identified in their close link to the nature of their animal-like behavior on certain occasions (L San José Montón, 2020). Postcolonial literary criticism regards the Western texts about the colonies as unreliable narratives and brings attention to the value of colonized peoples' own representations of themselves and their cultures (Lindgren, 2020) as its colonizer made a "made-up story about their colonies and labeled them whatever the colonizer wanted. Postcolonial philosopher Edward Said's *Orientalism* (1978) explores at length the tradition of Western society viewing itself as superior to others. It can be found in Pocahontas's script because the colonizer was stereotyping the Native Americans as savage. Pocahontas appears to signify a shift in presentation from "cunning but not intelligent" toward "noble savage" (Johnson, 2019). Colonizers also considered both the colonists and Native Americans as "others" within the empire or the British empire to maintain its superiority (Tsukada, 2021).

In this research, the author would like to study the stereotype of Native Americans that the European colonizer put them in. This research will study about what are the Native American stereotype created by European colonizers, precisely in Pocahontas's story.

Methodology

The theory of Orientalism was initiated by Edward Said. Said (2010) divides four types of power relations who live in the discourse of Orientalism, namely: political power (the formation of colonialism and imperialism); intellectual power (educating the East through science, linguistics, and other knowledge); cultural power (colonialization of tastes, texts, and values, for example, the East has a colonial aesthetic, which can easily found in India, Egypt and other former colonial countries); as well as power morals (what the East did and did not do well). For Said, Orientalism is not more as a form of "legitimacy" over the superiority of Western culture against Eastern cultural inferiority. Said then referred to "cultural hegemony" as an endless practice that takes place in the discourse of Orientalism.

Stereotypes, in Said's thought, rests on his view of power relations contained in western epistemology. For example, orientalists tend to demean Eastern ways of thinking that are considered not in harmony and equal with them. Orientalist epistemology positions itself as a subject (self), while others are objects (the others). Even until the end of the 20th century, when the occupation had long ended, instead of regretting its actions, colonial thinkers still looked down on the East. Fortunately, postcolonial thinkers were born to show those lacking (Said, 2010).

This study is aiming to know what are the stereotypes that the European colonizer put on the Native American society. Here, the researcher tries to gather the data through library research by reading the drama text carefully and reading the other references such as journals and internet articles to support the findings.

The procedure of this research technique is to analyze the stereotypes towards Native America by European colonizers in Pocahontas's story. The research design that is used in this study is the set of procedures used in collecting and analyzing the problem (Johnson and Christensen, 2014).

The data collection method in this study has few steps. First, the researcher read the drama text carefully. Second, the stereotypes found in the script are underlined and collected. Third, the findings that are already found are analyzed and interpreted, and the conclusion can be drawn.

Findings and Discussion

Pocahontas was a Native American woman born around the year 1595 and was the daughter of Chief Powhatan, the ruler of the Powhatan nation located in Virginia (History, 2009). During the British came to America and established the colony of Jamestown, under Captain Argall's leadership, it can be concluded that the British colonizer did put a stereotype to the Native Americans as savage because the colonizer thinks that they are more powerful than the Native American as it is stated in the theory of Orientalism by Edward Said that had been explained in the methodology.

CAPTAIN ARGALL

You owe them nothing. They will turn on us and raid the fort, just like the Cherokee did... Those savages slaughtered fifty men! They do not know or understand the meaning of a promise. (Lorenz, 2003 p. 37)

In the selected dialogue that can be found in the Pocahontas drama script, it is clear that Captain Argall called the Indian tribes, in this line is Cherokee as "savage" because the Cherokee killed Captain Argall's men in a battle.

CAPTAIN ARGALL

Ahh John Smith.... I think you've fallen in love with this savage. (Lorenz, 2003, p. 38)

After John Smith was disappearing for some time, John Smith is coming back to the place where he belongs, Captain Argall's camp. In the camp, John Smith told Captain Argall about Pocahontas, the princess, yet Captain Argall referred to Pocahontas as savage. After Pocahontas is getting married to John Rolfe, Pocahontas is coming to London. Pocahontas came to London to attend a tea party held by The Queen of England. She came as a symbol of peace and unity between Native Americans and the British.

SMITHERS

Ahhh, yes! She's here! The Princess Pocahontas! I am Smithers, here to escort you and your family to the Royal Ballroom. Look at you! You are no savage!! It is my deepest honor to meet such a jewel from the New World. (Lorenz, 2003, p. 62)

ROYAL COURT

LOOK AND SEE! IT'S THE QUEEN OF THE SAVAGES! (Lorenz, 2003, p. 62)

QUEEN

Do you know what they are calling you, dear?

POCAHONTAS

I have been given new names all my life.

QUEEN

They call you “La Belle Sauvage.” Do you know what that means? (Lorenz, 2003, p. 66)

In the tea party held by the Queen of England, the Queen told Pocahontas that Pocahontas was given a new nickname by the upper-class in Europe as La Belle Sauvage or The Savage Queen. Pocahontas is coming to Europe as a unity symbol between two different cultures which is Native American and European. However, the European especially the upper classes and the Queen of England did not seem to put some respect on Pocahontas instead by asking such nonsense question as it is pictured in the dialogue below:

QUEEN

You can talk?

POCAHONTAS

Yes, Your Majesty.

QUEEN

And you are clothed. You don't run about naked?

POCAHONTAS

Not since I was two years old, Your Majesty. (Lorenz, 2006, p. 64)

European colonizers stereotyping the Native Americans as savage because European viewed themselves as above anyone else in the world, and European used the power relation. In the chosen dialogue above, it is clear that the European looked down on Pocahontas by stereotyping Pocahontas and her people as Savage and even giving her nickname The Savage Queen, which is rude because Pocahontas and the Native American society, in reality, is not a savage.

Conclusion

The European colonizer came to the land of America in the year 1565 in St. Augustine, Florida. Spanish came first to America, and then in 1587, the British finally came to America. European colonizers had the famous 3G slogan, which is God, Glory, and Gospel which means their motives for coming to America was looking for a new place to grow the economic value and spread Christianity. The colonizer that was coming from the British settled in a town called Jamestown. At that time, America was inhabited by many tribes of Indians or Native Americans.

Pocahontas was the daughter of Chief Powhatan, the ruler of the Powhatan nation located in Virginia. Pocahontas was the one who interacts with the British colonizer resulted in Pocahontas being kidnapped by the colonizer in order to exchange with John Smith and the food supply. Later on, Pocahontas got married to John Rolfe and has a son named Thomas. Pocahontas and her family sailed to London for months to attend a tea party held by the Queen of England as a representation and a symbol of unity between Indians and the British. European colonizers put the stereotype “savage” towards the Indians because of the power

relation that the Europeans had, and also the Europeans tend to look down on their colonies. Pocahontas was also given a new name by the Europeans, which is "The Pretty Savage," that degrading towards the princess.

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THE INFERIORITY OF WOMEN IN SHAKESPEARE'S *AS YOU LIKE IT*

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Abstract

*This article is aimed to find out the inferiority of women in Shakespeare's *As You Like it* (1963). The researcher uses the feminist criticism to analyze character, sentence, and event of the drama to the women's struggle of the inferiority that makes women cannot get the equal right same with men. Society has social constructions that are divided based on their gender, and it results the specialization of roles to one gender only. The social constructions make women are considered to rely on beauty and have activities only at home, but men have freedom to get education and job. Because of the gender roles set by the social construction, there is a perspective if women are inferior to men because men are identic with the intelligence, while women are not. The women's inferiority perspective is able to make women to be underestimated, such as women are inappropriate to be decision-makers, an object to the sexuality, and considered by society as a gender who just rely on the beauty without the intelligence. By focusing on the feminist criticism, Shakespeare's *As You Like It* provides the description of women's inferiority; those are the depiction of women and the women's struggle while facing the inferiority.*

Keywords: *women's inferiority, gender role, gender stereotypes, social construction*

Introduction

A perspective that women have inferior positions rather than men has been already going on for quite a long time until now. Women are seen as inferior could give such significance impacts, especially in gender discrimination about labelling the characteristic of a gender, such as women are weak or women do not deserve to have a high education that also affects the discrimination at work. Women's inferiority history has a close relationship with Charles Darwin's theory that influences other evolutionist to consider his argument. In Charles Darwin's theory is stated if interiority of a gender is based on two things, those are biological and intellectual (Bergman, 2000). This perspective shows if either superior or inferior relates to the natural selection, in which according to his understanding that the natural selection is natural source that already there which results the big gap between men and women. He believes if biological is the main determinant of someone's ability, although circumstance also affects it for all genders. According to Betty Friedan in her book, *The Feminine Mystique* (1963), there is a perspective if women only have a desire to marriage, sexuality passivity, and parenting. It shows if women are always related to the sexuality so that women are considered to be inferior rather than men. It also indicates if men have other concentrations, such as education and profession, that results assumption in which men have many achievements that are able to create the idea of a specialization in a role; women with sexuality and men with high achievements. That idea becomes a culture between men and women in society, inherited from one generation to other generations. However, analyzing women's inferior is important to know about the different assumptions between two genders results the women's inferior idea so that women's ability and rights are limited due to gender

characteristics of women is inferior rather than men. All of the limited access to get the same right is the consequence of gender stereotypes (Peus et al., 2015).

According to the *As You Like It*, the story tells the life of women in the Elizabeth Era because it was written and performed in 1598-1600 in which Elizabethan started from 1558-1603. During Elizabethan, women lived in different gender roles sentiment resulting in inequality access of activities between women and men. Women had to accept if their lives were arranged by the male family. It shows if the society's perspective at that time was men were the only ones who had the right to rule women's lives and decide the life decisions of women. This perspective is the evidence of a belief if there is a women's lack of power as men could decide something without asking permission from women, and women just have to obey whatever will be. Women's obedience to men in Elizabethan was supported by the religious beliefs at that time, stated by John Knox Pastor, "Women in her greatest perfection was made to serve and obey man". During this era, religious beliefs were believed to be something sacred so that if someone could not obey the provisions of a belief, it would be stated as a crime.

Rosalind in *As You Like It* tries to survive in women's inferiority during Elizabeth Era. Everything Rosalind has done in *As You Like It* ables to show the evidence of gender discrimination resulting in women is in inferiority. Rosalind lives a life ruled by his male family. Rosalind describes how women live in Elizabeth Era when full of perspective if the absolute power is in men's hands and women just have to obey those in power. Rosalind is seen as an object who does not have power when one of his family just easily kicks her out without considering it further. During Elizabethan, it is emphasized and so incessant that women and men have a different positions in society, superior and inferior.

As You Like It is already analyzed by other researcher, such as *Subversive Gender Roles in Shakespeare's As You Like it* (Kusari, 2015). This analysis emphasizes on how the importance of reverse the gender role in the drama to describe about the gender bias. There is a meaning of why it needs to have such as cross-dressing to subvert the phallogocentrism. Another analysis is *A Reversal of Gender Role in Shakespeare's Play As You Like it* (Adhikary, 2020). It emphasizes of sexual ambiguity when Rosalind and Celia have to extend their appearance as the gender bias evidence regarding the playwright's concept. Then, analysis *As You Like it in The Space of Dissent in William Shakespeare's As You Like it* (Aloui, 2018). This study emphasizes about the dialog itself. The researcher uses the geocritical approach to know the involvement of another texts and genres. Not only that but also the analysis in *Reversal of Traditional Gender Roles in As You Like it* (2017). This analysis emphasizes the relation Rosalind's reverse gender roles with the love desire towards Orlando.

However, *The Inferiority of Women in Shakespeare's As You Like it* is different from the previous study. This study is more focusing on the details how women in the drama survive in women's inferiority, rather than the mixed of political issues and love matters. By focusing only on the inferiority, each layer of inferiority could be discussed very thoroughly to find out how inferiority affects social treatments to certain gender, which is about social assumptions. It makes the reader able to understand about inferiority issues that probably could be found in their surroundings. There are two research questions to help in understanding of the topic. The first is "how are women depicted in the *As You Like It* story?" and the second is "How women face the inferiority in the *As You Like it*?"

Methodology

Women are inferior to men has been becoming the society's perspective. According to the Merriam-Webster dictionary, inferior is a perspective of something that less

importance, value, or merit. From that, it is known if women are inferior to men means women are considered to be less importance than men. Women relate with the inferiority because the society has been setting a social construction that women are inferior to men (Edward, 2015). Either women or men are expected to do the roles that have been divided based on their gender. The society expects women to be a mother or have activities at home. Meanwhile, men are expected to do their activities outside, such as have a high education and reputable job. Because of the division of roles based on the gender, opportunities are limited to one gender.

In Shakespeare's *As You Like It*, the researcher found out if there was a description of women's inferiority in the drama. In order to prove the women's inferiority in *As You Like It*, the researcher focused on two things, those were the depiction of women in *As You Like It* and the struggle of women while facing the inferiority in *As You Like It*. To find out the evidence of women's inferiority in this drama, the researcher had decided to use the descriptive qualitative approach with feminist criticism. By using the descriptive qualitative approach, the researcher would analyze the script focusing on the meaning of words and sentences to relate it to the social context, which is the women's inferiority with the feminist criticism.

Findings and Discussion.

The Depiction of Women in the As You Like It

Rosalind in *As You Like It* can portray the women's inferiority perspective in a society that has become something in which makes the different treatments between men and women exists. At the beginning of the drama, Rosalind's activities are always limited by Duke Frederick. The gender stereotypes make women to obey the decision made by men and hard to have a same right to express their decision:

DUKE FREDERICK

Mistress, dispatch you with your safest haste,

And get you from our court.

ROSALIND

Me, uncle?

(Shakespeare, 1963, p. 37).

DUKE FREDERICK

You, cousin.

Within these ten days if that thou beest found

So near our public court as twenty miles,

Thou diest for it

(Shakespeare, 1963, p. 39).

According to Peace Corps, women are often underestimated as decision-makers. It is tough for women to express an opinion because a perspective that men's power is above women's so that women's voices are not considered as something important. Rosalind is not given chance to express her decision of that sudden order. Though in fact, the decision is ideally decided involving two parties in order to achieve a goal. Good communication is needed to solve problems, such as acknowledge different opinions, different problems, or in other words, a discussion is necessary to clear up a misunderstanding so that the decision made is the best for both parties (Holz, 2010). Duke Frederick's attitude shows evidence of the perspective that women are in an inferior position to men to simply express their opinion. Instead of trying to ask Rosalind about the best solution, Duke Frederick makes his order as an absolute order which must be obeyed and has consequences for Rosalind if she breaks it. Rosalind as a woman who lives during Elizabethan Era, just carry out the order as it is a common thing at that era.

Women's inferiority can be seen in other aspect as well, such as the image of women itself. According to *Planned Parenthood*, gender stereotypes affects the four basic, one of them is personality traits. Personality traits make perspective if women and men are supposed to behave same with the social construction. Social construction points out that women are expected to behave emotionally, while men are more have the confidence and leadership. The image of society's perspective towards women can be seen in Rosalind. She lives with the social construction towards women that women are passive, graceful, nothing else but emotionally:

DUKE FREDERICK

She is too subtle for thee, and her smoothness,

Her very silence and her patience

Speak to the people, and they pity her.

Thou art a fool. She robs thee of thy name,

And thou wilt show more bright and seem more virtuous

When she is gone. Then open not thy lips.

Firm and irrevocable is my doom

Which I have passed upon her. She is banished

(Shakespeare, 1963, p. 41).

The reason of banishing Rosalind by Duke Frederick is based on the society. Rosalind is seen as a woman who shows off her innocent side only, even that is her trueself. As Duke Frederick is afraid if Celia loses public attention, it shows if there is a perspective if women are considered just 'selling' the innocent side, without society regarding other aspects, such as women's intelligence and talents. It becomes the evidence if people underestimate women because society considers if man relates to something physic, while women only show off

their 'attractive' side. The social construction results a view if men use more physically than women so that women are inferior than men. It is also stated in *One Love Website* if social construction makes women and men have difference behavior division that makes these two genders seemed like inferior and superior to one another, such as women are supposed to be a calm person and men are supposed to be a breadwinner.

As You Like It also emphasizes if women's inferiority becomes something important to be solved as it has huge impact, especially for women in public areas, as Rosalind and Celia in the story:

ROSALIND

*Alas, what danger will it be to us,
Maids as we are, to travel forth so far?
Beauty provoketh thieves sooner than gold.*

(Shakespeare, 1963, p. 43).

The story links two aspects, those are women and crime, which is theft. By the in-depth analysis, there is something inept in the story that 'Fresh beauty' becomes more risky than 'the gold' in a forest even gold can more attract thief to act criminal. Furthermore, they decide to change their identity to be safe in Forest of Ardennes, Rosalind becomes a man named Ganymede, and Celia still becomes a woman named Aliena:

ROSALIND

*Were it not better,
Because that I am more than common tall,
That I did suit me all points like a man?
A gallant curtal-axe upon my thigh,
A boar-spear in my hand and in my heart
Lie there what hidden woman's fear there will,
We'll have a swashing and a martial outside—
As many other mannish cowards have
That do outface it with their semblances..*

CELIA

What shall I call thee when thou art a man?

ROSALIND

I'll have no worse a name than Jove's own page,

And therefore look you call me Ganymede.

But what will you be called?

(Shakespeare, 1963, p. 43).

CELIA

Something that hath a reference to my state:

No longer Celia, but Aliena.

(Shakespeare, 1963, p. 45).

The dialogue between Rosalind and Celia describes the gender stereotypes that risk the women itself, that is, women are weaker than men. The way of changing their identity shows if women's position is considered not to be in the safe position. '*Beauty provoketh thieves sooner than gold*' indicates a possibility potency of sexual harassment towards women. According to *The Atlantic*, men are seen in society as more powerful than women so that the powerful is easily to use its power to the weaker one, including feel more empowered to do sexual harassment. What is believed by the community is that men are more aggressive and women are passive, these two things also affect the thought of sexual harassment because of superior and inferior. It is stated by MacKinnon that in society, women are seen as an object to men for the sexual consumption. Because of this perspective, women are seen only as 'objects' without assuming that women are also the same as men, who in addition to sexuality problems women also struggle with many things, especially fight for women's rights, such as in education, work, and right to vote.

Women's Struggle to Face the Inferiority in the As You Like It

Feminism is a movement that fights for equality gender, including fight for banishing women is inferior to men perspective. Women's inferiority impacts women to feel unworthy, less self-esteem, and self-confidence (Sultana, 2010). The movement of women against women's inferiority is able to give the huge impact for the sustainability of women's lives in society, such as limitations to express opinion, get a decent job, and get the high education.

Rosalind in *As You Like It* does follow and understand what society believed in the Elizabeth Era. Rosalind as a woman does not have a strong position because, at that time, the view is women are inferior to men, so she does not do anything but obey it. When she realizes something strange that she is banished by Duke Frederick, she knows she does not do something wrong. Instead, she is considered to have grabbed the public's attention from Celia. However, as women, Rosalind and Celia have the will, courage, and stand for the

decisions in their lives. There is a huge decision for them when they break society rules to go to Forest of Ardenes secretly:

CELIA

*No, hath not? Rosalind lacks then the love
Which teacheth thee that thou and I am one.
Shall we be sundered? Shall we part, sweet girl?
No, let my father seek another heir.
Therefore devise with me how we may fly,
Whither to go, and what to bear with us,
And do not seek to take your change upon you,
To bear your griefs yourself and leave me out.
For, by this heaven, now at our sorrows pale,
Say what thou canst, I'll go along with thee.*

ROSALIND

Why, whither shall we go?

CELIA

To seek my uncle in the Forest of Arden

(Shakespeare, 1963, p. 43).

The dialog above shows if Rosalind and Celia struggle for women's inferiority, especially women have right to have a decision, not ruled by men. What Rosalind and Celia do is something big when it goes against what people believe, especially with the risky consequences. During Elizabeth Era, it is stated by John Knox that is "Women in her greatest perfection was made to serve and obey man". It seemed impossible for women to make their own decisions, but Rosalind and Celia show their courage that they are brave women who know what is the best decisions for themselves without being under the influence of others. According to *Universal Declaration of Human Rights*, self-determination is the right of everyone, so that if there is an inequality of rights between women and men in making their own decisions, it is a violation of human rights. Indirectly, Rosalind and Celia fight for human rights for women that neither women nor men are inferior with the freedom of making their own choices.

Another of their struggle to prove if they can go to the Forest of Ardenes even they are just women is when they change their identity:

*ROSALIND**Were it not better,**Because that I am more than common tall,**That I did suit me all points like a man?**A gallant curtal-axe upon my thigh,**A boar-spear in my hand, and in my heart**Lie there what hidden woman's fear there will,**We'll have a swashing and a martial outside—**As many other mannish cowards have**That do outface it with their semblances*

(Shakespeare, 1963, p. 43).

This dialogue can be interpreted into two different perspectives; the first is it can be seen as real form of women is considered inferior in which there is a relationship between women and sexuality, and the second is it can be seen as evidence of how Rosalind and Celia are struggling to fight women's power which is often considered weak by society. Even Rosalind has changed her identity to be a man, her physic is still a woman, and it is just her looks being a man. This means Rosalind is a still a woman with the female physical organs, with the same gender roles as the society construction says. Yet, she shows even she is still a woman, but she is able to survive in the Forest of Ardenes even though with the man physical appearance.

The physical strength that Rosalind brings shows that women cannot be seen as weak as they have been. Her changing identity can become a protest of social construction that makes women have bad treatments in which influence women cannot get the access for the opportunities outside. Because of the social construction, women are limited to explore themselves more and just accept it about the society's perspective if women are weak, women just become a mother and women just should stay at home. Rosalind just faces the inferiority to fight for her rights to able to go out safely, even women are considered weak by society. Rosalind able to prove to the audience of what society says if women are inferior to men and women are weak is not valid. Either women or men have each strength and weakness, which does not depend on the physical, but can be seen from other aspects. In society, if women against the inferiority do not mean if women against the men. The real truth is inferiority resistance is a form of protest towards the social construction. Women face the inferiority can be seen, such as by having a job, high education, and having a right to decide choices. How women face the inferiority is important to have an equal rights same as men.

Conclusion

As You Like It is able to provide the detailed description of women's inferiority using the feminist approach. From feminist approach, the drama shows how women have a close

relationship with inferior treatments in society which is often compared to men. The depiction of women's inferiority in this story is described by Rosalind in which represents how women are considered inferior by social construction, such as being considered weak as decision-makers, considered to only rely on beauty, and made objects that have a strong relationship with sexuality. However, the continuous of inferiority makes women also struggle to be considered equal by not being considered as the inferior, so that they get the same rights without being underestimated. Rosalind in *As You Like It* also describes how women face the inferiority. Rosalind has the courage to take risks in deciding every issue in life without letting other people interfere and showing that even though she is a woman, she is also able to struggle and survive in situations that are considered dangerous for her.

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LOSS OF FAITH IN TERMS OF AGÁPE AND ÉROS BETWEEN JAMES JOYCE'S "ARABY" AND ELIE WIESEL'S "NIGHT": A COMPARATIVE ANALYSIS

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Abstract

This paper aims to compare the loss of faith in James Joyce's "Araby" to Elie Wiesel's "Night" in terms of agápe and éros. "Night" is Elie Wiesel's memoir about his experience in Nazi German death camps, whereas "Araby" is James Joyce's story which traces a young boy's adoration. The writer applies the qualitative research method by using resources found in the library and the Internet. The study applies Fowler's theory of faith and Bowlby's attachment theory. A philosophical approach is used to signify the main characters' loss of faith. This study attempts to figure out how the loss of faith is represented, the similarities and differences between agápe and éros in the books studied. The findings show that both main characters of each story, Eliezer and the narrator, experience a crisis of faith. Eliezer in "Night" starts questioning God's existence after the holocaust, while the narrator in "Araby" loses his faith in love after being failed to purchase a gift for his crush. The results of this research can be formulated as follows: 1) the similarities are that both Eliezer in "Night" and the narrator of "Araby" undergo the same stages of faith, and the events affecting it are both metaphorically related to religion 2) The differences are the recipients of the main characters' faith and that the narrator in "Araby" is aware of his actions but he remains to champion his faith after all the obstacles, while Eliezer in "Night" questions God and immediately loses his faith after all the sufferings.

Keywords: *loss, faith, Christian, agápe, éros*

Introduction

Many mourners turn to their religious or spiritual beliefs and activities as a means of coping (Wortmann & Park, 2008), finding them to be solace when a loved one is gone. However, studies show that sometimes the opposite occurs—that bereavement, itself, can have a detrimental effect on the griever's faith (Neimeyer & Burke, 2011; Shear, Dennard, et al., 2006). Oftentimes, people experience heartbreak or a sudden change of love, either humanly or spiritually, such as the feeling of disappointment for a lover or how Jesus can turn people's lives from nothing to something good through His mysterious ways. Like the objects, "Night" is Elie Wiesel's autobiographic novel and a memoir about his experience as a survivor of the Nazi German death camps, whereas "Araby" is James Joyce's story which traces a young boy's infatuation with his friend's sister. The story related to Western civilization, there are three main Greco-Christian terms for love, such as *agápe*, *éros*, *philia*, and *storgē*.

In this case, two terms being discussed in the study are *agápe*, which refers to 'unconditional love of God for humans, as well as the reciprocal human love for God' and *éros*, which is defined as 'sexual love or the feelings of arousal that are shared between people who are physically attracted to one another.' In terms of *agápe*, it is usual in Christianity to finally 'see the light' during bad times of life because that's exactly how the

salvation of Jesus works. Despite having a different subject to put someone's faith in, the same thing also usually happens in romantic love between two humans. However, on the contrary, Eliezer's spirituality at the end of the Holocaust on 'Night' by Elie Wiesel is going backward: from something to nothing. It is also unfortunately similar to the occurrence in James Joyce's "Araby," where the narrator is frustrated by his failing love life in terms of *éros*. In other words, both love terms remain, ending in loss of faith in spite of different definitions and backgrounds. Thus, research needs to be conducted in order to find how the loss of faith is represented as well as the similarities and differences between *agápe* and *éros* taking place in the books studied. There are two research questions that will be explored in this study:

1. How is the loss of faith represented in the books studied?
2. What are the similarities and differences between *agápe* and *éros* taking place in the books studied?

Several previous studies have picked loss of faith and love as the topic of the researches. For example, in RM Donum Theo's thesis about the problems of faith, hope, and suffering revealed in Elie Wiesel's "Night" (Theo KMP, 2008), he finds that Eliezer's character development in the story is interconnected to faith, hope, and suffering. To the problem of faith, Eliezer morphs from depending on faith in God into offensively rebelling against it. To the problem of hope, Eliezer's survival is caused by his strength to stay away from death, whereas to the problem of suffering, Eliezer believes that God is silent upon the inhumanity he experiences. The knowledge of the aforementioned three interconnected concepts may also enable people to make reflections on pieces of their life since life is considered as a highly immense and complex distribution of sufferings, and living is a complicated enterprise of faith and hope. The second related study is a journal article conducted by Burke, Neimeyer & Elacqua entitled "Faith, love, and loss: When belief and bereavement become complicated" (Burke et al., 2012). It examines the grief of spiritually-inclined people after the loss of a loved one, which is proven to trigger a spiritual crisis in some individuals. In other words, a loss of secure attachment to a loved one can result in an insecure attachment to God.

Methodology

In conducting the study, there are two theories applied in the research. Firstly, the theory of faith by Fowler (1995) is used to figure out how the characters in both stories lose their faith. Secondly, attachment theory by Bowlby (1969) is used to find the connection between faith, love, and loss in the characters' development. In the study of Eliezer's loss of faith, the philosophical approach to religion is applied. In his book, *The Stanford Encyclopedia of Philosophy*, Charles Taliaferro (2019) states that

Philosophy of religion is the philosophical examination of the themes and concepts involved in religious traditions as well as the broader philosophical task of reflecting on matters of religious significance, including the nature of religion itself, alternative concepts of God or ultimate reality, and the religious significance of general features of the cosmos (e.g., the laws of nature, the emergence of consciousness) and of historical events (e.g., the 1755 Lisbon Earthquake, the Holocaust).

In analyzing the study, the writer uses library research. The primary resource is James Joyce's "Araby" and Elie Wiesel's "Night." The secondary resource is the RM Donum Theo's thesis entitled "Problems of Faith, Hope, and Suffering as Revealed in Eliezer's Character Development in Elie Wiesel's "Night," "Faith, love, and loss: When belief and

bereavement become complicated” by Burke, Neimeyer & Elacqua and several books regarding related theories and studies.

Some steps or methods were taken in doing this research. The first step was to read the books for deep comprehension. The second step was to formulate problems. Next, the writer analyzed information related to the authors and works, including the approach and theories. Last, the writer drew a conclusion after the analysis.

Findings and Discussion

In this section, the researchers compare and explain the differences between the loss of faith in Elie Wiesel’s “Night” in terms of *agápe* and James Joyce’s “Araby” in terms of *éros*, along with the similarities and differences into three parts.

Loss of Faith on Elie Wiesel’s “Night” in terms of Agápe

Faith has its six levels, according to Fowler (1995), which are intuitive and projective stage, mythic literal, synthetic-conventional faith, individuative-reflective faith, conjunctive faith, and universalizing faith. Eliezer has been in the third stage, namely the synthetic-conventional level, where faith is getting more complex by self-experiences, and to get a personal thought of faith without another person’s influence, one has to go through their own judgment and values. His thought of God is on a par with a literature study entitled “*Sophocles: A Study of Heroic Humanism*” by Cedric H. Whitman (1951), which is a theory that examines Oedipus’ fall in a certain play that may resemble Eliezer’s idea of God’s irresponsibility. Whitman believes that irrational evil is the cause of a good man’s tragedy, that one little mistake or human error (*hamartia*) can lead an individual to a huge disaster, which is irrational and imbalanced. In other words, God has already given free will to do anything, so God has nothing to do with any tragedy. Moreover, since Eliezer studies Talmud, the Jewish Bible, he believes he gets so purified that no *hamartia* will ever be done. In his adolescence, Eliezer wants to deepen his knowledge in religion through Kabbalah too so he can be spiritually closer to God.

To master Kabbalah, Eliezer is in need of a spiritual teacher, who turns out to be Moishe the Beadle. It is the moment when his faith develops into Individuative-Reflective Faith. This is the stage where people start to reflect critically on their identity by questioning individuality, subjectivity, and self-actualization. Even though his father opposes his strong attempt to be more religious due to his very young age, Eliezer continues rebelling against his father and indirectly becomes individualistic.

And during those nights, I became convinced that Moishe the Beadle would help me enter eternity, into a time when the question and answer would be ONE. (Wiesel, 2006, p. 5)

From the excerpt above, it is shown that self-reflection leads Eliezer to close his worldview from any external authority, which makes him endangered by his overconfidence and overoptimism.

The next stage, Conjunctive Faith, begins to happen to Eliezer post-deportation from Birkenau. This stage is called conjunctive belief inasmuch as after every concern; eventually one has to filter all the opposing answers to build their own independent outlook, which is mainly affected by their personal reality. While still staying loyal to their faith, tolerance for other beliefs exists too, to give a correction to their own. Numerous realities that Eliezer experiences apparently contradict the religious insights he has learned at Sighet.

Never shall I forget those flames that consumed my faith forever. Never shall I forget those moments that murdered my God and my soul and turned my dreams to ashes. (Wiesel, 2006, p. 34)

Knowing Eliezer's destructing experience that almost takes his life, it is unfortunately imbalanced with his efforts to be closer to God. It all starts when he watches so many people starved, beaten, or even hung to death in a violent way. The sufferings are so cruel that Eliezer starts to question the existence of God at the moment.

And then, there was no longer any reason for me to fast. I no longer accepted God's silence. As I swallowed my ration of soup, I turned that act into a symbol of rebellion, of protest against Him (Wiesel, 2006, p. 69).

While everybody is praying together, fasting, and worshipping Him, Eliezer doesn't seem to care ever since. In the book, actually, there's a duality in Eliezer's spirituality, which is related to his view towards his father. The father himself is a symbol of God Almighty. At first, before any inhumanity and hardship, Eliezer really requires his father all the time to accompany him facing facts. Time flies in the moments of violence, which results in the change of perspective, seeing his father as a burden, nobody but a suffering old man.

I let the SS beat my father; I left him alone in the clutches of death. Worse: I was angry with him for having been noisy, for having cried, for provoking the wrath of the SS. (Wiesel, 2006, p. 15)

If we replace 'father' with 'Father,' then we know that the pattern is quite identical. Eliezer's loss of faith starts to continue when he wants to show God that even without his help, he can survive (p. 77), especially with his recent perspective about God—thinking that He doesn't care about the Jews. Eliezer, as the eyes of Elie Wiesel, describes every event in a seemingly hateful way, which is one of evidence that shows the narrator himself and the characters' disbelief of God. Every 'holy' character is described strangely. For example, Moishe the Beadle is depicted as "awkward as a clown..." and Mrs. Schächter as "a withered tree in a field of wheat." The next evidence is, when he sees *people* get hung, he courageously states that God is already dead, hanging there on the gallows too. Eliezer's thoughts on divine sufferings that envision God as 'an invisible nothing' after the Holocaust seem to be psychologically correct. It is called "pistanthrophobia," irrational fear of building an intimate and personal relationship with others, including God. Past trauma or harmful experiences carry so much weight that fear overcomes the desire to trust others. According to Christian Jarrett's article on psychological and mental health study entitled "*What are the psychological effects of losing your religion?*" the open-mindedness, hardships, and knowledge may affect some (Jarrett, 2018). They would either rather turn to be more psychologically established or mentally ruined after becoming a non-believer (or converting to another religion). The data also shows participants who escape their religion are more likely to be unstable, having trust issues, uncomfortable or becoming bad in personality, and probably chasing after mundane things more than spiritual life goals. Eliezer, who is initially known as a very pious person eager to be 'attached' to theology even when his whole family never supports him at all while he is fighting for God alone and sacrificing his pride, questions God's existence due to his extremely harrowing ordeals. Based on Bowlby's attachment theory (1969), activation of the attachment system occurs continuously in the context of human relationships; however, loss heightens the arousal of the attachment system

when that person, and everything he or she represents in terms of being a place of safety and security, disappears. To conclude, Eliezer experiences a loss of faith in terms of *agápe* or divine love as he is disappointed in God, knowing that he's been on the side of a supreme being who allows him to suffer a lot.

Loss of Faith on James Joyce's "Araby" in terms of Éros

In line with Eliezer on Elie Wiesel's "Night," the two previous stages of faith by Fowler (1995), Intuitive-Projective Faith and Mythic-Literal Faith, which usually appear in the early years of 3 to 12, are claimed to have been experienced by the narrator on James Joyce's "Araby" beforehand. In the first phase of the story, the narrator has already been on the third level of faith, which is synthetic-conventional, where he finds his interest and gradually puts faith and love on his crush, who is the sister of Mangan, his friend, since it gives him the new sensation and feelings of joy among the hustle-bustle of drudgeries in his 'parentless' world and Roman Catholic school. The third stage emerges along with the new idea "for the shaping of the personal myth that discerns new meaning in the stories from the young person's past while also projecting him or her into possible roles and relationships in the future" (Wulff, 1997, p. 402). In other words, the narrator simply absorbs beliefs and values that come directly to him without any scrutinous thinking and consideration. It is shown by the narrator's behaviors towards Mangan's sister that represent a high level of infatuation and curiosity, such as himself standing by the front room of his house and stalking her every day.

Every morning I lay on the floor in the front parlor watching her door. The blind was pulled down to within an inch of the sash so that I could not be seen. When she came out on the doorstep, my heart leaped. I ran to the hall, seized my books, and followed her. I kept her brown figure always in my eye and, when we came near the point at which our ways diverged, I quickened my pace and passed her. This happened morning after morning. I had never spoken to her, except for a few casual words, and yet her name was like a summons to all my foolish blood. Her image accompanied me even in places the most hostile to romance. (Joyce, 1995, pp. 30-31)

The narrator is so drunk in love that he becomes confident that she is also head-over-heels for him. Furthermore, his optimism reaches its summit after Mangan's sister, in eventuality, talks to him about going to Araby, a Dublin bazaar. The narrator, knowing she cannot attend the festival due to a school retreat, uses his opportunity by offering her a special gift from the bazaar. It is the time when the narrator hits the next stage called Individuative-Reflective Faith, which permits relativism to indoctrinate his worldview and abandon reliance on external authority (Wulff, 1997, p. 402). The narrator's self-centered mindset doesn't let any external force like his tedious lessons distract his 'optimistic' fantasy while waiting restlessly for the bazaar.

I could not call my wandering thoughts together. I had hardly any patience with the serious work of life which, now that it stood between me and my desire seemed to me child's play, ugly monotonous child's play. (Joyce, 1995, p. 32)

However, after all the huge anticipation, the narrator's uncle, who is supposed to be at home to provide train fare for him to go to Araby, is late. This unfortunate event leads to the narrator's downfall of faith and high hopes that things will go as planned. Even though he arrives at the festival, it is already closing down, and he decides not to buy any gift for Mangan's sister due to the feeling of desperation.

Gazing up into the darkness, I saw myself as a creature driven and derided by vanity; and my eyes burned with anguish and anger. (Joyce, 1995, p. 32)

His loss of faith is included as the next stage, which is Fowler's conjunctive faith, where the narrator recognizes that on the real, what he has done for his uncertain love is too exaggerating, which in finality turns his life into homelessness and loneliness because he is paralyzed by the irresolvable paradoxes and contradictions of his initial faith. It dawns on him that Mangan's sister will fail his expectations as his desire for her is merely a vain wish for change. The narrator's sudden change of heart symbolized by the fade of darkness is the moment when he realizes the adoration for his 'brown figure' crush is also as misguided as his fantasies about the 'brown facades' of Araby's romanticized and exotic images.

Similarities and Differences

By comparing the way loss of faith is represented in each story, the writer finally found several similarities and differences. The first similarity is that both main characters of "Night" and "Araby" undergo the same stages of faith, which go from synthetic-conventional faith, individuative-reflective faith, to conjunctive faith. Despite differing addressees of their faith, both characters go from being hungry and interested to their faith recipients into the collapse of belief. However, even though "Araby" is in terms of *éros* or romantic love, the message of the story is still metaphorically related to *agápe* or divine love as in "Night." Symbolically, love that becomes something that the narrator puts his faith into can be interpreted as God since the narrator is seen to describe his faith in love using religious terms in his sayings.

These noises converged in a single sensation of life for me: I imagined that I bore my chalice safely through a throng of foes. Her name sprang to my lips at moments in strange prayers and praises which I myself did not understand. (Joyce, 1995, p. 31)

From the quotes above, the narrator uses biblical Holy Grail reference through the use of "chalice" and "throng of foes" or "group of enemies." Furthermore, the narrator also compares his love to a harp, another biblical symbol representing heavenly music, instruments, joy, and worship in praising God.

But my body was like a harp, and her words and gestures were like fingers running upon the wires. (Joyce, 1995, p. 31)

Similar to God, there is no absolute proof of whether the love of the boy is unrequited or not since everything is illusionary and unseen. However, the narrator remains praying and praising something he knows nothing about clearly. Moreover, the narrator also grows up around strong Catholicism. Therefore, his craze for a certain person, who is obviously lesser than God, that also blinds him from religious duties is the sign of his religious disloyalty, which leads him to self-awareness of his 'vanity-driven misbehavior. It concludes that the narrator ends up being awry between the boredom of Catholicism and the disappointment by his high expectations of love.

Although the main characters undergo similar stages of faith, the narrator in "Araby" is aware of his actions but remains to champion his faith after all the obstacles, while Eliezer in "Night" questions God and immediately loses his faith after all the harrowing ordeals. Eliezer firstly goes through repudiation and denial of God's silence after experiencing the

holocaust, before eventually losing his faith directly since there is no occurrence of divine salvation. On the other hand, the narrator in “Araby” does not immediately succumb after he experiences obstacles initiated by the latency of his uncle and slow trains. He still manages to attempt to reach his goal even though it’s all already late to Araby. Moreover, unlike Eliezer, he realizes that it is his fault he becomes a ‘stray.’ He has a chance to finally buy a gift for his crush, but he decides not to after the moment of epiphany. Thus, he does not blame the matter he is initially faithful for.

Conclusion

There are two major findings that this study achieved. The findings eventually show that both main characters of each story, Eliezer and the narrator, experience a crisis of faith. The character of Eliezer in “Night” starts questioning God’s existence in the aftermath of the holocaust, while the narrator in “Araby” loses his faith in love after he is failed to purchase a gift for his crush. In terms of faith loss, several similarities are found. The first similarity is that both Eliezer in “Night” and the narrator of “Araby” undergo the same stages of faith, which are synthetic-conventional faith, individuative-reflective faith, and conjunctive faith. The second similarity is that the events affecting the downfall of faith are both metaphorically related to religion even though “Araby” is all about *éros*. It is seen from the use of religious terms and symbols in describing Mangan’s sister and the narrator’s faith in love. Several differences are also found in the study. The first difference is that the recipient of Eliezer’s faith in “Night” is God (*agápe*), and the one in “Araby” is a lover or a human (*éros*). The second difference is that the narrator in “Araby” is aware of his misleading actions, but he remains fighting for his faith after all the obstacles, whereas Eliezer in “Night” immediately undergoes a radical change into refusal and denial of God’s silence after the sufferings.

For future research, researchers are suggested to find data that are needed to explain the justification of faith loss theoretically in terms of certain philosophies regarding western civilization. Researchers are also suggested to develop the study by examining the problems of hope and suffering taking place in a story. For example, researchers can analyze one or two books to figure out the reasons why atheism which is related to *agápe* or infidelity, which is related to *éros* from the perspective of Christian theodicy. Another instance is the study of other Greco-Christian terms for love, such as family love (*philia*) and brotherly love (*storgē*).

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THETA ROLES ANALYSIS OF *THE STORY OF THAT PLACE* NARRATIVES OF WEBTOON *GHOST TELLER* SEASON 1

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Abstract

The aims of this study are to examine the most employed theta roles found in narrative texts of the digital comic Webtoon entitled Ghost Teller Season 1 and discern the existence of theta roles in generating sentence structures. The syntactic approach and Carnie's theory of theta roles are applied in this paper. This research was conducted by employing qualitative research, and 36 data were taken from the Webtoon narratives in the form of characters' monologues in The Story of That Place arc episode 9-12. The research questions discussed what theta roles are mostly employed in the narratives and how the existence of theta roles influenced and aided the establishment of sentence structures. This study discovered ten theta roles that appeared in the narratives, including Agent, Theme, Experiencer + Theme, Agent + Theme, Agent + Theme + Goal, Recipient + Theme, Beneficiary + Instrument, Agent + Goal, Agent + Source, and Theme + Experiencer + Source. The most employed theta role in this research was Agent with the frequency of 11. Following Agent, the second theta role with the highest frequency is Agent + Theme consisted of eight data. The third position is Experiencer + Theme with seven data. There were found some arguments having more than one thematic relation as well. Therefore, this research determined that the role of various theta roles had played a role in constructing the structure of the narratives and strengthening the essence of the story.

Keywords: *theta roles, webtoon, ghost teller, agent*

Introduction

Every narrative has messages or values to be conveyed to and perceived by the audiences. The narrative is defined by Oxford Learner's Dictionary as a way of explaining events to illustrate a set of aims or values. It also means the part of a novel that tells the story rather than the dialogue (Oxford University Press, 2020). However, narratives are not only applicable to describe the events in novels and short stories. It can also be applied in digital comics, such as webtoons. Webtoon is a type of digital comic from South Korea. Each episode of this type of digital comic is in the form of a colorful long and vertical strip, sometimes accompanied with additional music and animations during each chapter. Webtoon creators often write narratives alongside the illustrations to build up the story. The limited space of digital comics' preview demands the creators to deliver concise and compelling narratives. Consequently, the creators often construct the narrative and deliver its meaning implicitly by employing various sentence structures.

Thus, to ascertain how the story is delivered through words, it is essential to examine the meaning of each sentence written to construct the narrative. In a sentence, subject and

object (direct or indirect) will serve as arguments. Each category of arguments has a specific task to deliver the purpose of a particular sentence, which can be encoded by the thematic relations process. According to Carnie (2013, p. 229), the process of thematic relations is portraying the function of arguments with respect to a predicate or a verb. Theta roles, also known as thematic roles or semantic roles, describe the semantic relation between a predicate and its arguments. Carnie (2013, p. 232) defines theta roles as bundles of thematic relations, such as agent and theme, that are assigned to a particular argument. Each argument is assigned to one and only theta role. Each theta role, however, can consist of more than one thematic relation.

Furthermore, in explaining the distinctive roles behind arguments, Carnie classified thematic relations into nine categories. The agent is the doer or initiator of particular activities. An experiencer is an entity that experiences some events in the form of a psychological component and is not noticed by the outside. The theme is an entity that is being moved, perceived, or experienced by the doer. The goal is an entity in the form of a destination and is often involving abstract motions. The recipient is an entity to receive any possessions. The source is an entity where a motion is originated. Location is an entity where an action is done, depicting both the adverb of space and time. An instrument is an entity that is utilized as a tool to perform an action. The beneficiary is an entity that gains benefits from the performed actions. Yule (2006, p. 102) stated that agent and themes are the most common theta roles.

In this paper, the researchers would like to employ Carnie's theta roles theory to examine the narrative sentences in *The Story of That Place* of webtoon *Ghost Teller* Season 1. The aims of this study are to identify which theta roles structure is mostly employed in the narratives and to discern the existence of theta roles in establishing the structure of sentences.

Several studies on thematic roles have been conducted by scholars. The first related study is conducted by Marlina (2012), employing Jackendoff's and Saeed's theories on the thematic role to examine narrative texts of high school textbooks. The purpose of this study is to discover how thematic roles construct the meaning of the narrative sentences and which thematic role is the most frequently employed. Another study on thematic roles is conducted by Agustina et al. (2019), utilizing Jackendoff's theory on the thematic role to analyze the lyrics of "Blank Space" by Taylor Swift. The aims of this study are to discern what kind of thematic roles are present in the song lyrics and to examine the meaning of the song lyrics based on the thematic roles.

Similar to the previous studies, this study examines how thematic roles are employed to establish narratives and deliver meanings. However, this study focuses on the structure of theta roles and the most employed theta roles structure in contrast to the previous study focusing on theta roles and the most employed theta roles. Unlike previous studies discussing narrative texts from textbooks or song lyrics, this study utilizes narrative sentences from a digital webtoon as the primary data. While the previous studies mainly employ Jackendoff's thematic role theory, this study will use Carnie's theta role theory.

Methodology

The data will be taken from a story arc entitled *The Story of That Place* of webtoon *Ghost Teller* Season 1, taking place on episodes 9-12. The narrative sentences in these four episodes will be the object of this research. In these episodes, besides being written outside the text bubbles, the narratives are also delivered in the form of character's monologues. This research is qualitative research implementing a syntactic approach. Before collecting the data, the researchers will first identify the narratives of the characters from *The Story of That Place* arc. The sentences must have at least a subject and a predicate and must not be a copular

sentence. There are 36 lines of narratives classified to be analyzed. Then, the researchers will categorize the narrative sentences based on the theta roles structure. By deciphering the meaning of each sentence, the researchers will observe the theta roles employed in the noun phrases of both independent and dependent clauses. Then, the frequency of utilized theta roles structures is listed to discern the most employed theta roles structure. In gathering the data, the researchers use syntactic rules to differentiate between different roles such as agent, experiencer, goal, location, source, recipient, theme, beneficiary, and instrument. After that, the researchers will determine the role of various theta roles in constructing the structure of the narratives and strengthening the essence of the story. The principle of Carnie's thematic role is linked, as noted above, to this research. The researchers aim to clarify how the thematic role shows the importance in the final stage based on established theory knowledge.

Findings and Discussion

In the narratives of *The Story of That Place* of webtoon *Ghost Teller* Season 1, 10 distinct structures of theta roles are found. The researchers present the sequence of the most used structures to the least used structures in table 1, the most used structure being Agent. Moreover, several arguments having more than one thematic relation are found.

Table 1. The Frequency of Theta Roles Structures in *The Story of That Place* of webtoon *Ghost Teller* Season 1

No	Theta Roles Structures	Frequency
1	Agent	11
2	Theme	1
3	Experiencer + Theme	7
4	Agent + Theme	8
5	Agent + Theme + Goal	2
6	Recipient + Theme	1
7	Beneficiary + Instrument	1
8	Agent + Goal	3
9	Agent + Source	1
10	Theme + Experiencer + Source	1

Agent

There are 11 narrative sentences with an agent as the assigned theta role in *The Story of That Place*. The sentences are in active voice. Here are examples of narrative sentences.

I can't stay at a place like this for even one more day!

In this example, the verb *stay* requires one argument, which is a subject that must be an agent (the doer of *stay*). Thus, the noun '*I*' bears the theta role of agent.

Sister Maria didn't live very long after the Father hurt her.

In the example above, the verb *live* requires one argument, which is a subject that must be an agent (the doer of *live*). Thus, the noun '*Sister Maria*' bears the theta role of agent.

Theme

There is one narrative sentence with the theme as the assigned theta role in *The Story of That Place*. The sentence is in passive voice. Here is the narrative sentence.

The orphanage was shut down.

In the example, the phrasal verb *shut down* requires one argument, which is a subject that acts as a theme (the thing being shut down). Thus, the noun phrase *the orphanage* bears the theta role of the theme.

Experiencer + Theme

There are eight narrative sentences with experiencer and theme as the assigned theta roles to each argument in *The Story of That Place*. Here are examples of narrative sentences.

I wish **you were here and could be loved too**.

In this example, the verb *wish* requires two arguments, which are a subject that must be an experiencer (the one who experiences the event *wish*) and an object that represents the theme (the event being wished-for). Thus, the noun '*I*' bears the theta role of the experiencer, and the noun clause *you were here and could be loved too* bears the theta role of the theme.

I thought **that warmth would never return** until I made a new family.

In the example above, the verb *think* requires two arguments, which are a subject that must be an experiencer (the one who experiences the event *think*) and an object that represents the theme (the event is thought). Thus, the noun '*I*' bears the theta role of the experiencer, and the noun clause *that warmth would never return* bears the theta role of the theme.

Agent + Theme

There are seven narrative sentences with agent and theme as the assigned theta roles to each argument in *The Story of That Place*. Here are examples of narrative sentences.

I made **a new family**

In the example, the verb *make* requires two arguments, which are a subject that must be an agent (the doer of *make*) and an object that represents the theme (the thing being made). Thus, the noun '*I*' bears the theta role of agent, and the noun phrase *a new family* bears the theta role of the theme.

You can't eat the porridge the Father gives you.

In the example above, the verb '*eat*' requires two arguments, which are a subject that must be an agent (the doer of *eating*) and an object that represents the theme (the thing being eaten). Thus, the noun *You* bears the theta role of agent, and the noun phrase *the porridge the Father gives you* bear the theta role of the theme.

Agent + Theme + Goal

There are two narrative sentences with agent, theme, and goal as the assigned theta roles to each argument in *The Story of That Place*. Here are examples of narrative sentences.

Who brings the food to the sick children?

In this example, the verb *bring* requires three arguments, which are a subject that must be an agent (the doer of *bringing*), a direct object that represents the theme (the thing being brought), and an indirect object that represents a location or goal (the thing on which the theme is being brought). As the sentence is interrogative, the pronoun *who* bears the theta role of agent. Furthermore, the noun phrase *the food* bears the theta role of theme, and the prepositional phrase *to the sick children* bears the theta role of goal. Moreover, the prepositional phrase *to the sick children* also bears the theta role of the beneficiary as *the sick children* benefit from having the food being brought to them.

Before she passed, **the volunteers who believed Sister Maria's words exposed Father Kim to the world.**

In the example above, the verb *expose* requires three arguments, which are a subject that represents an agent (the doer of *expose*), a direct object that represents the theme (the thing being exposed), and an indirect object that represents a location or goal (the thing on which the theme is being exposed). Thus, the noun clause '*the volunteers who believed Sister Maria's words*' bears the theta role of agent, and the noun phrase *Father Kim* bears the theta role of the theme. The prepositional phrase *to the world* bears the theta role of goal.

Agent + Goal

There are three narrative sentences with agent and goal as the assigned theta roles to each argument in *The Story of That Place*. Here are examples of narrative sentences.

The overflowing sympathy and love towards him all came back to me.

In the example, the phrasal verb '*come*' *back* requires two arguments, which are a subject that must be an agent (the doer of *come*) and an object that represents a goal (the location towards which the action '*come*' takes place). Thus, the noun phrase *the overflowing sympathy and love towards him* bears the theta role of agent, and the prepositional phrase *to me* bears the

theta role of goal. In addition, the prepositional phrase *to me* also bears the theta role of beneficiary because the noun *me* gains the benefit of sympathy and love from the phrasal verb *come back* of the agent.

Please wait **for me, children!**

Here, the verb *wait* required two arguments, which are a subject that represents an agent (the doer of a *wait*) and an object that represents a goal (the location towards which the action *wait* takes place). Thus, the noun '*children*' bears the theta role of agent, and the prepositional phrase *for me* bears the theta role of goal. Furthermore, the prepositional phrase *for me* also bears the theta role of theme as the entity that is being waited.

Beneficiary + Instrument

There is one narrative sentence with beneficiary and theme as the assigned theta roles to each argument in *The Story of That Place*. The sentence is in passive voice. Here is the narrative sentence.

The sick ones were showered **with so much love** before they left to meet God.

In the example, the verb *shower* requires two arguments, which are a subject that represents a beneficiary (the thing for whose benefit the action *shower* took place) and an object that represents an instrument (the thing with which the action *shower* is performed). Thus, the noun phrase *the sick ones* bears the theta role of the beneficiary, and the prepositional phrase *with so much love* bears the theta role of the instrument. Furthermore, the noun phrase *the sick ones* bears the theta role of the goal of the prepositional phrase *with so much love*. This prepositional phrase also bears the theta role of the theme.

Agent + Source

There is one narrative sentence with agent and source as the assigned theta roles to each argument in *The Story of That Place*. Here is the narrative sentence.

We were all living off **from the love and attention he received**.

In the example, the phrasal verb *live off* requires two arguments, which are a subject that must be an agent (the doer of *live off*) and an object that represents the source (the location from which the action *live off* originates). Thus, the noun '*we*' bears the theta role of agent and the prepositional phrase *from the love and attention he received* bears the theta role of the source.

Theme + Experiencer + Source

There is one narrative sentence with theme, experiencer, and source as the assigned theta roles to each argument in *The Story of That Place*. Here is the narrative sentence.

Looking at Young-shin reminds **Kim** of **his own younger brother**.

In the example, the verb *reminds* three arguments, which are a subject that represents the experiencer (the one who experiences the event), a direct object that represents the theme (the event that is experienced), and an indirect object which represents a source (the location from

which the event takes place). Thus, the noun phrase *looking at Young-shin* bears the theta role of theme, the noun *Kim* bears the theta role of the experiencer, and the prepositional phrase of *his own younger brother* bears the theta role of the source. Moreover, the noun phrase *looking at Young-shin* also bears the theta role of agent as the initiator of the event (the action reminding).

Recipient + Theme

There is one narrative sentence with recipient and theme as the assigned theta roles to each argument in *The Story of That Place*. Here is the narrative sentence.

Even as he took his last breath, **he** received **the sympathy of others**.

In the example, the verb *receive* requires two arguments, which are a subject that represents agent (the doer of *receive*) and an object that represents a theme (the thing being received). Thus, the noun *he* bears the theta role of the recipient, and the noun phrase *the sympathy of others* bears the theta role of the theme. Moreover, the noun *he* also bears the theta role of the beneficiary (the one who benefits from an action) and goal (towards which an action is delivered).

Conclusion

Based on the data above, *The Story of That Place* arc of the webtoon *Ghost Teller* Season 1 has 36 lines of narratives in total. This study discovered ten theta roles that appeared in the narratives, including Agent, Theme, Experiencer + Theme, Agent + Theme, Agent + Theme + Goal, Recipient + Theme, Beneficiary + Instrument, Agent + Goal, Agent + Source, and Theme + Experiencer + Source from the narratives. The most employed theta role is Agent with eleven instances, followed by Agent + Theme with eight instances in the second place and Experiencer + Theme with seven instances in the third place.

This analysis shows that agent is one of the most important and necessary theta roles within a sentence, especially in webtoon *Ghost Teller*. The example can be demonstrated in this sentence: *I can't stay at a place like this for even one more day!* The predicate of this sentence is the intransitive verb "stay," which requires one argument as a subject as the subject must be the doer of *stay*, the argument *I* must be an agent. The analysis also finds the existence of arguments having more than one thematic relation in one assigned theta role. The example can be demonstrated from this line: *The overflowing sympathy and love towards him all came back to me*—the argument *me* can be assigned either the role of goal or beneficiary. To conclude, theta roles help readers to understand the relations between each argument and the meaning of the narrating sentences. Hopefully, this paper is able to broaden the perspectives relating to theta roles of story-telling narratives in future researches.

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Appendix

Table 2

The Analysis of Theta Roles Structures in *The Story of That Place* of webtoon *Ghost Teller* Season 1

No	Narratives	Structures	Valency
1	If that was his goal all along, then you succeeded, you rascal!	Agent	1
2	Father Kim was also an orphan, so he understood their pain as well as the pain of losing one's family.	Experiencer + Theme	2
3	His mother was constantly ill and bedridden, and his alcoholic father relentlessly beat him during his miserable childhood.	Agent + Theme	2
4	Looking at Young-shin reminds Kim of his own younger brother.	Source + Experiencer + Theme Agent + Experiencer + Theme	3
5	All my friends who eat the porridge go lay down.	Agent	1
6	who (all my friends) eat the porridge	Agent + Theme	2
7	You can't eat the porridge the Father gives you.	Agent + Theme	2
8	Who brings the food to the sick children?	Agent+ Theme + Goal Source + Theme + Beneficiary	3
9	I can't stay at a place like this for even one more day!	Agent	1
10	Please wait for me, children!	Goal + Agent	2

Theme + Agent			
11	I will save you as soon as I can.	Agent + Theme	2
12	It was at my mother's funeral that I felt the warmth of a loving embrace for the first time.	Experiencer + Theme	2
13	Soon after, when my father suddenly passed away, that warmth I had felt before came back.	Agent	1
14	my father suddenly passed away	Agent	1
15	Then, it disappeared again, as quickly as it came.	Agent	1
16	it came	Agent	1
17	Then, I learned how to bring that feeling back , but even that had a limit.	Experiencer + Theme	2
18	that had a limit	Agent + Theme	2
19	My little brother suffered for a few days before dying.	Agent	1
20	The overflowing sympathy and love towards him all came back to me.	Agent + Goal Agent + Beneficiary	2
21	I thought that warmth would never return until I made a new family.	Experiencer + Theme	2
22	that warmth would never return	Agent	1
23	I made a new family	Agent + Theme	2
24	We were all living off from the love and attention he received.	Agent + Source	2

25	The sick ones were showered with so much love before they left to meet God.	Beneficiary + Instrument Recipient + Instrument + Theme	2
26	they left to meet God	Agent + Goal	2
27	I could not believe it .	Experiencer + Theme	2
28	Sister Maria didn't live very long after the Father hurt her.	Agent	1
29	the Father hurt her	Agent + Theme	2
30	Before she passed, the volunteers who believed Sister Maria's words exposed Father Kim to the world .	Agent + Theme + Goal	3
31	she passed	Agent	1
32	who (the volunteers) believed Sister Maria's words	Experiencer + Theme	2
33	The orphanage was shut down.	Theme	1
34	Even as he took his last breath, he received the sympathy of others .	Recipient + Theme Goal + Theme Beneficiary + Theme	2
35	he took his last breath	Agent + Theme	2
36	I wish you were here and could be loved too.	Experiencer + Theme	2

COMMODIFICATION OF WOMEN'S BODY IN MAHASWETA DEVI'S BREAST STORIES

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Abstract

This article aims to describe how patriarchal culture exploits women's bodies built-in Mahasweta Devi's Breasts Stories (1997) by using feminism approach that emphasizes the woman's body as an economic item. The theory of Simone de Beauvoir's 'The Body' on her Second Sex book is used in this study to identify how patriarchal culture shaped a woman's life. Mahasweta Devi describes the identity of women as an object which is depicted from the protagonist character named Jashoda, a Brahmin woman who has to work as a wet nurse in a rich family due to her husband's misfortune. To provide for her family's economic needs, Jashoda uses her breasts as an economic commodity. In the subaltern Indian environment in which Jashoda lives, a strongly patriarchal culture shapes women's perceptions of their bodies as useful only as reproductive organs for children and milk. In the end, Jashoda is useless to society because her old body is no longer useful because it can no longer produce breast milk. She is struggling with breast cancer alone because she was abandoned by society due to her advanced age and her inability to produce breast milk. Jashoda's breast cancer is a form of women's struggle and resistance. The patriarchal culture forms the figure of women as a means of child reproduction and is subservient to men.

Keywords: *Feminism, Commodification, Patriarchal.*

Introduction

The topic of women's rights is one that is never-ending to be debated. In the community, this still elicits both pro and con responses. There are numerous approaches to understanding a woman's rights. The female body was first discussed during the second wave of feminism, and it was a movement for raising women's voices because men perceived themselves to be superior, a phenomenon known as patriarchal culture. The female body has been subjected to various economic, political, and historical processes in which a woman's body is used as a commodity from generation to generation. Looking back at how women have struggled throughout history, this leads to the question of whether women have the right to own their bodies or who has the most control over their bodies. We can see how women's bodies were used for various purposes depending on the demand of time; it was used to produce labor, child slaves, sexual desire, to show a nation's economic growth and modernity at the national and global level, symbolize idealized feminist beauty, assimilate colonization values and culture into colonized countries, facilitate the intercultural interactions, save national identity, drive people's movements against oppression, biopolitical arrangement, represent a country at the global level, introduce national values to the world, build diplomatic and economic relations, experiment site for medical advancements and commercials. Femininity, sexuality, and reproductive capacity of women's body has always

been and still continue being so central for utilization by capitalist industries, disciplinary practices, and political powers (Harcourt 2009, p.23).

This can be supported by patriarchal culture, which objectifies a woman's body as a trade or commodity with specific goals that are undoubtedly beneficial to one of the parties. Patriarchal culture still exists in this modern era. *Breasts Stories* (1997), a novel written by Mahasweta Devi and translated into English by Gayatri Chakravorty Spivak, is about caste, patriarchy, and underprivilege and features a woman as the main character. The story of Jashoda, a professional wet nurse who is trying to maintain her family, is told in *Breasts Giver*. Jashoda is Lord Krishna's mother's name, and her name is a symbol of motherhood in the story. Hindus, by Indians, see women as goddess Lakshmi. Indian considered a woman is a Devi (goddess) or holy and woman has the right to own and use their bodies as they wish. Mahasweta Devi talks about how women from diverse castes and walks of life are viewed as reproductive subjects in a patriarchal culture. Mahasweta's essay not only speaks for Indian women but also for all women around the world who are fighting for the right to own their own bodies.

The story of *Breast Giver* explains that the female identity played by Jashoda is as a body, worker, and object. A member of the highest caste of Hinduism, the Brahmin, Kangalicharan, who lost both of his legs in an accident, was a hapless victim of the affluent patriarch's clan, the Haldar Family. Jashoda, Kangalicharan's wife, was forced to work to become the Haldar Family's wet nurse and was dubbed a "professional mother" who stayed with them until she was old and no longer useful for the Haldar. As a Brahmin woman, she is portrayed as a "goddess" (Spivak, 228) and "a portion of mother" (Spivak, 233). The women, specifically the Haldar family's daughter-in-law, are Jashoda's exploiters; they force Jashoda to breastfeed their children in order to keep their bodies beautiful. According to the strong patriarchal culture here, men will seek satisfaction other than the consequences of changing the body shape of a woman who becomes a mother and breastfeeds her child. Beauty standards are another issue that influences society's perception of how a woman's body will change after she has a kid. In her story, she 'becomes the infants' suckling mother' to save the 'figure shape' of the daughters-in-law of the Haldar family (Gayatri Spivak, 228). It is ironic that Jashoda is not only a wet nurse but also a *Breast Giver* in a world where gender and caste oppression intersect. Jashoda's sale of her maternal body to the household of a wealthy Brahmin family to support her own family effectively reverses this traditional sexual division of labor between men and women (126). Although she was praised for 30 years and was dubbed the "Mother of India," it is only a doctrine that in her old age, Jashoda was no longer useful to the Haldar family and was banished due to breast cancer.

Their (woman) positions in society are being exploited for the benefit of others. Not only this, but also their female body is being mutilated for the benefit of others (Priyadarshini, 2019). It is important to understand the female body, which is frequently misunderstood in society. Beauty standards are another issue that influences society's perception of how a woman's body will change after she has a kid. It disregards the natural concept of a mother's responsibility to breastfeed her kid. It is very ironic for me that, Jashoda is sacrificing her own body to support her employer in return for nothing, only a good amount of food (Noshwin, 2014). She is oppressed psychologically by the women by whom she is employed. They treat her as a commodity rather than an actual human being. Jashoda, the 'breast-giver,' is in most ways a powerful woman overcoming the expression that womanhood can sometimes entail (Ramana Devika, 2016). Jashoda's only usefulness in the male-dominated cultural setting is her maternal plenitude, her duty of raising children out of an imaginary order as she dives into the symbolic law of the father. This 'usefulness' is the responsibility of all mothers of patriarchy (Madar, 2018). Women's behavior is influenced by a strongly patriarchal culture. To live in the social context, women would oppress their fellow

women by exploiting other women as a result of the repercussions of having a beautiful figure, or males would utilize other women for sexual enjoyment. This study explores women's natural body in production and how it relates to women's right to be free of gender discrimination and exploitation.

Women in patriarchal cultures face a variety of oppressions, including their rights to speak out about their bodies. It would be extremely beneficial to discuss one of the Indian literary texts, *Breast Giver* (1997) by Mahasweta Devi, in order to demonstrate how women's bodies are used as commodities. This study will broaden the reader's understanding of the female body. The following questions will be answered in this study to determine the study's focus. The first question is "How is the body of women represented in drama?" and the second is "What are women's struggles related to her body?"

Methodology

The theory of Simone de Beauvoir 'The Body' on her *Second Sex* book is used in this study, "Best to keep women in a state of dependence; their codes of law have been set up against her, and thus she has been definitely established as Other" (Beauvoir 171). As the result of a strongly patriarchal culture, in *Breast Giver*, a woman considered as 'beautiful' is a woman who has a slim body which is important to satisfy the husbands.

The purpose of this research is to determine how the subjectivity of women's bodies supports the economy with patriarchal cultural background. Researcher collecting the data by reading literary writings titled *Breast Giver*, reading journals related to *Breast Giver*, reading references about Indian cultural backgrounds and feminism, interviewing an Indian male, and interviewing someone who studies feminism. In this study, the research technique procedure is to analyze how Jashoda's body is exploited as a result of a patriarchal culture backed by social status distinctions and a lack of humanity. The research method in this study consists of several stages, including reading the literary text, understanding and marking the conflicts to be discussed, and studying the conflict to draw conclusions.

Findings and Discussion

Breast Giver depicts how a woman's body is used as an economic support commodity, as portrayed by Jashoda, the wife of a Brahmin, India's highest caste. The name 'Jashoda' is the name of Lord Krishna's mother, and the figure of Jashoda is the personification of a mother, sacrifice, and sanctity, as stated below. The year is 1960, and the setting of *Breast Giver* is subaltern India.

As a Brahmin woman she is portrayed as "goddess" (Breasts Stories, 228) and "a portion of mother" (Breasts Stories, 233)

Poverty deprives her of the respect that Brahmins usually have as the highest caste. Before her husband, Kanglicharan lost both of his legs, Jashoda was an ordinary homemaker. Kanglicharan, a Brahmin, worked in the shop of the opulent patriarch's family, the Haldars. Kanglicharan stole samosas and sweets whenever he was alone at the shop. Kanglicharan lost both of his legs as a result of his stealing habit after being hit by a Studebaker driven by Haldar's youngest son. Kanglicharan had to have his leg amputated. Mr. Haldar expressed regret for his son's actions and promised Kanglicharan a shop as restitution for his son's transgressions against the upper caste.

She sacrificed her breasts as an economic support for her family. Jashoda's sale of her maternal body to the household of a wealthy Brahmin family to support her own family

effectively reverses this traditional sexual division of labour between men and women (Breast Stories, 126).

Kanglicharan and Jashoda were both harmed by Mr. death Haldar's death. Poverty and bad luck forced Jashoda to support his family by went to Mrs. Haldar seeking a job and forced Kanglicharan to do the home works such as looking after and cooking for their children. Jashoda worked as a wet nurse and was nicknamed a "professional mother" because she breastfeeds Haldar's descendants. Actually, Jashoda and Kanglicaran are a tool to be exploited in their society, which oppresses the poor by manipulating Jashoda as a 'professional mother.' The story of Jashoda selling her body depicts how a woman's body is used as a commodity to support the economy without regard for humanity.

In her story, she 'becomes the infants' suckling mother' to save the 'figure shape' of the daughter-in-laws of Haldar family (Breasts Stories, 228).

Jashoda's status as a 'goddess' class lady changed, and she only works as a maid for the Haldar family. She became 'the infants suckling mother' in order to preserve Haldar's daughter-in-laws' figures.

The daughters-in-law of the Haldar family refuse to feed their own children to keep their figures attractive (Breast Stories, 49).

Women are oppressed both physically and mentally. Women's bodies are exploited in a variety of ways; in addition to being a source of economic support, a woman's body is also used as a source of sexual satisfaction in which the body demands that it always looks good and slim. In Jashoda's society, particularly in the subaltern area, a beautiful woman is one who has the same body as a young girl, despite the fact that a woman's natural body changes when she has a child. The daughters-in-law of the Haldar family are the main exploiter of Jashoda's body so that they can satisfy their husband's desire through their body, which remains the same even though they have children. The daughters-in-law of the Haldar family do not want to breastfeed their children so that their husbands do not look for other women.

Her "unreasonable, unreasoning and unintelligent devotion to her husband and love for her children" make Jashoda accept the status of the "legendary Cow of Fulfillment" (Breast Stories, 48).

Jashoda is a traditional Indian woman who believes that a woman's role is solely to reproduce and nurture mankind. Women are oppressed in many ways by a patriarchal culture, one of which is economic oppression. Patriarchy influences society's perception of women based on their bodies, and women who are 'useful' refer to their bodies as a source of children and milk reproduction. Women's treatment of other women is also influenced by a strongly patriarchal culture. Women will oppress fellow women based on caste and social status differences for the sake of a woman's survival in a patriarchal environment.

Yah! Cancer indeed! That easy! You misheard; all she needs is an ointment; I can't send a Brahmin's daughter to a hospital just on your word (Devi Breast Stories, 235). The sores on her breast kept mocking her with a hundred mouths, a hundred eyes" (Devi Breast Stories, 84).

Jashoda had breast cancer which has been ignored at the beginning stage after breastfeeding 30 of Haldar's descendants and 20 of his own children. When Jashoda was unavailable, no one from the Haldar family answered the phone from the hospital. She spends her days as a 'mother' to Haldar's descendants as well as a mother to her own children. Even

though she is the wife of a Brahmin, Jashoda is used as a tool in society as a 'woman' and 'a marginalized person.' Her cancer represents a rejection of the exploitation and use of women's bodies as commodities. When Jashoda's body is still functioning to serve the community as she still can reproduce milk, this is how society considered her existence. It's a way for a woman to survive in a patriarchal culture by using her body. Jashoda did not refuse to have intercourse with her husband, whom she regarded as God, and gave birth to 20 children in order to ensure that she would not run out of breast milk as a source of earning capital. In the end, she died of cancer.

Theory Simone de Beauvoir, in her book entitled *The Second Sex*, explains that

Best to keep women in a state of dependence; their codes of law have been set up against her; and thus she has been definitely established as Other (The Second Sex, 171).

The Society of Patriarchy had made a law stating that it is preferable to keep women as dependent on men in subaltern India, where Jashoda lives. This law against a woman's independence creates a situation in which women can be considered in society when a woman can produce or have something from her body. The dominant patriarchy alters the personality of the woman.

Conclusion

The *Breasts Stories* is a novel comprised of several short stories about feminism. According to one of the stories in the novel, *Breast Giver*, women in subaltern India are thought to exist because their bodies can be exploited as tools, both sexually and economically. Gender inequality dominates forms of women's oppression, but caste and economic status differences also have an impact on women's oppression. Women as objects are created by society, not by the woman's body itself. Women's bodies are capable of reproducing children and producing breast milk, but that does not absolve women of their natural responsibilities as mothers in order to live in a patriarchal society. Mahasweta Devi used Jashoda and her aching breasts as a voice against the commodity of the female body to advocate for the rights of Indian subaltern women.

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ISOLATION AND DEPRESSION PORTRAYED IN *HOME ALONE* WEBTOON WRITTEN BY GIRYANG

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Abstract

According to Bevinn (2011), loneliness is a condition when someone feels lonely because they have been left behind. Loneliness is one of the feelings experienced by everyone, including children, teenagers, and adults. This study aims to provide information for people about the dangers of self-isolation that causes depression through a comic webtoon entitled Home Alone Webtoon written by Giryang. In Home Alone Webtoon it brings topics about loneliness and depression which are very similar to what many people feel during this pandemic. This paper uses library research, namely activities related to library data collection methods. Library research is research that obtains information by placing existing facilities in the library, such as books, magazines, documents, or pure library research related to the object of research. The researchers collected the data by observing the dialogues in a comic webtoon entitled Home Alone written by Giryang, and the data that has been collected will be observed. The analysis is divided into three parts: the characteristics of Jihoon, how isolation and depression are portrayed in Home Alone Webtoon written by Giryang, and how isolation and depression affect the characters. From the data findings, it can be concluded that the character named Jihoon isolated himself because of the accident that happened in his neighborhood.

Keywords: *Comic, Depression, Isolation, Webtoon*

Introduction

We chose this topic because it describes the current situation, namely the Covid-19 Pandemic, where people isolate themselves to avoid contracting the Covid-19 disease. However, we also want to tell our readers how dangerous self-isolation causes depression through the comic webtoon titled Home Alone Webtoon written by Giryang. We chose Home Alone webtoon as it brings out topics about loneliness and depression, which are very similar to what many people feel and experience during this pandemic and lockdown times. During these isolation and pandemic times, many people have turned to the internet as a means to entertain themselves without having to leave their homes. With the internet, people can socialize with each other and find many kinds of entertainment from various websites and social media. One of the most popular forms of comics nowadays is Webtoons.

Webtoons are a form of digital comics that originated in South Korea. Unlike American comic books that are read left to right and manga is read right to the left, webtoons are read vertically. According to an article, the webtoons format was born out of traditional Korean manhwa during its transition to being a digital-first art form (Cohen, 2020). As smartphones became more common in the West, webtoons quickly spread as their vertical format is easier to read on smart devices than traditional book-oriented comics and manga.

Overall, webtoons are different from comics and manga in several ways. Webtoon uses a vertical orientation which encourages scrolling on smart devices. Webtoons are usually in color on black-and-white, as publishing on physical paper is not a problem. Most Webtoons also use music and animations that play as the user reads each episode, creating a mixed media experience. Webtoon started out as a Korean app in 2004 and has grown across languages and countries. Webtoon is now the most popular app in the world (much more popular than anything Marvel or DC has been doing lately). Webtoon has several applications available for Korea, Japan, and China. However, the English app also includes Mandarin, Thai, Indonesian, Spanish, and French. The translation website handles other languages.

According to Bevinn (2011), loneliness is a condition when someone feels lonely because they have been left behind. Loneliness is one of the feelings experienced by everyone, including children, teenagers, and adults. In a webtoon comic entitled *Home Alone* written by Giryang, Jihoon, the main character in this webtoon comic, is responsible for house-sitting at his uncle's house because his uncle has a business trip for a week. At first, Jihoon did not want to house-sitting his uncle's house due to an incident in his uncle's neighborhood, but he changed his mind because it pays more than working in a convenience store. When he lived at his uncle's house, he did some easy jobs like taking care of his uncle's pets and watering the plants. However, the next day he found a mysterious envelope on the computer desk. After receiving the envelope, terrible things happened to him, like a knife that almost hit his uncle's pet and Jihoon's hand suddenly bleeding. After that incident, Jihoon isolated himself on the sofa and covered himself with a blanket. At night Jihoon always hears mysterious voices that scare him; he also hallucinates seeing ghosts when he wakes up. After his uncle returned from a business trip, Jihoon's uncle inhaled a bad smell, and he was also surprised when he saw Jihoon, who had gone mad.

Problem Formulation

1. What are the characteristics of Jihoon?
2. How are Isolation and Depression portrayed in *Home Alone* Webtoon Written by Giryang?
3. How do Isolation and Depression affect the characters?

Review of Related Studies

The first related studies are taken from the journal entitled "*Loneliness in Haruki Murakami's After Dark (2007): A Focalization Analysis*" (by Linna Amanda, Nia Nafisah and Nita Novanti 2019) in "*Passage*" (Vol. 7, No 1, 2019, 60-85). The researcher in this journal tried to analyze the forms of loneliness depicted in the novel entitled *After Dark* through the main character, Mari Asai. The researcher used Mijuskovic's theory in order to analyze the main character Mari Asai, loneliness. In this theory, there are four forms of loneliness and three ways to overcome the loneliness that the researcher uses in this study. These studies conclude that the researcher reveals the forms of loneliness experienced by the main character Mari Asai: aloneness, isolation, loneliness, and alienation. In the forms, it is shown to be experienced and revealed by the main character Mari Asai throughout the story. In this story, Mari Asai is not only left alone by people around her, but she also chooses to continue being alone due to fear of getting hurt by other people.

The researcher found that the novel entitled *After Dark*, written by Haruki Murakami, has some implications. Loneliness is universal, regardless of age. The main character is

encouraged to overcome it by herself while at the same time being open-minded to other perspectives. Another implication is that the experience is an important phase where young adults realize and reflect on his/her capability in facing life's ups and downs. The similarity between this related study and this paper is that it has the same topic discussion about loneliness. The difference between this related study and the paper is that the object discussed is different. Thi related study discussed a novel entitled *After Dark*, while this paper discussed a Webtoon comic entitled *Home Alone*.

The second related study was taken from the journal entitled "*Self and salvation: visions of hikikomori in Japanese manga*" (Ulrich Heinze and Penelope Thomas 2014). The researcher in this journal tried to explore the theoretical and popular opinion about acute social withdrawal syndrome in Japan, called hikikomori. Psychologically, hikikomori is an extreme version of an otaku. Internet and computer addicts that can only communicate in his virtual companion group. The researcher also includes several mangas that depicted hikikomori, like *Welcome to the NHK*. The shōnen manga "Welcome to NHK" is adapted from a semi-autobiographical novel (2002) by Takimoto Tatsuhiko, born in 1978. Takimoto collaborated with visual artist Kenji Oiwa to create a manga used as a series in Ace from 2004 to 2007 and an animated TV series in 2006. From 2006 to 2008, the American publisher Tokyopop published all eight volumes in English.

Known as the *Ultimate Non-Stop Hikikomori Action Comic!!*, this is a black humorous social commentary that focuses on the struggle of the 22-year-old anti-hero Tatsuhiro Sato, a dropout student who spent four years tried to survive as a hikikomori in a small apartment in Tokyo. The similarities between this Welcome to NHK manga written by Takamoto Tatsuhiko and Home Alone Webtoon by Giryang is that both comics depicted the isolation of the character from society and the depression that happens to both of the characters. In Welcome to the NHK, the main character Tatsuhiro Satou is dropped out of his school and spends four years surviving by isolating himself or becoming a hikikomori in a tiny apartment. In contrast, the main character of Home Alone, Jihoon, stays in his uncle's house rather than working in a convenience store because something happens in his environment. The difference is in Welcome to the NHK is that both characters give up on life and jump, but both are saved. While in Home alone, Jihoon got depressed when he sees the dead body by sitting in front of the corpse and watching.

Methodology

The object of this research in this analysis is a Webtoon comic entitled Home Alone written by Giryang. In this research, we used library research. According to Abdul Rahman Sholeh (2005, p. 63), library research obtains information by placing existing facilities in the library, such as books, magazines, documents, or pure library research related to the object of research. In this research, the researcher will collect the data by reading and observing the dialogues in a comic webtoon entitled Home Alone written by Giryang. After the data has been collected, the researcher will observe the data and use it to answer the problem. We also use psychoanalysis by Freud to analyze the main character Jihoon in this Webtoon comic

Finding and Discussion

What the characteristics of Jihoon are

In the Webtoon comic entitled Home Alone written by Giryang, the main character Jihoon is responsible for house-sitting in his uncle's house during summer vacation. At first,

he does not want to do that due to an incident in his uncle's neighborhood. However, in the end, he wants to take care of his uncle's house because his uncle paid him money rather than working in a convenience store. Working in a convenience store will make him tired, and the salary is low.

"My uncle went on a business trip so I ended up house-sitting for him for a week." (Home Alone, 2015).

"I wasn't really feeling up to it because people were saying that something had happened in the neighborhood a few days earlier." (Home Alone, 2015).

"But it pays a lot better than working at a convenience store so I said I would do it." (Home Alone, 2015).

Jihoon has responsibility for doing chores like watering the plant and taking care of his uncle's pet. When Jihoon woke up in the morning, he was always watering the plant to ensure that his uncle's plant did not die. After he finished watering the plant, Jihoon gave food to his uncle's pets. When Jihoon already did every task in his uncle's house, he spent his time resting by reading a magazine and playing games

"The weather's a real mess, they seem kind of droopy. Should I water them a bit more?" (Home Alone, 2015)

"Time to play some games!" (Home Alone, 2015)

"Huh? What's wrong? I gave you food, ugh-- you're so loud!" (Home Alone, 2015)

From the analysis above, it can be concluded that the characteristic of the main character, namely Jihoon, in the webtoon comic entitled *Home Alone* written by Giryang, Jihoon has the characteristic of a laid-back person. He prefers something easygoing that has many results rather than hard work, but the results are not so many.

How Isolation and Depression are portrayed in Home Alone Webtoon Written by Giryang

In the Webtoon comic *Home Alone* written by Giryang, isolation and depression are depicted by the main character Jihoon, when he is told to take care of his uncle's house while he is away on a business trip for a week. At the beginning of the story, Jihoon thinks that he does not want to do house-sitting at his uncle's house due to an incident in his uncle's neighborhood. However, he changes his mind and takes the job from his uncle because he was paid more than the salary from a convenience store.

"My uncle went on a business trip so I ended up house-sitting for a week" (Home Alone, 2015)

"It's summer vacation and all I have to do is watch the house. It's basically a dream part-time job." (Home Alone, 2015)

From his decision, it can be seen that Jihoon rather isolated himself in his Uncle's house because there is something that happened in his neighborhood and for him taking care of his uncle's house is a part-time dream job because it is a lot better than working at a convenience store. While depression is portrayed when Jihoon follows his uncle's dog to the kitchen, suddenly a mirror falls and breaks, and a falling knife almost killed the dog, but luckily Jihoon saves it. This situation was the first time Jihoon felt paranoid then become a depression because of strange events in his house.

"Agh! Why the hell was there a knife on top of the fridge?!" (Home Alone, 2015)

Then after that, he found his uncle's roommate's letter, which Jihoon needs to take care of the roommate's cremation. Also, an email suddenly keeps pop up on his Computer screen, and then his hand is covered in blood that makes Jihoon scream. After seeing the letter, he laid down on the couch because he was so scared of it. Then he realizes that something was wrong in the house, like when he turned on the TV, it appears static. The room is freezing, but he did not turn on the air conditioning. The blackout starts to happen, and Jihoon starts to hear weird noises that make him uncomfortable.

"Thank you so much for letting me stay here as your roommate. I feel bad for my mom living alone in the countryside by the way when you find it please take care of the cremation. - letter" (Home Alone, 2015)

"Damn it I'm so scared. And now I can't even sleep in my room because of that letter. I'll probably have a freaking nightmare" (Home Alone, 2015)

"I didn't even turn on the air conditioning but the room's freezing" (Home Alone, 2015)

"I'll just watch some TV, ~static~, what's wrong with the TV?" (Home Alone, 2015)

The next day Jihoon still sat and lay on the sofa when it rained. Jihoon keeps hearing strange noises in the house, then Jihoon tried to look the other way, and suddenly he saw a corpse that made him fall off the sofa. Jihoon got up from the floor and sat back on the sofa. Then after sitting in dead silence, he hears the door open. Jihoon keeps hearing footsteps sound it makes him blanket himself in the dark while sitting on the sofa, which slowly drained his mental drain due to the strange sound he heard and also, he cannot charge his phone or showered because he keeps waiting for his uncle to come home tomorrow.

"~falling from the sofa~ Was that a dream?" (Home Alone, 2015)

"Every night, I always hear the sound of footsteps, and these nightmares are slowly draining me mentally" (Home Alone, 2015)

"I can't charge my phone so there's no way to contact anyone" (Home Alone, 2015)

"I smell like a rotting corpse because I haven't showered in days" (Home Alone, 2015)

Finally, the next day his uncle arrives at his house. Jihoon hears a noise coming from the door, and he goes to the door. Then his uncles enter the house, and he smells something weirds, and his uncle checks where are the smells come. When he finally found the source, he found out that Jihoon was in the room sitting depressed in the front of the cremation that his uncle's friend to take care.

"You really scared the crap outta me haha!" (Home Alone, 2015)

"I heard someone's footsteps and weird stuff kept happening." (Home Alone, 2015)

"But isn't this your friend's room? He asked you to find something" (Home Alone, 2015)

"What did he ask you to find?" (Home Alone, 2015)

From the analysis and evidence above about how depression and isolation are portrayed in Home Alone written by Giryang, it can be concluded that Jihoon is a type of person that responsible for what he is doing. However, the things he does make him more isolated because the things he does are better than working in a convenience store. Then, while he was guarding his uncle's house for a few days, strange things slowly happened that made Jihoon feel uncomfortable with the state of his uncle's house. Thus, growing a sense of paranoia made him depressed, from finding a letter that had to guard his friend's cremation to seeing the corpse's face, which he thought was a dream. Hence, those are the descriptions of depression and isolation in Home Alone written by Giryang.

How Isolation and Depression affect the characters

At the beginning of the story, Jihoon did not have any disturbances to house-sitting in his uncle's house. He has a good day to do his job, like tending plants and taking care of his uncle's pets. However, in the middle of the story, after Jihoon received a letter from his uncle's friends, he had terrible things happen to him, such as a mirror falling into him, receiving mysterious emails, and then his hand is covered in blood that makes Jihoon scream. Because of that incident, Jihoon was scared, and he isolated himself on the sofa. Jihoon covered himself with a blanket and became frightened on the sofa. At night he heard footsteps and the sound of a door opening nearby, which scared him even more. The next day Jihoon kept hearing strange noises in the house that made him even scared. When Jihoon

tried to look the other way, he was suddenly surprised by a corpse in front of him that made him fall off the sofa.

Jihoon got up from the floor and sat back on the sofa. After sitting in dead silence, he heard the door open and footsteps again. The sound makes him blanket himself in the dark while sitting on the sofa, which slowly makes his mental drain slowly due to the strange sound he heard. Finally, his uncle arrives at his house. Jihoon hears a noise coming from the door, and he goes to the door. When his uncles enter the house, he smells something wrong, and his uncle checks where the smells come. His uncles were surprised and found out that Jihoon was in the room sitting depressed in the front of the cremation corps.

The id operates on an unconscious level, focusing only on instinctive drives and desires. According to Freud (1975:43), two biological instincts constitute the id: the survival instinct that drives us to engage in life-sustaining activities, and the death instinct that drives destructive, aggressive, and violent behavior. In *Home Alone* written by Giryang, we can see that Jihoon's desire is to house-sitting his uncle's house instead of working in a convenience store. Because Jihoon can relax and do whatever he likes while taking care of his uncle's house. We think that Jihoon's decision about choosing to house-sitting his uncle's house rather than work at the convenience store is because the job his uncle gave him was less strenuous than working at a convenience store where Jihoon could spend a long, tiring time.

So Jihoon's decision is his instinct to survive by doing activities that do not drain much energy: house-sitting his uncle's house. Then the death instinct that Jihoon has is when he finds a letter from his uncle's friend where he has to take care of his uncle's friend's cremation, Jihoon also often hears strange sounds like people walking and doors opening. In the end, it caused intense fear that made Jihoon depressed and paranoid until the end of the story.

Conclusion

From the analysis above, we can conclude that the isolation and depression depicted in this webtoon story can make people living alone in a house can make that person go crazy. Those who experience this imagine something scary and can even harm themselves with the imagination they see. So, in this case, we can conclude that loneliness in isolation can lead to depression that can make us go crazy.

By seeing isolation and depression Portrayed in *Home Alone Webtoon* written by Giryang, Jihoon's characteristics were acceptable at the beginning of the story, then suddenly when he found a letter from his uncle's roommates that asked Jihoon to take care of the cremation. After he read the letter, Jihoon experienced several incidents that made him insane. Jihoon's madness made him sit on the sofa while blanked himself in the darkness, and he does not want to leave the sofa because he is too scared of the mysterious voices and figures that he sees and hears at night. At the end of the story, when his uncle comes from his business trip, he sees Jihoon sit in front of the cremation and that Jihoon is already crazy.

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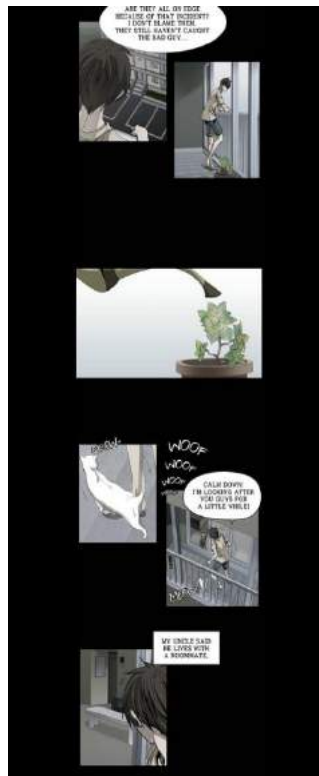
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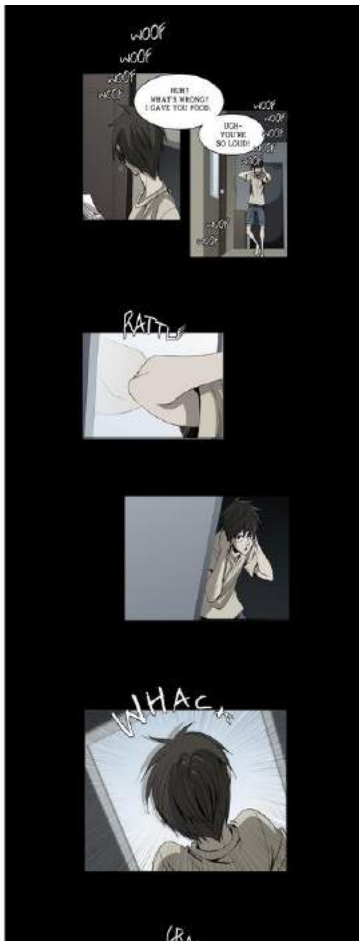
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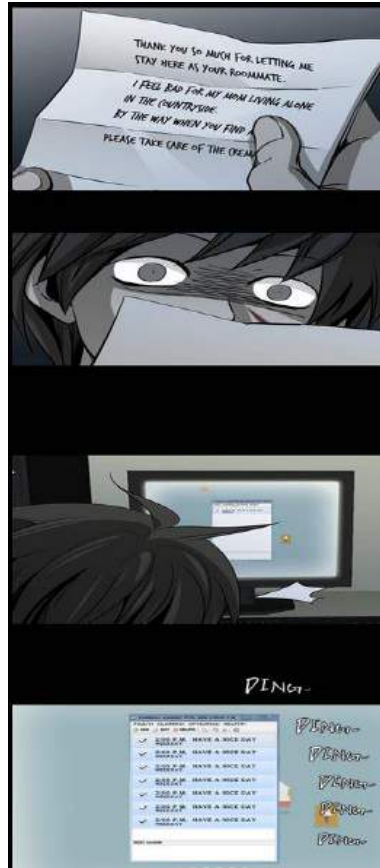
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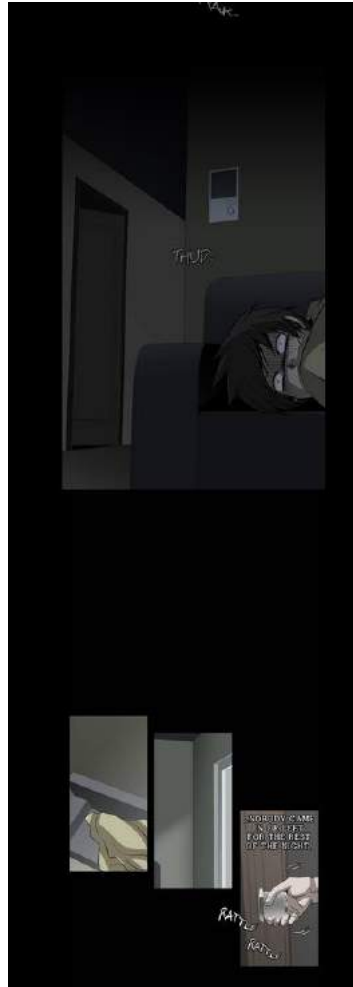
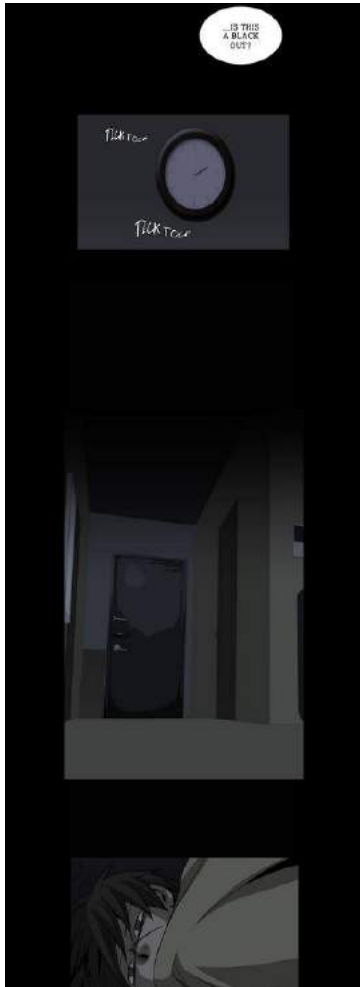
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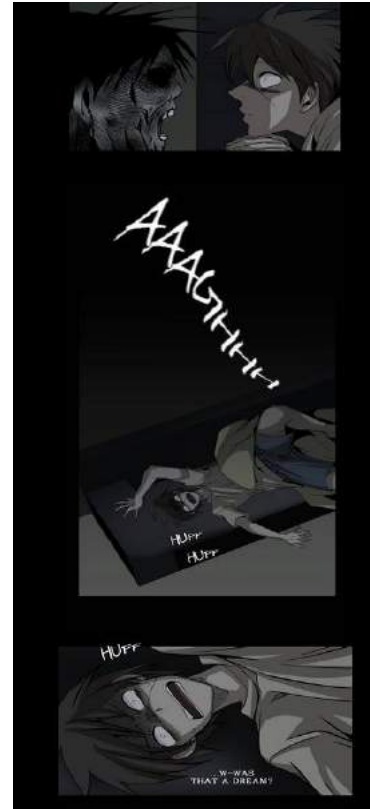
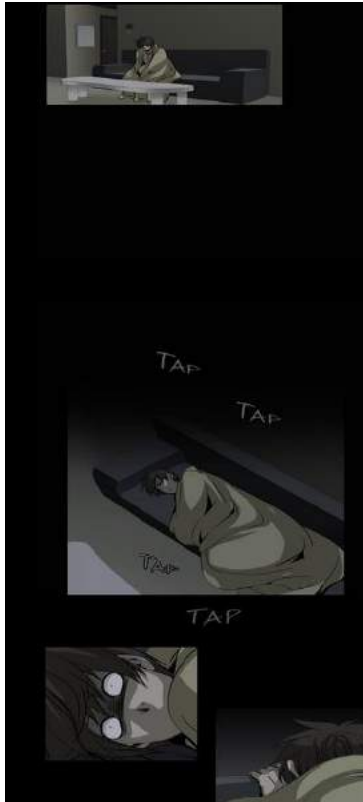


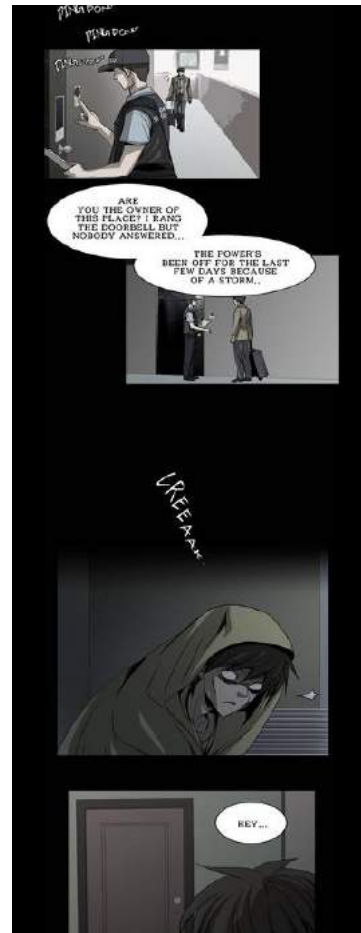
















BLACK FEMINISM AS REFLECTED IN AMANDA GORMAN'S *THE HILL WE CLIMB*

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Abstract

Amanda Gorman is an African American poet and activist. Her poems focus on uplifting the value of African American women. It is strongly reflected in her poem "The Hill We Climb," the idea of black feminism that African American women have the value to be the next future leaders. This article will cover about what structural discrimination towards African American women in the poem "The Hill We Climb" and how the struggle of African American women reflected the value of black feminism. In this context, black feminism is the idea that African American women have the value of autonomy and liberation to determine their own future. To do the analysis, the writer will read the poem "The Hill We Climb" thoroughly to give a better understanding of racism, sexism, and how it is related to black feminism. Then, the writer will analyze the literary device such as the symbol and metaphor in the poem "The Hill We Climb," which depicts the idea of black feminism. This article uses the feminism approach, especially multicultural feminism, to analyze the raising of black feminism about racism and sexism. The result of the analysis shows how the structural discrimination towards African American women doesn't let them down. Instead, it portrays how African American women climb the ladder to be the leader in the United States of America in the poem "The Hill We Climb."

Keywords: *black feminism, racism, sexism, discrimination*

Introduction

Words are stronger than swords. When the judicial system fails, words are the only tools that bring hope. Writing is the only safe platform for marginalized people to speak up for justice and destroy the endless oppression. The interesting part of this paper will tell how marginalized people can get the liberty and the legacy of autonomy for their next generation through writing.

African American women are being marginalized by their gender and race. Based on gender, they experience sexist discrimination. Sexism is influenced by patriarchy. Patriarchy is the social system that upholds the ideology that men are superior to women because of their biological features. This ideology enhances the imbalanced power between men and women in terms of equal opportunity in education and political participation. For instance, African American women have to endure difficulties to get jobs because they are seen as weak. This creates sexism which stereotyping African American women as weak and hampers them to get access to leadership because they bring women biological features. To fight against patriarchy and sexism, women create the ideology of feminism. Feminism is an ideology to pursue equality between men and women in all sectors.

Based on race, African American women experience discrimination in the form of institutionalized racism and internalized racism. Institutionalized racism is the discrimination that happens when the legal institution creates racist policies for the minority. For instance, African American women suffered from segregation law from 1854 until 1954. The

manifestation of segregation law makes African American women can't get equal access to education and judicial services like the white people. The long history of slavery and injustice in law enforcement makes African American women become the lowest class society compared to their white women counterparts.

Moreover, African American women also endure internalized racism which manifests in psychological effects with accepting the belief of identity that is created by the racist society. For example, the beauty standards of Victorian value that fair skin like white women are beautiful and it excludes black races. This creates psychological harm to African American women's self-esteem, which leads to an inferior mindset that they are less valuable. When African American women seek help in the form of gender solidarity, they feel neglected by white women. The neglecting can happen because of the heavy influence of patriarchy or the feelings of lower reliability to understand the difference in treatment in terms of racial identity. This forces African Americans to prioritize both their gender and race, which later creates multicultural feminism. Multicultural feminism acknowledges the oppression beyond gender discrimination, such as racism, class, and sexual orientation discrimination. Audre Lorde, Patricia Hill Collins, and Bell Hooks were the first U.S feminist that raised the issues of discrimination towards African American women. Their ideology is well known as black feminist as the branch of multicultural feminism. Black feminism aims to get equality rights between men and women, erase racism discrimination, and reconstruct African American women's values in their self-identity to gain liberation and autonomy to determine their own future.

African American women find freedom in writing literature. Their literature is a tool to express their intention to get justice and liberty in the United States of America. Amanda Gorman is African American woman who expresses her voice for justice in her memorable poetry "The Hill We Climb." She delivered this poem at the inauguration of President Joe Biden and Vice President Kamala Harris in the United States of America. This poem is about celebrating and appreciating the struggle of African American women to get involved in the United States of America government despite the systematic discrimination. It portrays the idea of black feminism that African American women can be the leader to make the United States of America more prosperous.

The purpose of this paper is to give a deep understanding of the structural discrimination towards African American women. Moreover, the objective of this research is to depict the struggle of African American women to fight against structural discrimination. Furthermore, this paper uses literary devices such as the symbol and the metaphor to give a better understanding of the poetry "The Hill We Climb" in regards to black feminism's value to fight systemic discrimination. Moreover, as a literary device, symbolism can be represented as a word, object, concept, or character that creates various meanings beyond the literal meaning. Meanwhile, in the literary device, metaphor is a part of figurative language that creates a comparison of similarity or dissimilarity. Therefore, this paper gives answers about how Amanda Gorman describes the struggle and fight towards African American women discrimination through literacy device in her poetry "The Hill We Climb."

Methodology

The object study of this paper is the poem "The Hill We Climb" that is taken from Amanda Gorman's book entitled *The Hill We Climb: An Inaugural Poem for the Country*, published by Viking Books in 2021. This poem consists of 12 stanzas and 114 lines. Moreover, this poem describes how black African American women fight structural discrimination to get liberty and justice for their next generation. Thus, the appropriate approach to analyze the poetry "The Hill We Climb" is using a feminist approach.

Specifically, it uses multicultural feminism with the perspective of black feminism that gives a better understanding of how African American women are marginalized.

Feminist literary criticism urges society to acknowledge women's voices so that women can get equality. Moreover, feminist literary criticism invites society to broaden the definition of women's rights. In regards to feminist literature, feminist criticism aims to abolish discrimination of patriarchy that oppresses black African American women. However, the discrimination of African American women is beyond their gender. They have also experienced racism due to their skin color. Therefore, it is appropriate to use multicultural feminism of black feminism.

To analyze the data, the writer uses the method study of library research. The primary data in this paper is the poem "The Hill We Climb." Then, the secondary resources are taken from Critical Theory Today: A user-friendly guide and Feminist Thought: A more comprehensive introduction. Others data are collected from the internet and encyclopedias that can analyze this paper.

The first step to analyze the data was to read and thoroughly study symbol, metaphor, and black feminism theories. Then, the writer read deeper the poem "The Hill We Climb" to interpret the meaning of the poem. Next, the writer connects the symbol and metaphor of this poem with black feminism. After that, the writer can explain the answer to how severe discrimination towards African American women and how they get liberty and a legacy of autonomy for the next generation. Finally, the conclusion can be drawn from the analysis.

Findings and Discussion

In this part, the writer uses figurative language theories such as symbols and metaphors to explain how Amanda Gorman describes the discrimination towards African American women. Moreover, this can answer how harmful the discrimination is and how African American women fight the discrimination. Furthermore, the discussion point in this paper is black feminism, as reflected in the poem "The Hill We Climb."

The Analysis of The Hill We Climb

Amanda Gorman's poem is titled "The Hill We Climb." In this poem, the hill is a symbol of obstacles of discrimination towards African American women. Moreover, the act symbol of climb means that African American women have to fight no matter how hard the path to get justice. Furthermore, the term we can symbolizes how African American women as a community walk together to get liberty.

In this poem, Amanda Gorman wants to tell the story of how an African American woman can dream of becoming a president. She describes the road for an African American woman to achieve her dream with a journey metaphor.

<i>When day comes we ask ourselves,</i>	(1)
<i>where can we find light in this</i>	(2)
<i>never-ending shade?</i>	(3)
<i>The loss we carry,</i>	(4)
<i>a sea we must wade</i>	(5)

In the 1st and second lines, Amanda Gorman uses a metaphor comparison of the dark in the day. It can explain why African American women hardly see hope because of structural discrimination. Then, in the 5th line, she uses the metaphor language of the sea that means division between black African Americans with white people. She wants African American women to go beyond their structural discrimination to get justice.

<i>And yet the dawn is ours</i>	(12)
<i>before we knew it</i>	(13)
<i>Somehow we do it</i>	(14)
<i>Somehow we've weathered and</i>	(15)
<i>witnessed</i>	(16)
<i>a nation that isn't broken</i>	(17)
<i>but simply unfinished</i>	(18)

In the 12th to 14th lines, she uses the term dawn to metaphorically depict how the dawn is the new light of hope to African American women.

<i>We the successors of a country and a time</i>	(19)
<i>Where a skinny Black girl</i>	(20)
<i>descended from slaves and raised by a single mother</i>	(21)
<i>can dream of becoming president</i>	(22)
<i>only to find herself reciting for one</i>	(23)

These lines use metaphor to describe history about how the African American woman was treated as a slave of white people, but in this time, she can dream of being president to change the future to the next generation.

<i>And so we lift our gazes not to what stands between us</i>	(31)
<i>but what stands before us</i>	(32)
<i>We close the divide because we know,</i>	(33)
<i>to put our future first,</i>	(34)
<i>we must first put our differences aside</i>	(35)

The fifth stanza specifically describes how Amanda Gorman asks white people and other races to create the same purpose of unity. She asks people to end the era of slavery that never gives peaceful conditions. So, in the line 31st to 34th, she uses the metaphor of gazes to create the union for African American women with white people.

<i>We lay down our arms</i>	(36)
<i>so we can reach out our arms</i>	(37)
<i>to one another</i>	(38)
<i>We seek harm to none and harmony for all</i>	(39)

In the 39th line, she uses metaphor to describe harm as chaos and harmony as peace. This stanza can also mean she asks the community to fight together to get justice and also create peace with white people.

<i>Let the globe, if nothing else, say this is true:</i>	(40)
<i>That even as we grieved, we grew</i>	(41)
<i>That even as we hurt, we hoped</i>	(42)
<i>That even as we tired, we tried</i>	(43)
<i>That we'll forever be tied together, victorious</i>	(44)
<i>Not because we will never again know defeat</i>	(45)
<i>but because we will never again sow division</i>	(46)

From the 40th line to 41st, she uses the metaphor of grievances of African American women due to the discrimination as a form of growth lesson. Then, she also explains metaphorically hurt feelings of African American women as hope to be wiser. Moreover, she uses the metaphor tired with the comparison meaning of tried effort of African American women to get integrated with white people. Then, in the 46th line, she uses the metaphor "sow division" to explain that the land of the United States should be united with the collaboration of every race.

<i>Scripture tells us to envision</i>	(47)
<i>that everyone shall sit under their own vine and fig tree</i>	(48)
<i>And no one shall make them afraid</i>	(49)
<i>If we're to live up to our own time</i>	(50)
<i>Then victory won't lie in the blade</i>	(51)
<i>But in all the bridges we've made</i>	(52)
<i>That is the promised glade</i>	(53)
<i>The hill we climb</i>	(54)
<i>If only we dare</i>	(55)

In the line 48th to 49th, Amanda uses the metaphor of sit under their own vine and fig tree to express peace and freedom. Historically, fig trees are places where farmers can freely enjoy their harvest without the fear of oppression. So, these lines describe how African American women should not be afraid to speak up to get free from oppression. Moreover, in line 51st, she uses the metaphor term of the blade to express that the bloody struggle can succeed. Furthermore, in line 54th, the metaphor of hill represents how African American women should conquer big obstacles.

<i>We will not march back to what was</i>	(80)
<i>but move to what shall be</i>	(81)
<i>A country that is bruised but whole,</i>	(82)
<i>benevolent but bold,</i>	(83)
<i>fierce and free</i>	(84)
<i>We will not be turned around</i>	(85)
<i>or interrupted by intimidation</i>	(86)
<i>because we know our inaction and inertia</i>	(87)
<i>will be the inheritance of the next generation</i>	(88)
<i>Our blunders become their burdens</i>	(89)
<i>But one thing is certain:</i>	(90)
<i>If we merge mercy with might,</i>	(91)
<i>and might with right,</i>	(92)
<i>then love becomes our legacy</i>	(93)
<i>and change our children's birthright</i>	(95)

The lines 82nd to 83rd use metaphor language to describe the United States of America as a country with bravery and hope for everyone. Then, the lines 85th to 88th depict how African American women should not give up their freedom of oppression so that their next generation has a brighter future. Moreover, line 91st uses metaphor language of might to describe the power of God to give us the blessing of love.

<i>When day comes we step out of the shade,</i>	(109)
<i>aflame and unafraid</i>	(110)
<i>The new dawn blooms as we free it</i>	(111)
<i>For there is always light,</i>	(112)
<i>if only we're brave enough to see it</i>	(113)
<i>If only we're brave enough to be it</i>	(114)

In line 109th, she uses the metaphor language to compare day as hope and shade as the dark era of oppression towards African American women. Then, in line 107th, she uses the metaphor of dawn blooms to express how even the pain of African American women can be so powerful that it can give strength and freedom. Lastly, in line 112th, she uses the symbol light as hope for African American women and the next future generation.

Black Feminism in The Hill We Climb

As stated by Bell Hooks, the first African American who impose black feminism, she stated that African American women are bound to structural discrimination that consists of racism, sexism, and classism. Bell Hooks also stated that these forms of oppression could not be erased before the elimination of other oppression.

One of the structural discrimination of African American women is slavery. The slavery towards African American women started from 1619 to 1865. This slavery oppression resulted in African American women are hard to get equal rights as white people. However, even after slavery ended, African American women are still hard to get access to equal rights, for example, in leadership. Thus, this makes black feminists are fighting to end any kind of discrimination so that they can get equal justice.

The long process of African American women is portrayed by Amanda Gorman in The Hill We Climb.

And yet the dawn is ours (12)
before we knew it (13)
Somehow we do it (14)
Somehow we've weathered and (15)
witnessed (16)
a nation that isn't broken (17)
but simply unfinished (18)
We the successors of a country and a time (19)
Where a skinny Black girl (20)
descended from slaves and raised by a single mother (21)
can dream of becoming president (22)
only to find herself reciting for one (23)

Amanda Gorman tells how after the era of slavery ended and the rise of black feminism, now the descendant of African American women can dream of being president in the US.

When day comes we ask ourselves, (1)
where can we find light in this (2)
never-ending shade? (3)
The loss we carry, (4)
a sea we must wade (5)
We've braved the belly of the beast (6)
We've learned that quiet isn't always (7)
peace (8)
And the norms and notions (9)
of what just is (10)
Isn't always just-ice (11)

And so we lift our gazes not to what stands between us (31)
but what stands before us (32)
We close the divide because we know, (33)
to put our future first, (34)
we must first put our differences aside (35)

We lay down our arms (36)
so we can reach out our arms (37)
to one another (38)
We seek harm to none and harmony for all (39)

In the first stanza, Amanda Gorman tell that as African American women, we have to speak up and never let it be quiet. However, the third stanza describes there is a clash division. The moment when African American women such as Bell Hooks, Patricia Hills, and Lorde speak up about the result stereotypes of African American women because of systemic discrimination, they get discouraged even by white women counterparts. One of them is Collins. She stated that gender, race, and class oppression could not continue without powerful ideological justification for their existence. This is the reason why Collin demand black feminist to free themselves from degrading white stereotypes about African American women. But still, Amanda Gorman wants to remind everyone to put aside the difference so that they can get a future in harmony.

Let the globe, if nothing else, say this is true: (40)
That even as we grieved, we grew (41)
That even as we hurt, we hoped (42)
That even as we tired, we tried (43)
That we'll forever be tied together, victorious (44)
Not because we will never again know defeat (45)
but because we will never again sow division (46)

It's because being American is more than a pride we inherit, (56)
it's the past we step into (57)
and how we repair it (58)
We've seen a force that would shatter our nation (59)
rather than share it (60)
Would destroy our country if it meant delaying democracy (61)
And this effort very nearly succeeded (62)
But while democracy can be periodically delayed (63)
it can never be permanently defeated (64)

In the sixth stanza, Amanda Gorman tells how much grievances and pain of discrimination towards African American women, there is still hope, and they can get victory of justice. Moreover, the belief in democracy in the US which upholds liberty that brings hope to the black feminist that they can get justice regardless of their background. This also shows, in the eighth stanza, Amanda Gorman asks African Americans to fight together even with white people to get justice because democracy cannot be defeated.

We will not march back to what was (80)
but move to what shall be (81)
A country that is bruised but whole, (82)
benevolent but bold, (83)
fierce and free (84)
We will not be turned around (85)
or interrupted by intimidation (86)
because we know our inaction and inertia (87)
will be the inheritance of the next generation (88)
Our blunders become their burdens (89)
But one thing is certain: (90)
If we merge mercy with might, (91)
and might with right, (92)
then love becomes our legacy (93)
and change our children's birthright (95)

In *The Hill We Climb*, Amanda Gorman wants to remind African American women to always fight for justice so that they give a better legacy for the next generation. She also wants African American women's leadership to end the discrimination and inherit the legacy of freedom.

Conclusion

By analyzing the symbol and metaphor of *The Hill We Climb*, it can be concluded that African American women experienced systemic because of slavery. After slavery was eliminated, it is unfortunate that African American women are still struggling to get equal justice. Moreover, there is division among American women, including white women and African American women. The moment when African American women speak up about their oppression of race, sexism, and class, they get discouraged by white women. Thus, this is the main reason black feminism exists to tighten African American women together to fight for justice.

Amanda Gorman's poem *The Hill We Climb* enhances the idea of black feminism so that African American women can get equal rights of leadership. Moreover, she also reminds African American women to work together and lessen the division between African American women and white people. She asks African American women to forgive and rise together with everyone regardless of their background to create a legacy of freedom for the next future generation.

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Appendices

The Hill We Climb

When day comes we ask ourselves,	(1)
where can we find light in this	(2)
never-ending shade?	(3)
The loss we carry,	(4)
a sea we must wade	(5)
We've braved the belly of the beast	(6)
We've learned that quiet isn't always	(7)
peace	(8)
And the norms and notions	(9)
of what just is	(10)
Isn't always just-ice	(11)
And yet the dawn is ours	(12)
before we knew it	(13)
Somehow we do it	(14)
Somehow we've weathered and	(15)
witnessed	(16)
a nation that isn't broken	(17)
but simply unfinished	(18)
We the successors of a country and a time	(19)
Where a skinny Black girl	(20)
descended from slaves and raised by a single mother	(21)
can dream of becoming president	(22)
only to find herself reciting for one	(23)
And yes we are far from polished	(24)
far from pristine	(25)
but that doesn't mean we are	(26)
striving to form a union that is perfect	(27)
We are striving to forge a union with purpose	(28)
To compose a country committed to all cultures, colors, characters	(29)
And conditions of man	(30)
And so we lift our gazes not to what stands between us	(31)
but what stands before us	(32)
We close the divide because we know,	(33)
to put our future first,	(34)
we must first put our differences aside	(35)
We lay down our arms	(36)
so we can reach out our arms	(37)
to one another	(38)
We seek harm to none and harmony for all	(39)

Let the globe, if nothing else, say this is true: (40)
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And no one shall make them afraid (49)
If we're to live up to our own time (50)
Then victory won't lie in the blade (51)
But in all the bridges we've made (52)
That is the promised glade (53)
The hill we climb (54)
If only we dare (55)

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rather than share it (60)
Would destroy our country if it meant delaying democracy (61)
And this effort very nearly succeeded (62)
But while democracy can be periodically delayed (63)
it can never be permanently defeated (64)

In this truth (65)
in this faith we trust (66)
For while we have our eyes on the future (67)
history has its eyes on us (68)
This is the era of just redemption (69)
We feared at its inception (70)
We did not feel prepared to be the heirs (71)
of such a terrifying hour (72)
but within it we found the power (73)
to author a new chapter (74)
To offer hope and laughter to ourselves (75)
So while once we asked, (76)
how could we possibly prevail over catastrophe? (77)
Now we assert (78)
How could catastrophe possibly prevail over us? (79)

We will not march back to what was (80)
but move to what shall be (81)

A country that is bruised but whole,	(82)
benevolent but bold,	(83)
fierce and free	(84)
We will not be turned around	(85)
or interrupted by intimidation	(86)
because we know our inaction and inertia	(87)
will be the inheritance of the next generation	(88)
Our blunders become their burdens	(89)
But one thing is certain:	(90)
If we merge mercy with might,	(91)
and might with right,	(92)
then love becomes our legacy	(93)
and change our children's birthright	(95)
So let us leave behind a country	(96)
better than the one we were left with	(97)
Every breath from my bronze-pounded chest,	(98)
we will raise this wounded world into a wondrous one	(99)
We will rise from the gold-limbed hills of the west,	(100)
we will rise from the windswept northeast	(101)
where our forefathers first realized revolution	(101)
We will rise from the lake-rimmed cities of the midwestern states,	(102)
we will rise from the sunbaked south	(103)
We will rebuild, reconcile and recover	(104)
and every known nook of our nation and	(105)
every corner called our country,	(106)
our people diverse and beautiful will emerge,	(107)
battered and beautiful	(108)
When day comes we step out of the shade,	(109)
aflame and unafraid	(110)
The new dawn blooms as we free it	(111)
For there is always light,	(112)
if only we're brave enough to see it	(113)
If only we're brave enough to be it	(114)

THE ANALYSIS OF REFERENTIAL AND CONNOTATIVE MEANING IN JEFF KINNEY'S "DIARY OF A WIMPY KID, BOOK 1" (INDONESIAN VERSION)

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Abstract

Translation is an activity that requires an effort of finding and conveying the equivalent meaning of a given linguistic discourse of a text from one language to another. Thus, language itself cannot be separated when it comes to the act of translation, and the process of conveying it is meaning. The purpose of this paper is to investigate the analysis of meaning, both referential and connotative meaning in Jeff Kinney's "Diary of A Wimpy Kid, Book 1" and to see how the translator plays with the process of conveying a meaning, and to see if the meaning of the targeted text is in line with that of the original source. This paper uses data collected from various internet sources, the book, and analyses them using the concepts defines by Nida and Taber (1982:56) as the primary source of theory. From the analysis, it was found that the translated work of "Diary of A Wimpy Kid, Book 1" by Atria Publisher (Indonesian version) has all the types of the analysis of meaning as mentioned by Nida and Taber (1982:56). Also, the research found that several results in the translated version of the book do not define the theory quite well. In conclusion, even though this paper found that there are several issues of different perspectives to how the translator translated some sentences and words, it still can be understood so far.

Keywords: *translation, referential, connotative, meaning*

Introduction

One recent trend in Translation Studies has been the search for what several scholars have called translation universals. In some cases, other scholars prefer to labels it as regularities, general tendencies, patterns, or translation laws in a larger scope. All these terms refer to the concept of translation itself, that translation share certain linguistic features regardless of the language pairs or text types concerned. Thus, some of these features mentioned can be formulated as differences to source texts, and the other one is to potentially define its features concerning non-translated native text in the target language. These features have something to do with interference, reduced repetition, lexis, simplified syntax, specific items in the target language, etcetera. A concept as important as the previous one is about the differences in times and cultures took an important role, and that conceptualize the notion of 'translation' in a different way. Therefore, it leads us to dive into a deeper component of translation and its connection between the analysis of meaning and interpreting.

Translation is an activity that requires an effort to find and convey the equivalent meaning of a given linguistic discourse of a text from one language to another. It is not just the words or the grammatical structures of the original text but also has something to do with a text as units of meaning in sets of words or sentences. Therefore, if we were going to talk about meaning equivalence, that took an essential role as an object from the source-language text (ST) into its target-language text (TT), then the first thing that crossed in our mind is

absolutely "Is there always a correspondence between its original language and its translated version?", the answer is no, because translation itself at some level is always possible. However, there are times when the translator cannot replace its original words with the same particular phrases that have the same meaning. Therefore, it can be concluded that a translation can never mean the same as the source text; hence it depends on how the translator as a mediator decided which one is suitable for the text he or she is going to translate.

Meaning as an important part and the heart of the translation itself always appears in the process of translation, and when it comes to the process of translating the text from its original version, the translator must consider the closest equivalence meaning, and it implies that the meaning of the targeted text must be in line with that of the original source. Meaning is classified into two kinds: the first one is referential meaning, and the second one is connotative meaning. Both of these meaning is very different from one another, and as a translator must be aware, which one of these kinds is possibly intended by the author or the speaker. Besides, another thing as important as this one is the translation must pay attention to the components in a certain unit of meaning, and understanding the said components of meaning of the source language better, can lead the translator as a mediator to make the best decision on which one is the best related to the best components.

This research focuses on analyzing the analysis of meaning. According to Nida and Taber's (1982:56) theory, it says "translation consists in reproducing in the receptor language the closest natural equivalent of the source language message." This definition is in another way perfected the previous one, and this definition also stated that translation is closely related to the problems of languages, meaning, and equivalence. There are two books that the researchers choose as references and some journals that discuss the analysis of meaning but using different books. Those books are A Linguistic Theory of Translation by J. Catford and Nida's Translating Meaning, published by English Language Institute.

This paper's objective is to find out the kind of analysis of meaning, referential and connotative meaning in Jeff Kinney's *Diary of a Wimpy Kid* book 1 Indonesian version by Atria Publisher.

Methodology

The type of this research is qualitative. This research conducted Newmark's, Nida and Taber's theory of translation, mainly discuss the analysis of meaning. The researchers collect the data through the translated graphic books in the Indonesian version by Atria Publisher and its original version published by New York English Language Incorporated. The researchers analyze the sentences one by one and then compare their meaning in the original versus the translated version in the Indonesian language. The researchers provide tables to show different types of meaning, such as referential meaning and connotative meaning. The researchers identify the meaning and then classify it one by one according to Nida and Taber's (1982:56) theories.

Findings and Discussion

On Translation

Translation as it is stated at the beginning of this essay is a process of finding and conveying the equivalent meaning of a given linguistic discourse, ideas, or messages of a text from one language to another. Generally, some considerations need to be put on in which follow the process, which related to the accuracy, clarity, and the originality of the meaning, ideas, or messages of the translations. The previous statement implies that it does be an important thing to consider whether the readers of the target text understand and accept the

result of the translations as much as the readers from the source text do. These are also being clarified by the expert in some definitions of translation.

The first definition is stated by Newmark (1988:5), says that “*rendering the meaning of a text into another language in the way that the author intended the text*”, and it is also one of the most prominent definitions of translation. This statement mainly focused on rendering the meaning of the source language text into the target language text as what is intended by the author.

While Nida and Taber (1982:12), on the other hand, say that “*translation consists in reproducing in the receptor language the closest natural equivalent of the source language message*”. This definition is in another way perfected the previous one, and this definition also stated that translation is closely related to the problems of languages, meaning, and equivalence.

From the definitions mentioned above, it is found that translation is a process that is intended to find meaning equivalence in the target text. Therefore, the term of meaning equivalent must be underlined, and simply because it is the meaning which is transferred in the target language later on. In this very process, it is time for the translator to face text as a unit of meaning in the form of sets of words or sentences. This means that language that is used is a unit of meaning in the linguistic discourse which can be understood by the person-related and participated. So, the main problems in the process of translation itself are focused on meaning, which will occur when the process is in progress, and overall, it will be ended up focused on whether the meaning of the source language text is accurately transferred into the target language text.

On Meaning

Translation isn't merely focused on meaning as a unit of lexical meaning, but also its process of conveying the meaning that involves some aspects as dictions, grammatical structure, communication setting, and cultural context of the source text, and it also mentioned above that meaning of the original source or text and target text must be equivalent, so it can be called as equivalent meaning.

The meaning equivalence is greatly involved by language. This too has a system of rules in one language, which is different from other languages, and as a translator, this system is directly applied while deciding on the process of translation. To form an easy understanding of how the system works, it can easily find in the process of translating Indonesian and English language as a target. Every language has its own rules, but this language, both Indonesian and English languages have a different system on the structure of noun phrase, or to be exact its grammatical structures. Therefore, noun phrases of the English language have their own structures, and they usually follow the structure, the first one is modifier then followed by noun head. On the one hand, the Indonesian language usually follows the rule of describing and explaining, or in Bahasa ‘*diterangkan* and *menerangkan*’ where after noun head, it is followed by a modifier.

Kinds of Meaning

Nida and Taber (1982:56) classify meaning into two classes, referential meaning, and connotative meaning.

1. Referential Meaning

Referential meaning is a word as a symbol that represents an object, process, abstract thing, and relation. Giving the meaning of a word referentially, a translator as a mediator must pay attention to any markers that appear in the text. Besides, two

markers can be used to give the meaning of words, namely syntactic marking, and semotac marking.

- Syntactic Marking

In some cases, the meaning of a word is governed by its grammatical structure. Also, in this case, the grammatical structure of each word refers to the intended meaning explicitly.

- Semotac Marking

The meaning of a word is also determined by its relationship with other words in a certain context. In other words, semotac environment differentiates meaning. It might be because of its subject, its object, etcetera.

2. *Connotative Meaning*

Understanding the meaning of a word is not merely based on the referred object of the word. Sometimes, it requires an emotional reaction to being included in the word. This reaction might range from weak to strong or positive to negative. This kind of meaning is closely related to the individual emotion, and in this part, is the translator emotion, which, why it is named as connotative meaning. Therefore, it is not just merely giving the meaning of a word from its concrete or abstract dimension but also directly involves the author's emotional condition. There are three main concepts of connotative meaning, namely:

- The relationship between the text and the author

There are times when certain words become very closely related with certain types of authors, and this condition usually is well accepted by its related society. For example, the words that are used and well understood by members of certain social class, level of education, the expertise in some major-related material, religion, social background, and etcetera.

- The situation of the author

There are times when the same word is expressed by the same speaker in a different condition or setting, which might lead to different connotative meanings, and each person has their own way to figured out something, so this thing is likely to happen in normal circumstances.

- Linguistic factor

One word that comes with other words, is called parallel words, which are always come one after another, give different various connotations, purely because of its linguistic factor. The word who has a different meaning when it occurs before certain words that the receivers might react differently. Larson (1984: 6) states that '*there are some characteristics of language which involve the process of translation*'. By knowing the elements of meaning of the source language, translators can make the right decision related to these elements. The elements are described below in part 2.

Elements of Meaning

1. Plural system

English and Indonesian language are different in marking plural nouns. In written communication, English uses inflectional morpheme -s or -es, or adds phoneme /-s/, /-z/, or /-is/ in spoken. Some irregular forms are also existing. While in Indonesia, markers of plural nouns are shown by using repetition.

2. One form with more than one alternative meaning

A word has a primary meaning, that is the meaning which at the first time is got by the receiver or reader. The second or alternative or connotative meaning is affected by the context.

3. Grammatical marker

In this case, the grammatical marker has two functions, primary and secondary functions. The word 'on', to give an example, in English indicates some meanings.

Problem of Non-Equivalence

1. *Cultural differences*

Some problems of non-equivalence at the word level, according to Baker (1992: 17), are related to cultural differences, where there are no equivalent words in both source and target language. Source and target language make differences in meaning, or where there is no specific term in the target language. This is what so-called culture-specific.

Newmark (1988: 94) defines culture as “*the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression*”. Some words in the source language may express concepts that absolutely cannot be understood by the native of other languages. The concept can be concrete or even abstract thing related to religion, social tradition, or meals. The concept itself is not just dealing with the words written in a certain time, place, social situation, but also its surroundings, especially cultural aspects that should be taken into consideration when translating. This stage known as the process of transfer, includes recoding across cultures, as a crucial target to ensure the credibility of the target reader.

2. *No equivalent word in the target language*

At times, a word expresses a concept that can be understood in the target language, however, in some cases, there is no exact equivalent expression. For example, when we choose a word from a very different language, sometimes is not fully equivalent to the meaning of the word in the source language.

3. *Source and target language make differences in meaning*

Sometimes, in the process of translation, a translator makes different meanings of the source and target text. One expression in the source text might be differently expressed in the target text. Thus, the translator must be aware of the context in the source text and performs his or her job well.

4. *There is no specific expression in the target language*

The specific term for things is always there, English, Indonesian, Javanese, etcetera. This is a special and exclusive term, so it cannot be found in any other language and if it is replaced with other words, the meaning is not the same, but closer or resembles it.

Referential Meaning

To clarify the statement that has been stated in the previous part of this essay, the analysis in *Diary of a Wimpy Kid: Book 1* by Jeff Kinney, can be an example. The original version in English phrase:

Table 1. Example of the comparison between the original version and translated version of the *Diary of a Wimpy Kid* book 1 by Jeff Kinney

<p>“Great. All I need is for some jerk to catch me carrying this book around and get the wrong idea.” – <i>Diary of a Wimpy Kid</i>, page 1.</p>
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“But if she thinks I’m going to write down my ‘feelings’ in here or whatever, she’s crazy” – Diary of a Wimpy Kid, page 1.

And the one that has been translated into Indonesian language by Amulet Books:

Table 2. Example of the comparison between the original version and translated version of the Diary of a Wimpy Kid book 1 by Jeff Kinney

<p><i>“Hebat. Bagaimana kalau ada seorang bajingan memergokiku membawa buku ini kemana-mana dan salah sangka?”</i> – Diary of a Wimpy Kid, page 1.</p>
<p><i>“Namun, kalau Mom mengira aku akan menuliskan semua ‘perasaanku’ di dalam buku ini atau apalah, dia ngawur”</i> – Diary of a Wimpy Kid, page 1.</p>

The meaning of a phrase in one language cannot always be translated in the way as the example above. The Indonesian phrase *‘bajingan’* is not always translated as ‘jerk’, and *‘ngawur’* is also not always translated as ‘crazy’. If it means ‘a boy whose behavior is not good and cruel’ then it is appropriate, but if it means ‘a boy who’s rude enough to him’, then it should not be translated as *‘bajingan’*, but *‘badung’* seems reasonable enough to replace it. While the other one is ‘crazy’ translated into *‘ngawur’*, then the word *‘gila’* is the true meaning of ‘crazy’, but after some decisions, the translator decided to translate it as *‘ngawur’* while being considerate to decide which one is the most suitable in Indonesian’s culture.

When it comes to syntactic marking, as the first kind of referential meaning, the meaning of a word is governed by its grammatical structure. Here are the examples of the previous statement:

Table 3. Example of the comparison between the original version and translated version of the Diary of a Wimpy Kid book 1 by Jeff Kinney

1	2	Page
Me and Rowley started running , but those guys were right on our heels.	Today, I went to put my name on the list to run for Treasures.	70, 45
He’s the teacher who runs the school newspaper.	So, that meant we were gonna have to make a run for it.	173, 72

And the one that has been translated into the Indonesian language by Amulet Books:

1	2	Page
<i>Aku dan Rowley mulai berlari, tetapi mereka berada dekat sekali di belakang kami.</i>	<i>Hari ini, aku pergi untuk memasukkan namaku ke dalam daftar calon Bendahara.</i>	71, 45

<i>Dialah guru yang mengurus surat kabar sekolah.</i>	<i>Jadi, itu berarti kami harus berlari pulang.</i>	172, 72
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From the example above, it can be seen clearly that in columns 1 and 2, the grammatical structure of each word refers to the intended meaning explicitly, especially in column 2. While in column 1, row 1, the word ‘running’ means to go faster than a walk, while in column 1, row 2, the word ‘runs’ means the act of taking care of something, in this case, the school newspaper.

The second kind of referential meaning is semotac marking, determined by its relationship with other words in a certain context. In other words, semotac environment differentiates meaning. Below is the example of semotac marking:

Table 4. Example of the comparison between the original version and translated version of the Diary of a Wimpy Kid book 1 by Jeff Kinney

Example		Page
So, this book is gonna come in handy . (1)	Tonight, Mom came up to my room, and she had a flyer in her hand . (2)	2, 95
Mrs. Craig came around the corner and caught us red-handed . (3)		34

The words ‘handy’ in sentence 1, ‘hand’ in sentence 2, and ‘red-handed’ in sentence 3, have a different meaning because one, they have different subjects, two, the intention of the word is explicitly mentioned by the author, and three, because of some specific and different terms used in the sentences.

Then, linguistic factor as one of the important components in the analysis of meaning, is parallel words which are always in pairs with other words give different various connotations. The word ‘red’, for example, when it is in pair with the following words have a different meaning:

Table 5. Example of the comparison between the original version and translated version of the Diary of a Wimpy Kid book 1 by Jeff Kinney

Quotation	Page
a. All the capitals are written in big red print, so I knew I had this one in the bag.	93
b. Picking out the stuff he wants with a big red marker.	115
c. Mom picked out a red wool sweater for our Giving Tree guy.	119
d. It was a giant red wool sweater.	127
Mrs. Craig came around the corner and caught us red-handed .	34

The word ‘red’ in some examples above is in fact, a kind of color. The word has a different meaning when it occurs before certain words that the receivers might react differently.

Table 6. Example of the comparison between the original version and translated version of the Diary of a Wimpy Kid book 1 by Jeff Kinney

Quotation	Page
a. <i>Semuanya ditulis warna merah besar, jadi aku yakin akan mendapatkan nilai bagus.</i>	93
b. <i>Memilih barang-barang yang dia inginkan dengan spidol merah.</i>	115
c. <i>Mom memilihkan sehelai sweter berbahan wol merah untuk salah seorang peserta penerima Pohon Rezeki.</i>	119
d. <i>Benda itu adalah sweter wol merah berukuran raksasa.</i>	127
<i>Mrs. Craig muncul dari sebuah sudut dan menangkap basah kami.</i>	34

English and Indonesian language are different in marking plural nouns, here are some examples:

Table 7. Example of the comparison between the original version and translated version of the Diary of a Wimpy Kid book 1 by Jeff Kinney

English		Indonesian		Page
Books	Book	<i>Buku-buku</i>	<i>Buku</i>	121,122
Candies	Candy	<i>Permen-permen</i>	<i>Permen</i>	49, 63
Children	Child	<i>Anak-anak</i>	<i>Anak</i>	104, 105
Kids	Kid	<i>Anak-anak</i>	<i>Anak</i>	164

Connotative Meaning

In part 1, already contains one of the components in connotative meaning, and that is one form with many alternative meanings. Besides, a word has a primary meaning, that is the meaning which at the first time is got by the receiver or reader. The second or alternative or connotative meaning is affected by the context. Here are some examples that might clarify this statement:

Table 8. Example of the comparison between the original version and translated version of the Diary of a Wimpy Kid book 1 by Jeff Kinney

English	Indonesian	Page
He's the teacher who runs the school newspaper.	<i>Dialah guru yang mengurus surat kabar sekolah.</i>	173, 172
So, I decided to make a run for it.	<i>Jadi, aku memutuskan untuk kabur.</i>	195, 194
We still run into him at the Food Barn every once in a while.	<i>Kami kadang-kadang masih bertemu dengannya di toko Food and Barn.</i>	199, 198
It was a hit-and-run by the Whirley Street kids.	<i>Anak-anak Whirley Street menyerang kami dan langsung kabur.</i>	164. 163

The next examples will go around the grammatical marker, in this case, a grammatical marker has two functions, primary and secondary functions. The word 'on', to give an example, in English indicates some meanings.

Table 9. Example of the comparison between the original version and translated version of the Diary of a Wimpy Kid book 1 by Jeff Kinney

English	Indonesian	Page
I know what it says on the cover.	<i>Aku tahu apa yang tertulis di sampul buku ini.</i>	1
The only reason I agreed to do this at all is because I figure later on when I'm rich and famous.	<i>Satu-satunya alasanku setuju melakukan semua ini hanyalah jika nanti aku kaya dan terkenal.</i>	2
If it was up to me, grade levels would be based on height, not age.	<i>Kalua segalanya terserah padauk, pembagian kelas harus didasarkan pada tinggi badan, bukan usia.</i>	3
Mom is always getting on me about not finishing my breakfast.	<i>Mom selalu memarahiku kalau aku tidak mnghabiskan sarapan.</i>	23

The word 'on' in the examples above indicates 'position' or 'location', 'about' and relation of time which in Indonesian are translated as 'di', 'situasi', 'pengandaian' or 'pada'.

The following example is taken from *Diary of a Wimpy Kid: Book 1* by Jeff Kinney, which might clarify the concept about cultural differences above in Part 1:

Table 10. Example of the comparison between the original version and translated version of the Diary of a Wimpy Kid book 1 by Jeff Kinney

Quotation	Page
And then they wonder why bullying is such a big problem in middle school.	3
<i>Dan orang-orang bertanya-tanya mengapa penggencetan adalah masalah besar di sekolah menengah pertama.</i>	3

The word 'bullying' in the sentence above is translated into 'penggencetan' in Indonesian. However, in a different context, the word 'penggencetan' may not be suitable for this word, for example when it refers to the act of harassment, etcetera.

Table 11. Example of the comparison between the original version and translated version of the Diary of a Wimpy Kid book 1 by Jeff Kinney

Quotation	Page
Outta my way, runts!	3
<i>Minggir, bocah tengik!</i>	3

Conclusion

Translation is basically a process of conveying the meaning or meaning of a given-linguistic discourse of a language into another language, more than just transferring words or grammatical structure text of the source language. The meaning of a word or set of words can be well understood because of its role in the whole linguistic expression. Because of this very reason, the meaning of a word is not only determined by the referred object or idea, but it is also by the use of the words, phrases, and clauses in a certain way, context, concepts, and effects. When the process of translation is mentioned once again, there are times to find the equivalence throughout the way, and it came with text as a unit of meaning, even in the form

of sets of words or sentences, even phrases. The thing is that as important as the basic concepts of translation itself is that language is used as a communication, in one and another way possible. So, in the translation process, the mediator should maintain the true intentions of how a translation should be, as a way to communicate between two different sides, and when this very same goal is achieved, then the task of the translator is completed.

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THAI TO ENGLISH TRANSLATION DIFFICULTIES

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Abstract

The purpose of the study is to investigate the difficulties that Thai students face in translating Thai to English. The subjects of the research are English major students in their 3 and 4 year of study at Nakhon Sawan Rajabhat University. The subjects have taken at least two out of five compulsory translation classes during their study. To collect the data, the researchers conducted a survey to find out the difficulties that the subjects face. After getting the results, a set of translation tests was developed accordingly. The test was then given to the same subjects to verify the results of the survey. The results of the survey and the test show that the difficulties Thai students face in translating Thai to English are: 1) unlike English, Thai does not have tenses; 2) the sentence structures of Thai and English are different; 3) it is hard to translate Thai idioms, expressions, and slangs to English; 4) some Thai words do not have word equivalent in English; and 5) it is hard to translate Thai cultural words to English. The results indicate that even though Thai students are familiar with Thai to English translations, there are some difficulties that hinder the students to effectively translate the language.

Keywords: *English Translation, Thai to English Translation, Translation Difficulties*

Introduction

A mental process in which the meaning of a particular linguistic conversation is transferred from one language to another is known as translation. It is the process of converting linguistic entities from one language to their equivalents in another (Osman, 2017). Translation is the process of translating one language to another. It is necessary in a world with roughly 6500 languages today. In today's society, it is crucial to be able to communicate with other people from different cultures, places, and languages. Then we could express our thoughts and purpose in daily life, business, and exchanging culture. For instance, if two countries want to do business, then they would have to need translations, or if you are traveling to another country in which the language spoken is different from your mother tongue, you would have to rely on translation. However, the world has also developed a universal language that is used for communication with other countries, which is English.

English is a global and universal language that is like a door to other cultures and languages. Since English is a lingua franca, most native and non-native English speakers use it in their commercial dealings and organizations. English has become the world's fastest-growing language, and it serves as a business language by connecting the East and the West, as well as the North and the South (Rao, 2019). English is the third most spoken language in the world, following Chinese and Spanish. As English is flexible, because it has borrowed and adapted from many languages such as German and French, it is the native and the second language of many people. Learning English could help you have greater opportunities in the future. If you wish to expand your business globally, then you would need to be able to communicate in English.

Looking at the entertainment industry and media can show us the universality of English. Most of the top films and music are produced in English, while popular books are also published in English, and they have to be translated into other languages later. The reason behind that is because the entertainment industry is surrounded by English. Not only novels and comic books are usually published in English, but also academic books for education. Books that are for academic studies are mostly in English, so you would need to translate them to access that information. Because of the importance of English, English translation skills are becoming very important nowadays. We need to be able to translate words to English or to translate words from English to our languages.

However, English translations are not always easy. There have been several studies conducted on English translation from other languages. There are some common difficulties found in translating other languages to English. The first difficulty is that the languages are not connected in any way. Some words in other languages do not have a direct translation in English; thus, a parallel phrase must be employed (Binfor, 2019). Another reason why translating to English is difficult is because of the grammar. Mathieu (2015) described some examples of grammatical obstacles in translating in English, such as questions of temporality, espectuality (how the process is portrayed or the state stated by the verb from the point of view of its development, rather than time itself), pronouns, and whether or not to make the subject pronoun explicit are all grammatical issues. The next difficulty is in terms of cultural issues, which are the differences in cultural references, such as food names, holidays, and cultural meanings in general, which may cause cultural difficulties. The translator will utilize language localization to ensure that the translation is properly adapted to the target culture (Shahlo, 2018). Another problem in translation is the numerical translation that contains dates. If the text is written in English, the date 05/06/2015 will very certainly refer to June 5. The same sequence in another language, however, might relate to May 6 (Mathieu, 2015).

There also have been some studies conducted on investigating the difficulties in English translation from Thai and vice versa. The difficulty of translating from Thai to English is that Thailand has never been ruled by a European power or been invaded by foreigners. For this reason, Nortjé (2014) argues that Thai language is pure since there have been no other foreign languages that attained great importance in Thailand. Next, there are plenty of Thai words that sound similar yet have completely different meanings when spoken in a different tone. Thai is a five-toned language. Some words have a rising or falling tone, while others have a high, mid, or low tone. There are many letters that signify distinct tones for some consonants. A syllable's tone is determined by a combination of the consonant class, the syllable type, the tone marker, and the vowel length. These characteristics of the language lead to translation errors when translated to English (Grace, 2020). In addition, Thai culture is a complicated phenomenon that encompasses a society's entire range of behavior and beliefs. This information is an attempt to provide a partial description of "khon Thai" or Thai people's culture as represented in the Thai language. For example, "Mai-pen-rai" directly translates to "It doesn't really matter." or "It isn't a problem." and the word "sanuk" refers to having a good time, enjoying oneself, and deriving pleasure and satisfaction from anything (Pensiri, 1994). Another problem in translating Thai language to English language is the differences in grammatical systems. Sriboonruang and Prasongsook (2017) conducted a study on problems in translating English to Thai, and the results showed that the differences in the grammatical system are the major problem.

Based on the previously discussed background of the study and the previously conducted studies, the current study aimed to investigate the difficulties that Thai students face in translating Thai to English. The subjects of the research are English-major students in their third and fourth year of study at Nakhon Sawan Rajabhat University.

Methodology

The study applied a mixed-method by integrating quantitative and qualitative data collection and analysis. To select the participants of the research, purposive sampling was applied. The researchers used three requirements to select the eligible participants: 1) the participants must be NSRU students; 2) their major must be English; 3) they must have at least taken two out of five translation classes offered by the department. The purposes of applying the aforementioned requirements are to make the research feasible and the results more valid and reliable. From the purposive sampling, twenty participants were selected.

To collect the data, the researcher developed a set of questions for a survey. The purpose of the survey is to find out the difficulties that the participants face in translating Thai to English. It is the alternative option besides an interview that the researchers intended to do. The reason for deciding to conduct a survey over an interview is because the researchers and the participants do not have common free time to conduct the interview. Therefore, the survey through Google Form was distributed to the participants. After getting the results of the survey, the researcher analyzed the results by using content analysis. The results were studied and mapped. Then, common themes were drawn and categorized. After that, the difficulties in translating Thai to English were concluded.

However, the researcher realized that the result of the survey itself might not be valid enough in answering the research question. Hence, a set of translation tests was developed based on the difficulties that were drawn from the survey results. The test aimed to validate if the students truly face the particular difficulties of translating Thai to English. The results of the test were then matched with the results of the survey. Finally, the final conclusions were made and reported.

Findings and Discussion

Findings

After collecting the data by conducting a survey and a test, the following findings on Thai to English translation difficulties were found.

Table 1.1 Thai to English Translation Difficulties

No.	Difficulties	Percentage
1.	Idioms	87.6%
2.	Slang	87.2%
3.	Tenses and Grammar	70.3%
4.	Words without English Equivalent	64.8%
5.	Cultural Words	58.0%
6.	Language Structure	52.0%

The percentage represents the number of students facing difficulties based on the survey and the test. The table shows the highest difficulties that NSRU English major students face in translating from Thai to English are translating idioms with 87.6% and slang with 87.2%. Meanwhile, translating tenses and grammar is proven to be difficult with 70.3%. The fourth difficulty is translating Thai words without English equivalent with 64.8%. The cultural

words are the fifth difficulty with 58% and the language structure differences are in the last place with 52%.

Discussion

1. Idioms

According to The Cambridge Dictionary, the definition of idioms is "a group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own" and "a group of words whose meaning considered as a unit is different from the meanings of each word considered separately." Idioms can be confusing for non-native language people because idioms have been spoken from ancient times to today. Because idioms have been around for a long time, culture and tradition are embedded in them. Idioms cannot be translated literally, but they have to be translated with the knowledge of the core meaning of the idioms and the culture behind them.

Examples of translating Thai idioms into English:

- Khwang ngu mai phon kho (ขว้างงูไม่พ้นคอ)
Literal meaning: Throw a snake no farther than one's own neck.
The meaning of the idiom: To do something resulting in negative consequences for oneself.
English idiom with the same meaning: A bad penny always comes back.
- Khi chang chap takkataen (ขี่ช้างจับตั๊กแตน)
Literal meaning: Ride an elephant to catch grasshoppers.
The meaning of the idiom: To invest a lot for little gains.
English idiom with the same meaning: Use a sledgehammer to crack a nut
- Khai nai hin (ไข่ในหิน)
Literal meaning: Egg in the rock.
The meaning of the idiom: Something which is meticulously cared for.
English idiom with the same meaning: Wrapped in cotton wool

2. Slang

Slang is an informal language that is used in very casual situations by a certain set of individuals. Slang is always changing with a new generation, and there can be new slang every day. Slang is very informal; thus, it cannot be used academically or in serious works. They are difficult to understand even in our native language. Consequently, translating them to other languages could be very challenging. Prior understanding and time are required to understand slang.

Examples of translating Thai slang into English:

- 5555 (ห้า ห้า ห้า ห้า)
The literal meaning of the slang is five five five five, but it actually has the same meaning as the English slang "LOL" which means laughing out loud. This slang comes from the pronunciation of the number five in Thai which is pronounced as "ha". It is usually used in the cyber world when you want to express that something is funny or you are laughing.
- Tay (เท)
This slang can be used in a situation when you got dumped from a relationship or ditched from an appointment. The literal meaning of the slang is "pour" as in pouring water.
- Lamyai (ลำไย)
Lamyai means Longan which is a fruit that can be seen in South East Asia. Thai people use the word Lamyai as slang to express something annoying or frustrating. The slang comes from the word "lamkarn" which has the same meaning as the slang.

3. Tenses and Grammar

Translating from English to Thai could be confusing when we think about tenses. That is because English changes the verbs according to the tenses, such as eat, ate, and eaten. In Thai, instead of the specific verb ends, most tenses will require "special tense phrases." These words have their own meanings at times, and at other times they are simply there to serve as a timestamp (Leong, 2014). Another interesting grammar point that differs Thai and English is that in Thai, we do not have articles or singular and plural forms of verbs the same as English. There is no article like a, an, and the in Thai. In Thai, we do not put "s" after plural nouns, but we use Thai classifiers instead.

Examples:

○ Present Continuous Tense

The word that is used in Thai is “kamlung” (กำลัง)
ฉันกำลังกินข้าวเที่ยง (Chan kamlang kin khao thiang.)
I am eating lunch,

○ Past Tense

The word that is used in Thai is “laew” (แล้ว). It can be translated as already.
ฉันกินข้าวเที่ยงแล้ว (Chan kin khao thiang laew)
I already ate lunch.

○ Future Tense

The word that is used is “ja” (จะ)
ฉันจะไปกินข้าวเที่ยง (Chan ja pai kin khao thiang.)
I am going to eat lunch

○ Plural nouns and Thai classifiers:

List of examples of Thai Classifiers

- อัน an (classifier for many small objects like dice, pliers, canes. You can also use it if you don't know which classifier to use)
- คน kon (classifier for people)
- ตัว dtua (classifier for animals, letters, numbers, clothing that doesn't come in pairs, chairs, tables)
- แก้ว gaew (classifier for glasses)
- จาน jaan (classifier for plates)
- เล่ม leim (classifier for knives, books)
- คัน kan (classifier for cars and vehicles except boats or planes)
- แท่ง taeng (classifier for bars and cylindrical objects like pencils)
- เครื่อง kreuang (classifier for machines and electrical appliances like computers, phones)
- ใบ bai (classifier for pieces of paper, documents)
- ชุด chut (classifier for a set or group of something or uniforms, bathing suits)
- แผ่น paen (classifier for thin or flat objects, like CDs and slices of bread)
- เม็ด met (classifier for seeds, pills, buttons)
- ชิ้น chin (classifier for a piece of something like 3 pieces of cake)
- หลัง lang (classifier for a house)
- เส้น sein (classifier for strings, noodles)
- ลูก look (classifier for balls, fruits, and other small and round objects)
- ขวด kuat (classifier for bottles)

- ห้อง hong (classifier for rooms)
- มื้อ meu (classifier for meals)

Translation examples

2 books : หนังสือ 2 เล่ม (nangsue song leim)

2 girls : ผู้หญิง 2 คน (phuying song kon)

2 oranges : ส้ม 2 ลูก (som song look)

4. *Words without English Equivalent*

Some words in Thai do not have the equivalent in English. The words without English equivalent can be difficult to translate because they cannot be expressed using one word in the target language. Instead, they have to be explained. Thus, it ruins the flow of the translated sentence.

Examples of Thai words without English equivalent:

a. เงอ (ngaawn)

เงอ (ngaawn) is a verb which means "a sulky feeling against someone as a result of their behaviour." This term refers to a negative emotion that is not as strong as rage or disappointment and you only can feel this towards people with whom you have a close relation, such as a partner, family members, or friends.

b. ไม่เป็นไร (mâi bpen rai)

ไม่เป็นไร (mâi bpen rai) is a phrase that shows the content feeling with the current situation, and there is nothing more expected. Thai people use this phrase very often. The phrase mâipenrai can be used in many situations as follow:

- As a reply when someone says thank you. It is like "you're welcome" in English.
- As a reply when someone says sorry to you and you don't feel angry toward them.
- As a reply when someone asks if you're okay or not, and you are okay.

c. หมั่นไส้ (màn-sâi)

หมั่นไส้ (màn-sâi) is an adverb which means naturally, when you see that someone else has a good life or is happy, you may feel happy for them or feel หมั่นไส้ (màn-sâi). This untranslatable word means in Thai as a feeling toward someone who acts over-the-top or shows off too much about something. This feeling is not quite jealousy, dislike, annoyance, or anger.

5. *Cultural Words*

The definition of cultural words is the words that encompass a society's entire range of behavior and beliefs. Cultural words cause difficulties in translating from Thai to English since the words represent culture. Meanwhile, Thai and English cultures are not similar. Thus, it is hard to translate the words since the translation does not quite represent the culture embedded in the words.

Examples of Thai cultural words:

a. Phi (พี่) and Nong (น้อง)

Thai people use 'phi' to refer to anyone older than the speaker. It is not related to blood, rather related to the degree of respect given. On the contrary, 'nong' (น้อง) is used for anyone younger. When Thai students try to translate these two cultural words to English, they find it hard and confusing since in English we only have older brother, older sister,

younger brother, and younger sister. However, those translations do not represent the real meaning and use of ‘phi’ and ‘nong’ as it is used in Thai culture.

b. Bon (บน)

Bon (บน) is a promise they offer to God in order to get their wishes granted. For example, they will offer performing a Thai dance, a boiled pig head, boiled chicken, or boiled eggs. This cultural word is hard to translate to English since the same culture does not exist in English-speaking countries, thus, they do not have words in English to represent ‘bon’.

c. Waii (ไหว้)

Waii is a gesture used by Thai people to show respect, greet one another, or worship God. This gesture uses the palms of your hands put together in front of your face or chest with a bow. This is one of the cultural words that does not have the equivalent word represented in English because it is a culture that exists only in Thailand.

d. Tha-whai-phel (ถวายเพล)

Tha-whai-phel means to offer food to monks. It is one of the choices for those who want to make merit to the monks. This food-offering ceremony can be done anywhere including at home, by the street, or at the temple. This word is difficult to translate because in Thailand we have other vocabularies for monks to talk to people, and vice versa. The language and vocabulary are different because it is to pay respect. Moreover, in Thailand, we believe that monks are of higher status than normal people. For instance, chan (ฉันท์) means to eat for monks, but usually, for normal people it is kin (กิน), jamwat (จำวัด) means to sleep for monks, but for normal people it is non (นอน). Thus, the ceremony and the vocabulary used are hard to translate into English.

6. Language Structure

There are some differences in language structure between Thai and English which trigger errors and mistakes in Thai to English translation. The first one is noun and adjective positions. In English, adjectives come first and are followed by a noun. However, in Thai is otherwise, a noun comes before adjectives. For example, คนสวย (khon suay) means the beautiful lady, รถสีแดง (rot si deang) means a red car. This causes confusion in Thai to English translation.

The second difference is the elements of a sentence. In English, a sentence must consist of a subject and a predicate. The same rule is not applicable in Thai. Although Thai has subjects, Thai people often omit the subject of the sentence, for example: “Pai khin khao thieng kan mai?” (ไปกินข้าวเที่ยงกันไหม) means “Shall we have lunch?”, “Chop mai?” (ชอบไหม) means “Do you like it?” and “Thamngan set rue yang?” (ทำงานเสร็จหรือยัง) means “Have you finished your work yet?” In the examples provided, the sentences do not contain any subjects and just consist of predicates. This structural difference often leads to mistakes in translating to English since some Thais are not sure what subjects to put in the sentences.

The third difference is the negative sentence construction. In English, to make a negative sentence, one must put the word ‘not’ after an auxiliary verb. For example: “I do not understand”. However, in Thai, to make a negative sentence, one simply put the word ‘mai’ before the main verb, without an auxiliary verb. For example, the same sentence “I don’t understand” in Thai is “mai khao chai” (ไม่เข้าใจ). The non-existence of auxiliary verbs makes it hard to translate from Thai to English since some Thais get confused about what auxiliary to use before ‘not’.

The last one is question words. Thai puts the question words at the end of sentences, but English puts the question words at the beginning. Here is an example of a

question: "What will I eat?" In Thai is "Chan ja kin arai?" (ฉันจะกินอะไร). Arai means 'what'; the word that you can see is placed at the end of the sentence.

Conclusion

Translating Thai to English is proved to be not easy. Even though the subjects have taken at least two out of five translation classes, there are still some difficulties they face in translating Thai to English. The first and second difficulties are translating Thai idioms and slang to English. Idioms and slang are hard to translate since they cannot be translated literally. In order to translate idioms and slang, one has to find the real meaning instead of the literal meaning. The third difficulty is translating tenses and grammar. Unlike English, Thai does not have grammar. Thus, it is difficult to decide what tenses should be used.

The grammar systems such as plural nouns and classifiers are also different. The next difficulty is the unavailability of the equivalent words in English. Some Thai words do not have English equivalents that have to be explained instead of being translated into one word. This difficulty is related to the fifth difficulty, which is translating cultural words. Cultural words are difficult to translate since English and Thai have different cultures; thus, some cultural words cannot be translated to English since they do not have the words in English. The last difficulty is the language structure. The differences in language structure between Thai and English lead to mistake-prone translations.

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ENGLISH LANGUAGE TRANSLATION MASTERY

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Abstract

English language translation mastery is an essential skill for English learners. The translation needs to be mastered by all learners. This skill will enhance their understanding and knowledge. Translation mastery needs good vocabulary mastering. This paper aims to describe the way to develop English language translation mastery. Method: This is a literature review. The articles were taken from Science Direct and Google Scholar databases. The keywords in searching the articles were English, mastery, and translation. The articles were screened based on the title and abstract. After the initial screening, the selected articles were summarized and narrated. Inclusion criteria were review and research. Exclusion criteria are unavailable full-text articles. Results revealed that the translator must not rely on the lexical meaning in the dictionary. Translation needs the skills in finding the equivalence meaning to gain the closest meaning. Studies showed that enriching the vocabulary will increase translation skills. Understanding the cultural background will ease the translation process. In conclusion, English language translation mastery can be developed by enriching vocabulary and understanding the cultural background. Translation needs the closest meaning of the text to gain a comprehensive understanding from the readers.

Keywords: *English, mastery, translation*

Introduction

English language translation mastery is an essential skill for English learners. The translation needs to be mastered by all learners. This skill will enhance their understanding and knowledge. Learning English is very crucial. The essential mastery is translation. For doing a good translation, vocabulary knowledge must be mastered. Without good capability in English vocabulary and translation mastery, it will be hard in learning English. A research that was conducted on XI grade students of Santo Fransiskus Asisi Senior High School Pontianak revealed that translation was related to vocabulary tests (Hariyanto & Wulandari, 2019).

As an international language, English is one of the most used languages globally. Therefore, learning English is very important. Many jobs demand English skills. English is also tested in the national exam during school. Learning English can be done by translation mastery. As per English Proficiency Index (2018), Indonesia got the 51st rank in listening and reading skills. It is a low category. Translation mastery is usually a skill that is difficult to be obtained by students. When students do not have enough understanding of the vocabulary, they will not be able to translate the text (Hariyanto & Wulandari, 2019).

English is used in global scope, including economical aspects. Therefore, learning English is very critical to enhance the economic field, especially in export and import activity. To bring the Indonesian products to the global market, we need to master the English translation. Products, brands, and foods that are labeled in the English language will be easier

to be recognized and accepted in the global market throughout the world (Franscisca & Ardi, 2019).

The translation is the replacement of any textual material from the source language by the target language. The messages and meaning should be the same as the source language. In Indonesia, translation is taught as one special subject by most English Departments in many universities. The students are prepared to be good translators. Students need to pass various examinations, especially reading and grammar, to have a good translation mark. Translation product consists of several text-types, namely informative texts, expressive texts, vocative texts, etc. Vocative texts are very important in our daily life. There are many studies assessing translation quality in vocative text, manuals of medical equipment, food label, and advertisement (Franscisca & Ardi, 2019).

The translation is a unique process in finding meaning from one language to another language. Translation is related to culture and style. It cannot change the meaning of the text. It should give as similar meaning as possible. Therefore, a translator must understand the real meaning of the source text. In this way, the translator can transfer the idea well (Hariyanto & Wulandari, 2019).

The translation is also affected by cultural background. Therefore, cultural theory and background need to be learned to reduce the communication barrier. It is important to prevent misunderstanding (Rahayu, 2016).

Translation mastery needs good vocabulary mastering because vocabulary is the core of language proficiency. Vocabulary will provide much of the basis for speaking, reading, listening, and writing. Without a good mastery of vocabulary, learning English will be difficult. Therefore, learning vocabulary needs some special strategies to increase translation mastery (Hariyanto & Wulandari, 2019). Although vocabulary knowledge is important, the translator should not translate by lexical meaning based on dictionary only. The translator needs to use the equivalence meaning to reach the target language. A study in Pare Kediri of 17 students revealed that there is a significant correlation between translation results and vocabulary mastery. Therefore, the first step of enhancing translation mastery is by increasing vocabulary mastery (Kulsum, 2020).

This paper aims to describe the way to develop English language translation mastery.

Methodology

This is a literature review. The articles were taken from Science Direct and Google Scholar databases. The keywords in searching the articles were English, mastery, and translation. The articles were screened based on the title and abstract. After the initial screening, the selected articles were summarized and narrated. Inclusion criteria were review and research. Exclusion criteria are unavailable full-text articles.

Findings and Discussion

Results revealed that the translator must not rely on the lexical meaning in the dictionary. Translation needs the skills in finding the equivalence meaning to gain the closest meaning. Studies showed that enriching the vocabulary will increase translation skills. Understanding the cultural background will ease the translation process. Automatic translator machines such as Google Translate will not give the precise and exact translation as a human translator does.

Writing skills need to be improved when dealing with translation. It is based on the level of the students' proficiency and competence. Students need to practice writing. Good writing can be done for communicating and publication of their thought. Feedback should be

obtained from the teachers or lecturers to improve the ability of the students. However, the students need to feel fun in writing, and they should not feel any doubt in writing (Wahyuni et al., 2021).

Vocabulary is the master of translation. Sufficient vocabulary mastery is critical in learning the language. Every sentence consists of some words. The collection of words builds the vocabulary. The combination of vocabulary will build language. Dictionary or glossary is the words that are arranged in alphabetical order. Vocabulary is a list of words. It is a knowledge of the words' meaning. Without vocabulary knowledge, translation will be harder. Therefore, learning vocabulary is very essential as the first step of learning language and translation. Without this ability, anyone who wants to learn a new language will be discouraged. Other activities that could be useful for learning new languages are listening to the radio and native speakers, writing, reading any books or magazines, randomized peer teaching in group discussion, and watching television. Vocabulary is more important than grammar in translation (Hariyanto & Wulandari, 2019). However, increasing the comprehension of grammar or syntax, semantic, and morphology can increase translation mastery also (Kulsum, 2020).

There are two types of vocabulary, namely receptive and productive vocabulary. The receptive vocabulary means passive vocabulary. It means the words are hardly ever used, but they are passively used in reading and listening. Meanwhile, productive vocabulary refers to some words that are used in speaking or writing. It is also called active vocabulary. Another classification of words is the noun, adjective, verb, adverb, pronoun, conjunction, determiner, and preposition (Hariyanto & Wulandari, 2019).

Schmitt and Schmitt classify the vocabulary into three kinds, namely high, mid, and low-frequency vocabulary. High-frequency vocabulary means the most frequent 2,000-word families. This category is the most commonly cited in guidebooks, written texts, and publications. Mid-frequency vocabulary is about 3,000-word families. Low-frequency vocabulary is at about the 9,000 frequency level. This type of vocabulary is rarely used (Hariyanto & Wulandari, 2019).

One way to improve the quality of translation is by increasing vocabulary knowledge and grammar comprehension. The way to do it can be via game-based platforms such as Kahoot!, Quizizz, Duolingo, etc. From the available platforms, Kahoot! was considered the most used game in teaching English because this application is easy to play. Besides, it also provides levels for the learners. Therefore, most of the teachers use Kahoot! It is fun and interesting for students. The students are engaged, and this will improve their scores. One obstacle in using Kahoot! is the requirement of gadgets with a good internet connection. Some students sometimes couldn't participate because they do not have the gadgets. Meanwhile, teachers need to elaborate the teaching materials into the game. However, new perspectives need to be added, so the students can gain progress. Besides, the sustainability of students' interests must be maintained in learning English. The achievement of the students must be assessed. The interest of the students should be analyzed and explored to assign a suitable program for their achievement (Gharaibeh et al., 2020).

The translation is a process of converting ideas and transferring meaning, messages, thought, ideas, or information from one language to another language. It is a boundary-crossing between different languages. The translation process can be done orally (speaking) or written. This process is also called semantic structure (Hariyanto & Wulandari, 2019). The oral translation is communication face to face. The translator can ask about clarification or repetition for a better understanding of the messages. The translator can also read the gesture and guessing from the context (Alhaisoni, 2012).

The translation is rewriting a text or retelling a story or conversation from the source language into the target language without changing any meaning. The reader or listener should understand the content of the talk or the text after the translation is done. The meaning should be constant. It should not be any modification. A good translation implies the translator's ability to transfer the meaning from the source language into the target or receptor language without any misunderstanding (Hariyanto & Wulandari, 2019). Therefore, the accuracy, acceptability, and readability need to be considered in the translation quality (Fransisca & Ardi, 2019; Hariyanto & Wulandari, 2019). Reliability is also considered in translation quality. This special quality is hard to be achieved if we use google translate without manual checking by the translator (Alhaisoni & Alhaysony, 2017).

There are ten types of translation, namely word-for-word translation, literal translation, free translation, dynamic translation, esthetic-poetic translation, pragmatic translation, ethnographic, communicative translation, linguistics translation, and semantic translation. Word-for-word translation concerns with word-level translation in one sentence. The equivalence of the word is found based on the target language. The most commonly used translation type at school is a word-for-word translation. This type of translation can test vocabulary mastery and translation ability (Hariyanto & Wulandari, 2019).

A study by Karakoca and Kos in 2017 on 175 students in intensive language English programs revealed that vocabulary is very essential for language performances. The skills of reading and writing depend on the vocabulary knowledge. The quality of essays is related productive the vocabulary knowledge of the participants in the study (Karakoça & Köş, 2017).

Challenges in the translation are unfamiliar vocabulary, ambiguous words, and limited available time. Therefore, policymakers and teachers should find several effective ways to tackle those problems. A qualitative approach is needed to explore the best lessons that should be conducted. The meticulous observation of the classroom will be essential in identifying the challenges and opportunities in teaching English as a foreign language and enhancing the translation skills in particular (Qarqez, 2017).

The translation is the process of changing speech or writing text from one language (source language) into the target language (another language). In the process, the form is changed, however, the meaning must be preserved. The rules of grammar from the source and target languages, vocabulary, including the idioms, must be mastered to produce a good translation (Juliarta, 2021).

Shifting is a critical concept in sentence analysis during the translation process. The shifting process is creating interesting structures from different levels by using a different grammatical or phonological form based on the target language text. There are two types of shifts, namely level shifts and category shifts. The level shift is related to lexis in the target language. Meanwhile, the category of shift consists of structure shift, unit shift, class shift, and intra-system shift. The concept of a shift helps us to understand different levels of translation shift. The translation shift is essential to maintaining the meaning. The meaning has more importance than the form of the language. The equivalence means describing the same situation using different languages. Class-shift occurs when there is a member of a special class from the source language. Intra-System Shifts are the internal shifts due to a variety of non-corresponding terms. A unit shift refers to the changes of rank. The unit shifts include shifts from a word to a phrase, a clause to a sentence, a morpheme to a word, and vice versa (Juliarta, 2021).

The word order in headwords is important to be differentiated. In Indonesian language noun phrases, the headword is a head-initial position. Meanwhile, it can be seen that in English, the headword is a head-final position. A shift is needed for proper correspondence

from the source language into the target language. The translation shift is essential to obtain the natural equivalent meaning (Juliarta, 2021).

Conclusion

In conclusion, English language translation mastery can be developed by enriching vocabulary and understanding the cultural background. Translation needs the closest meaning of the text to gain a comprehensive understanding from the readers. Future barriers faced by the teachers in teaching reading besides providing insights into the current practices in the classroom. Future research should also examine the students' reactions to the approaches employed by teachers to understand their coping strategies in dealing with reading difficulties.

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DIRECTIVE ACT DUBBING STRATEGIES OF TOY STORY AS TRANSLATED BY PROFESSIONAL AND FAN TRANSLATOR

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Abstract

In audiovisual translation, the system of translating character dialogues orally or dubbing can make it easier for viewers from different societies to relish the storyline without learning the source language first. Thus, considering an excellent strategy of dubbing is one aspect that needs to be noticed in audiovisual translation. This research elaborates on dubbing directive acts in the movie series Toy Story, where the professional and fans translate the dubbing. The researcher focused only on analyzing the translation strategies of the types of directive acts. The data source in this research is the character's speaking directive acts in the Toy Story series. This qualitative research uses descriptive methods to examine a dynamic relationship between observed phenomena by systematically representing and describing the dubbing strategies of directive acts on a small scale. The orientation of this research is product-based. The researcher used observation methods and documentation to find the data. This research presents that each translator uses command sentences in the types of directive acts more frequently. It is seen from 47 data made by a professional translator and 49 data made by fan translator of command sentences in directive acts classification proposed by Yule (1996) used to translate the character dialogue in the movie.

Keywords: *directive acts, dubbing, toy story, professional translator, fan translator*

Introduction

Translating a source-language text into the target language is a beneficial way to introduce a product globally. In the realm of audiovisual translation, dubbing is a unique way that anyone can introduce a product orally into a society. The many types of translation that have been used make it possible for anyone to do it, such as the emergence of several fan translators who do not need to get several licenses to translate a product. As with other types of translation products, knowing a good strategy before translating a dubbing product will minimize a fatal error that might be caused by the translator, such as misunderstanding the context of a story to the loss of the main point of a particular product to be conveyed that will eliminate the main essence of a translated product or the original product itself.

The importance of a translator's understanding of dubbing strategies will be of good value for the translator him/herself to a product to be translated. Since dubbing is a translation method that requires many synchronization aspects, such as adjusting lips, gestures, and pronunciation. Chaume (2006) stated that there are three kinds of things that any dubbed product should have. One of these is the observance of three kinds of synchronization. By seeing some of these aspects, it is appropriate for translators to understand the storyline of a

product. In other words, it would be translated to maximize the translation process to choose a sentence or word to be used before being processed into a dubbing product.

The translator's process of understanding in choosing a good sentence or word in translating a dubbing product is also based on a translator's understanding of the types of sentences used. Thus, a good understanding of a sentence can make a translator feel the primary meaning conveyed from the character's utterance in the dialog. Furthermore, not losing the storyline of a dubbing product is the crucial thing to get. Moreover, dubbing is a way of translating in which the result of the translation focused on a dialogue between characters.

Research on dubbing conducted by several researchers is carried out to find out a good understanding of every aspect of dubbing. One study conducted by Litola (2017) analyzed an audiovisual product, namely subtitling and dubbing, in the lyrics of an animated film entitled *Frozen*, using a quantitative method. The researcher analyzed the aspect of comparing the quality of the translation between subtitle and dubbing in the *Frozen* film. Furthermore, the researcher also focuses on the sing-able aspect of the comparison in the translation's quality of subtitling and dubbing into Finnish. The theory from Peter Low (2005) becomes the main theory used by the researcher in knowing the making of a sing-able translation.

Discussions on the types of sentences in an animated film are also often carried out. This is done as another way of knowing the meanings of a sentence uttered by a character. The discussion is carried out by Nurhayati (2017) where she analyzes the forms of directive act sentences in an animated film entitled *Kung Fu Panda 3*. In this study, she focuses on the deep meaning of the dialogue sentence quality rather than its quantity. The researcher also focuses on a pragmatic approach to the analysis of these types of directives act.

Based on several discussions about dubbing and types of sentences conducted by the researchers, they only focused on one aspect. Such as the analysis of a translation product that may or may not eliminate the main essence of the song's lyrics to its ability to be sung in an animated film. Furthermore, an analysis of the types of sentences used by characters in animated films regarding the quality of the depth of meaning that the characters want to convey. Seeing this, in this paper, the researcher conducts a study that focuses on a strategy used when doing a dubbing product and analyzes the types of sentences used.

Methodology

In this study, the researcher analyzed each of the data found using descriptive qualitative methods, in which this research was conducted by describing all the data found based on existing phenomena. "A qualitative approach is generally associated with the interpretivism position which can include critical discourse analysis, interviews, focus groups, and questionnaires." (Saldanha & O'Brien, 2009). This study focuses on the analysis of the dubbing strategy using the theory of Delabastita (1989). Meanwhile, in analyzing the types of sentences, the researcher uses the theory proposed by Yule (1996). The qualitative descriptive research used by the researcher was carried out based on analyzing a dynamic relationship between the observed phenomena by systematically representing and describing the strategies used in dubbing on a small scale.


In collecting data, the researcher collected data from films entitled *Toy Story* (1995), *Toy Story 2* (1999), and *Big Hero 6* (2014), along with dubbing versions performed by professional and fan translators. The data found by the researcher were then grouped into two types of data, namely verbal and non-verbal. In grouping this data, the researcher uses all character utterances that contain the classification of the directive sentence. The researcher transcribed all utterances containing the classification of the directive sentences right after watching the films.

The main instrument in this research is the researcher herself since the researcher conducted her research. Creswell & Poth (2016) stated that the researcher is a key instrument since the qualitative researcher collects data by examining documents, observing behavior, and interviewing participants. Furthermore, the researcher used several electronics in conducting this research, such as a smartphone and laptop as film search tools. Moreover, the researcher also needs the help of some stationery in transcribing every dialogue spoken by the characters in analyzing the types of directive act sentences.

Data collection activities were also carried out based on analyzing the strategies used by translators, both professional and fan, using Delabastita's (1989) theory. As stated by Veterlaus (2009), the type of data analysis that exists in qualitative research involves looking at the data several times in its entirety, such as rereading a manuscript that has been done. In addition, identifying patterns and themes that exist in the data found, and rearranges the data by coding the data according to the themes identified in a study. The explanation of the idea was carried out in its entirety by the researcher when conducting this research.

In theory, proposed by Delabastita (1989) explains that there are five types of operations involved in a translation film, including dubbing. These strategies are appropriate and include a point of view for every translator before translating a particular product, including when doing it for a dubbing product. Translating character dialogue in an oral/dubbing film, of course, must go through several processes where the final result of the translation can adequately convey the meaning of the source language. This is why an excellent strategy is needed to translate the dialogue as naturally as possible, which will then be processed orally again. As a datum found by the researcher as follows:

Table 1. The Example of Datum in Toy Story 1

Num.	Visual Data	Textual Data	Codes
9.	Toy Story 1 	Timestamp: [59.52] (Woody still sits with his back to buzz) ST: Woody: You should get out of here while you can. Pro: Woody: <i>Kau harus keluar dari sini selagi bisa.</i> Fan: Woody: <i>Kau harus keluar dari sini selagi kau bisa.</i> As Command.	9/ Pro/Com/Det 9/Fan/Com/-

From the datum example above, it can be seen that there are different strategies used between professional and fan translators. Meanwhile, in terms of the types of directive sentences used, there is no difference between the two. The word “should” in the dialogue from the source language makes the type of sentence spoken by Woody’s character is a command sentence. Woody says that Buzz should get out of that place (Sid’s room) while Buzz can. From what Woody said, it can be seen that Woody said this as a form of expression that had to be done.

Looking at the strategies used by each translator, in a professional translator can be seen that the translator uses a *detraçtio* (deletion) strategy for omitting the repetition of the word “you” at the end of the sentence. On the other hand, the fan translator does not omit any words when translating the dialogue into the target language. From this information, the translator translated the dialogue from Woody’s character with a literal translation. The translator can do this if every word spoken by the character does not increase the pronunciation time of these words so that it will be able to disrupt the quality of the dubbing product itself.


The code explanation used in this study is, 9 is the number for each datum found. The abbreviations “pro” and “fan” are the shortened form of the “professional” and “fan” translator words. Then, the third code abbreviation is the type of directive act sentences contained in each translation carried out by the translator, “com” stands for “command”. The last code is the types of strategies used by each translator in translating the dialogue, “det” stands for “*detraçtio*/deletion” while “-” is a sign that the strategy used by the translator was not found based on the types of strategies proposed by Delabastita (1989).

Thus, this study was conducted to analyze further and inform the strategies proposed by Delabastita (1989) and the types of directive sentence classification from a theory proposed by Yule (1996). By analyzing in detail by focusing research with data sources, namely utterances spoken by characters in the Toy Story series and Big Hero 6 film.

Findings and Discussion

Reanalyzing any data found is carried out by the researcher to minimize errors that the researcher may make. Each data found is analyzed by looking at the classification type of the directive act and grouping according to the dubbing strategy used by each translator. As an example of the datum found in Toy Story 1 in this table:

Table 2 The Example of Datum in Toy Story 1

Num	Visual Data	Textual Data	Codes
10.		<p>Timestamp: [1.00.08] (Buzz climbs onto the box and tries to get Woody out)</p> <p>ST: Buzz: Come one Sheriff. There’s a kid over in that house who needs us.</p>	<p>10/Pro/Com/Rep/Det</p> <p>10/Fan/Com/Rep/Tra</p>

		Pro: Buzz: <i>Ayo Sheriff! Ada anak di rumah itu yang membutuhkan kita.</i>	
		Fan: Buzz: <i>Yang benar saja Sheriff?! Ada seorang bocah di rumah itu yang butuh kita.</i>	
		As Command	


The appearance of the datum in table 2 shows that professional translators use two types of strategies, namely *repetitio* (repetition) on the word “sheriff” and *detractio* (deletion) on the word “a” from the source language. The repetition used by the translator is a strategy where there is no change in meaning or there is no translation of a specific sentence or word. This is very common in using character names or certain terms that represent these characters. Here, Woody has a role as a cowboy doll who also has the title of a sheriff/law enforcement officer in an area. The use of the word “sheriff” in the target language can also be determined based on differences in the legal order enforced in the source language and the target language. Using these terms can be done not to eliminate the main essence of the story in a film. While the *detractio* (deletion) strategy is the removal of some words or not translating some source language words into the target language. This can happen especially in dubbing because the words or sentences in the target language are too long, so that it will affect the pronunciation time, which will intersect with the lip synchronization of a character.

An explanation of the dubbing strategy used by the fan translator is that the translator uses two types of strategies, namely *repetitio* (repetition) and *transmutatio* (transmutation). The use of repetition strategy in the fan translator is the same as done by a professional translator. Both keep the word “sheriff” spoken by Buzz’s character when speaking to Woody’s character. Furthermore, the transmutation strategy is found at the beginning of the sentence, namely “*yang benar saja...*” for the “c’mon” sentence in the source language. This strategy has the meaning of changing a word in the target language to make it more natural. The strategy maintains the same core, but it is delivered in a distinct form. The choice of the sentence is certainly very different in meaning from the sentence in the source language. However, it will be better to convey a situation in the film by using everyday language.

In the context of the types of sentences used by professional and fan translators, both use the same type of directive act sentence, namely command. This can be seen when Buzz tries to encourage Woody by helping him out of the locked toolbox. Buzz insists that he and Woody must escape from Sid’s room and return to Andy’s house. Examples of other datum found in Toy Story 2 are shown in the table below:

Table 3 The Example of Datum in Toy Story 2

Nu m.	Visual Data	Textual Data	Codes
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16.	<p>Toy Story 2</p> 	<p>Timestamp: [1.19.29] (Jessi was happy and immediately attracted woody to get off the plane)</p> <p>ST: Jessi: Why didn't you say so?! Let's go!</p> <p>Pro: Jessi: <i>Kenapa kau tidak bilang?! Ayolah kita pergi!</i></p> <p>Fan: Jessi: <i>Benarkah? Ayolah kita pergi sekarang!</i></p> <p>As a Request</p>	<p>16/Pro/Req/Det</p> <p>16/Fan/Req/Tra/Adi</p>
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The example datum in table 3 shows that the professional translator uses one dubbing strategy, namely *detractio* (deletion). As explained in the previous table, *detractio* (deletion) omits some words in the source language not to be translated into the target language. In dialogue sentences carried out by a professional translator, the translator removes the word “so” at the end of the source language sentence. This is based on limited duration in this scene, thus requiring the translator to shorten the sentence to be spoken.

In the sentences made by the fan translator, there are two types of dubbing strategies in the dialogue spoken by Jessi's character. The strategies are *transmutatio* (transmutation) and *adiectio* (addition). *Transmutatio* (transmutation) is found at the beginning of the sentence, namely “*benarkah?*”. Where is the word “*benarkah?*” translated as “really?” in the source language. This can be done if the translator considers the settings in certain scenes when changing the translation of sentence forms in the target language. However, considerations not to change the meaning to be conveyed in its entirety must be considered in this context. Furthermore, the *adiectio* strategy (addition) found in this sentence is at the end of the dialogue, namely the word “*sekarang*” or translated as “now” in the source language. The addition of this word can undoubtedly be done if it does not interfere with the synchronization of the character itself.

The use of language types in both translators is a request in the type of directive act classification. Here, Jessi is a donation doll who no longer has a master. She expressed her joy with Woody's offer to come with him to Andy's house and be a doll for his little sister. Jessi asking Woody to leave immediately could not be said to be a commanded act. This is because the sentence uttered by Jessi is only as an answer to an invitation made by Woody, where Jessi does not get complete control over her words. Furthermore, examples of datum found in the Big Hero 6 movie are shown in the table below:

Table 4 The Example of Datum in Big Hero 6

Num.	Visual Data	Textual Data	Codes
28.	Big Hero 6 	Timestamp: [02.24] (Yama wins the game) ST: Yama: Who has the guts to step into the ring with little Yama? Pro: Yama: <i>Siapa yang punya nyali untuk bertarung dengan si Yama kecil?</i> Fan: Yama: <i>Siapa lagi yang berani bertarung dengan Yama kecil?!</i> As Command	28/Pro/Com/Sub/Rep/A di 28/Fan/Com/Sub/Det/Rep

In the datum example above, the professional translator uses three types of strategies, namely *substitutio* (substitution), *repetitio* (repetition), *adiectio* (addition). Substitution strategy is found in the translation of “step into the ring,” which translates to “*bertarung*” or “fighting” in the source language. Substitution of the word “into the ring” with “fighting” is an option that can be done as a direct description of the situation that occurred in the scene. The repetition strategy in the sentence was found by not translating the name of the character in the source language, namely “Yama”. This is also done as a determination of a particular culture or nuance. The film Big Hero 6 blends Japanese culture in its making, so using names with Japanese nuances will be very constructive. Furthermore, there is an *adiectio* (addition) strategy in an article before the name “Yama” which is “si”. The word “si” can be translated into a determiner in the target language, namely “the” which is not found in the source language dialogue.

In the dialogue’s translation carried out by the fan translator, there are three types of strategies, namely *substitutio* (substitution), *detractio* (deletion), and *repetitio* (repetition). The substitution strategy was found, such as the translation carried out by the professional translator on the sentence “into the ring” into “*bertarung*” or translated as “fighting” in the source language. Then, the *detractio* (deletion) strategy is found in the word “to” in the source language, which is not translated into the target language. Furthermore, the repetition strategy also has the same case as the translation carried out by the professional translator, namely the determination of the use of the name of the Yama character in the target language.

The types of directive acts used in professional and fan translators are also the same, namely commands. In this scene, Yama, an illegal robot fighter, wants to invite anyone who dares to fight with him, which his robot has trounced many other robots. In this scene,

Yama's character has many bodyguards who are ready to protect him only with orders that he says.

Conclusion

The use of the types of strategies in the types of directive sentences in the dialogue of each data is done to maintain the essence of the story presented in each scene in the films. Then this makes variations of the types of dubbing strategies found in one dialogue also very possible. In addition, the similarities of directive sentence types in each translator are also based on efforts to maintain the story's main point so that it can be adequately conveyed and does not disturb the nuances presented in the source language.

This research should be considered an input for future research. Researchers can switch to a different focus but still intersect with one of the contexts in this study. This can provide a broader discussion of one of the themes in this research.

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COMPARING GOOGLE TRANSLATE AND BING TRANSLATOR IN TRANSLATING SPORTS NEWS IN *NEW YORK TIMES*

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Abstract

Together with the rapid development of technology, anyone can access information on the internet. In this regard, the internet provides features in multiple languages for everyone to access. However, sometimes the internet makes mistakes in translating from one language to another. Therefore, there are many translation machines available on the internet. Related to that case, the researcher will examine the performance of the two top online translation machines on the internet, namely Google Translate (GT) and Bing Translator (BT). The product used by the researcher in this article is a news article taken from the site www.nytimes.com. This news is a news in English, which will be translated by the two machine translators into Indonesian. The researcher used qualitative research in this thesis. Researchers apply the library research and explicatory method, which means the researcher will collect the information needed for working on this thesis. This thesis has two problem formulations that will be discussed. The first is to examine the errors made by Google Translate and Bing Translator in translating a news entitled FIFA, Seeking \$ 1 Billion for Club World Cup, Hires U.S. Firm to Find It. The second is counting the number of errors made by the two machine translators and comparing the performance of Google Translate and Bing Translator to see the difference. By analyzing the mistakes made, the researcher will find out the performance of Google Translate and Bing Translator.

Keywords: *Google Translate, Bing Translator, Error Analysis*

Introduction

In recent years, there are currently a number of online translation services ranging in ability and ease of access. The assistance of online translators known as machine translations (MT) has grown beyond what we imagined. MT offers considerable practicality, simplicity, and efficiency that can be the perfect tools to help many people with translation problems. Translation is defined as "rendering the meaning of a text into another language in the way that the author intended the text" (Newmark, 1988: 5). That means the main problem of the translation is about the meaning from the source language (SL) that conveys into target language (TL). The convenience provided by MT makes the users forget about the accuracy of the translation.

MT's often cause several problems, such as miss translation, untranslated and wrong meaning. Those problems are the errors of MT which led to the weakness of MT. One case of an error translation that the researcher has experienced is when tried to translate a New York Times Sports headline *Rights Group Demands End to Sex Testing of Female Track Athletes* and discovered some errors. This title was directly translated into Indonesian using Bing Translator (BT) as *Rights Group Tuntut Berakhirnya Pengujian Seks Atlet Trek Wanita*. The researcher found a flaw in the translation system of BT and tried to translate it with Google

Translate (GT) as *Kelompok Hak Menuntut Diakhirinya Pengujian Jenis Kelamin Pada Atlet Atletik Wanita*. Both GT and BT have not given the correct translation, but in this case, GT suggests a better result.

Based on the examples above, it provides the basis for the researcher's reasons to compare the performances of GT and BT. The results of the translation by BT from English to Indonesia are quite competitive with GT. In certain places, GT looks prevalent, yet in different places, BT is more predominant. Therefore, the researcher is interested in comparing the performance between GT and BT and expects that the results may help to improve the MT. This research is worth analyzing because it provides more information about errors contained in the translation using MT with a different level of accuracy between GT and BT.

The benefit of this research may help the reader gain knowledge regarding understanding the error analysis of MT, especially in GT and BT as the most commonly used MT. According to data from CNN Indonesia, GT and BT are the recommended translation services to translate English to Indonesian, which is GT in the first position, and BT comes in second (CNN, 2020). GT is one of the most used machine services because of its convenience. It currently translates over 1001 billion words a day. On the other hand, there is a BT that has the same function to translate a text. The BT is currently likewise simpler to utilize, practically like GT. Both MTs are chosen because of the most familiar choice, Machine Translation, especially in Indonesia. Therefore, the researcher focused on translating a sports news text in the New York Times titled FIFA, Seeking \$1 Billion for Club World Cup, Hires U.S. Firm to Find It as the object. The researcher translates it using both MTs to determine what types of errors occur and how the performance compares.

One of the most valuable and practical ways to evaluate MT is by counting the error. Therefore, the researcher uses Koponen's theory of error classification to find out the errors each MT has made in translating the object that the researcher chose. Koponen divides the errors into two categories, namely Concepts and Relations. Content words represent concepts, and they can be units larger than individual words, and relations are expressed through function words, inflection, and word order, for instance (Koponen, 2010,p.3).

In conducting this research, the researcher uses some studies on similar topics done by other researchers. The related studies are taken from three previous theses by Ariany, Adiputra, and Has. Ariany's Undergraduate thesis "Bing Translator's and Google Translate's Performance in Translating English Literary and Academic Texts to Indonesian" tries to examine errors made in the translation of literary text and academic text from English into Indonesian, mainly focusing on the MTs output quality by finding the errors using two different MTs on its performance in that year. Following research on error analysis in the performance of MTs in translating text, conducted by Adiputra, "Error Analysis in The Performance of Google Translate and Bing Translator in Translating Children's Story Book *Pancuran Pangeran*". This thesis is conducted to find the errors in translating using Google Translate and Bing Translator. Adiputra uses a children's storybook called *Pancuran Pangeran* and the individual concept error of Koponen to measure the quality of each MTs.

Moreover, the last thesis is from Has "Google Translate Performance in Translating Current News in *KOMPAS.COM* and *THEJAKARTAPOST.COM*: A Case Study" focuses on the performance of GT in translating news. The researcher examines the errors found in the Indonesian translation of *THEJAKARTAPOST.COM* and the English translation of *KOMPAS.COM*. To analyze Google Translate's performance, the researcher uses the Koponen Error Classification theory.

Methodology

The method used in this research is a literature study in related studies. Researchers must collect definitions related to translation, machine translation, and previous theories and analyses that have topics related to this analysis. The studies and theories collected were used to assist in data analysis. Researchers use qualitative research. Qualitative research "refers to the results of any research taken in non-numeric words, pictures, or symbols" (George, 2008, p. 7).

There are several steps taken by the researcher in obtaining the data. First, the researcher determines what text will be translated. After deciding to use the news text, especially sports news, the researcher looks for a news text taken from a well-known and trusted site called the New York Times. Then the news text entitled FIFA, Seeking \$1 Billion for Club World Cup, Hires U.S. Firm to Find It, which the researcher selected, was translated per sentence using both translation machines, Google Translate and Bing Translator, on May 22nd, 2021, and put them into a table and given a code.

The data in this study is directly taken from ST and TT. Therefore the types of data are objective data. ST is the original text of the English news titled FIFA, Seeking \$1 Billion for Club World Cup, Hires U.S. Firm to Find It. In detail, there are 921 words and 34 sentences. TT is an Indonesian translation of the news text carried out by Google Translate and Bing Translator. The translation done by Google Translate consists of 821 words, while the translation done by Bing Translator produces 791 words.

In order to analyze the data, there were several steps to find the errors. In answering the first research question, the researcher applied Koponen's theory of error translation which was divided into two categories. In the first step, the researcher analyzes the data errors based on the concept such as omitted concept, mistranslated concept, added concept, untranslated concept, substituted concept, and explicated concept. The second step is to analyze the data using errors based on relations, such as omitted participant, omitted relation, added participant, added relation, mistaken participant, mistaken relation, substituted participant, and substituted relation. The data were put into a table consisting of several columns to compare translations from English to Indonesian from both of the translation machines.

Table 1. Example of Individual Error Concept in Google Translate

No.	ST	No	GT	No	BT	Types of Error
4/ST /P1/ S1	FIFA has turned to an American financial advisory firm to jump-start its efforts to secure the \$1 billion it will require to successfully launch its inaugural 24-team Club World Cup next year.	4/TT /P1/ S1/ GT	FIFA telah beralih ke perusahaan penasihat keuangan Amerika untuk memulai usahanya untuk mendapatkan \$ 1 miliar yang dibutuhkan untuk berhasil meluncurkan 24-tim <i>Club World Cup</i> tahun depan.	4/TT/ P1/S1/ BT	FIFA telah beralih ke sebuah perusahaan penasihat keuangan Amerika untuk melompat-mulai usahanya untuk mengamankan \$1.000.000.000 itu akan membutuhkan untuk berhasil meluncurkan 24-tim klub Piala Dunia perdananya tahun depan.	Untranslated Concept

Table 2. Example of Relations Error in Bing Translator

No.	ST	No	GT	No	BT	Relations Error
6/ST /P3/ S1	Much of the money is needed to secure the participation of the top European clubs, which are seeking privileged status and would essentially become joint owners of the event.	6/TT /P3/ S1/ GT	Sebagian besar uang diperlukan untuk mengamankan partisipasi klub-klub top Eropa, yang mencari status istimewa dan pada dasarnya akan menjadi pemilik bersama acara tersebut.	6/TT/ P3/S1/ BT	Sebagian besar uang yang diperlukan untuk mengamankan partisipasi dari klub Eropa atas, yang mencari status istimewa dan pada dasarnya akan menjadi pemilik bersama acara.	Mistaken Relation

After these steps are carried out, the researchers calculated the number of errors based on the concept that has been divided into subcategories that Google Translate and Bing Translator have done. Then the researchers also calculated the number of errors based on the relations made by both MTs. After getting the number of errors that have been made by both machine translation based on both concept and relation, the number of errors will be used to assess the performance of each TM.

Findings and Discussion

A. Individual Concept Error

Table 1. Untranslated Concept in Bing Translator

No.	ST	No	GT	No	BT	Types of Error
1/ST /TI/ S1	FIFA, Seeking \$1 Billion for Club World Cup, <i>Hires</i> U.S. Firm to Find It	1/TT /TI/ S1/ GT	FIFA, Mencari \$1 Miliar untuk Piala Dunia Klub, Mempekerjakan Perusahaan AS untuk Menemukannya	1/TT/ TI/S1/ BT	FIFA, mencari \$1.000.000.000 untuk Piala Dunia klub, <i>Hires</i> perusahaan AS untuk menemukannya.	Untranslated Concept (verb)

The source language (SL) word ‘hires’ appears in the target language (TT), especially BT. The word ‘hires’ is supposed to be translated as *mempekerjakan* in TT. As the word *mempekerjakan* ‘hires’ acts as a verb in the sentence, the error disables TT reader to convey the core meaning of the clause. TT loses the information of the action being performed to ‘US Firm’.

Table 2. Omitted Concept in Google Translate and Bing Translator

No.	ST	No	GT	No	BT	Types of Error
2/ST /TI/ S2	Europe’s top soccer teams, which once opposed an expanded club championship, recently held talks with FIFA about becoming partners	2/TT /TI/ S2/ GT	<u>Tim</u> sepakbola top Eropa, yang pernah menentang kejuaraan klub yang diperluas, baru-baru ini mengadakan pembicaraan dengan FIFA tentang menjadi mitra dalam acara tersebut.	2/TT/ TI/S2/ BT	<u>Tim</u> sepak bola papan atas Eropa, yang pernah menentang Kejuaraan klub yang diperluas, baru-baru ini mengadakan pembicaraan dengan FIFA tentang menjadi mitra dalam acara tersebut.	Omitted Concept (noun, plurality)

	in the event.					
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The property of plurality in the concept of *tim-tim* 'teams' in the datum 9/TT/P4/S3/GT and 9/TT/P4/S3/BT above is omitted. The word *teams* is translated into 'tim' by GT and BT. At first glance, this error seems to belong to a mistranslated concept rather than an omitted concept. However, it is not categorized as a mistranslated error. According to Koponen error classification, the mistranslated error means that the target text has the wrong meaning for the context. In this sentence, the word 'tim' does not imply that it is out of context as intended by the source text. Then, it can be inferred that the error happens because TT does not convey the concept of plurality in the noun. This type of error is that the noun mentioned in TT becomes a specific team. Therefore this kind of phenomenon is categorized as an omitted concept.

Table 3. Mistranslated Concept in Bing Translator

No.	ST	No	GT	No	BT	Types of Error
9/ST/P4/S3	The talks centered on financial incentives, and the possibility of including as many as 12 European teams, four more than the current format, which caps European involvement at eight.	9/TT/P4/S3/GT	Pembicaraan berpusat pada insentif keuangan, dan kemungkinan memasukkan sebanyak 12 tim Eropa, empat lebih dari format saat ini, yang membatasi keterlibatan Eropa pada delapan.	9/TT/P4/S3/BT	Pembicaraan berpusat pada insentif keuangan, dan kemungkinan termasuk sebanyak 12 tim Eropa, empat lebih dari format saat ini, yang topi keterlibatan Eropa di delapan..	Mistranslated Concept (verb)

There is an error made by BT, the verb 'caps' is mistranslated. In datum 9/TT/P4/S3/BT, the word *caps* translated into *topi* 'hat'. The word acts as a verb in the GT; meanwhile, it acts as a noun in BT translation. The word that BT means is a type of soft flat hat with a peak (OALD, 2015: 212), which is not suitable to the context. The context intended by ST is supposed to be translated into *membatasi* (restrict the number or amount of). The mistranslation happens because the word is polysemous. Thus, BT is not able to provide the correct meaning of a polysemous verb for the context.

B. Relations Error

Table 4. Mistaken Relation in Bing Translator

No.	ST	No	GT	No	BT	Relations Error
15/ST/P6/S3	A FIFA analysis, reported by The Times in 2018, concluded the organization needed to raise \$650 million to \$1	15/TT/P6/S3/GT9/TT/P4/S3/G	Sebuah analisis FIFA, yang dilaporkan oleh The Times pada tahun 2018, menyimpulkan bahwa organisasi tersebut perlu mengumpulkan \$ 650 juta hingga \$ 1 miliar agar	15/TT/P6/S3/BT	Sebuah analisis FIFA, dilaporkan oleh The Times di 2018, menyimpulkan organisasi yang diperlukan untuk meningkatkan \$650.000.000 untuk	GT : N/A BT : Mistaken Relation

	billion for the tournament to be viable.	T	turnamen dapat berjalan.		\$1.000.000.000 untuk turnamen untuk menjadi layak.	
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Based on the datum above, BT mistranslates the relation ‘to’ into *untuk*. The word ‘to’ in English has multiple meanings depending on the context of the sentence in which it is used. The relation of *hingga* ‘to (similar)’ in ST is supposed to suggest a similarity or resemblance of one concept to another concept. Instead, the relation is mistaken as *untuk* ‘to (for)’. Therefore, the mistranslation of ‘to’ as a relation in the sentence changes into indicating something.

Table 5. Omitted Participant in Bing Translator

No	ST	No	GT	No	BT	Relations Error
18/S/T/P8/S1	Domínguez, annoyed at being sidelined when South American teams were among a group that met with Infantino, signed an agreement to work on joint projects with UEFA’s Ceferin earlier this month.	18/T/P8/S1/GT	Domínguez, kesal karena dikesampingkan ketika tim Amerika Selatan berada di antara kelompok yang bertemu dengan Infantino, menandatangani perjanjian untuk bekerja pada proyek-proyek bersama dengan Ceferin UEFA awal bulan ini.	18/TT/P8/S1/BT	Domínguez, kesal ketika tim Amerika Selatan berada di antara kelompok yang bertemu dengan Infantino, menandatangani kesepakatan untuk bekerja pada proyek bersama dengan Ceferin UEFA awal bulan ini.	GT : N/A BT : Omitted Participant

In the datum 18/TT/P8/S1/BT above, the verb *dikesampingkan* ‘sidelined’ is omitted. Omitted participant happens when ST relation is not conveyed because there is an omitted head or dependent. BT failed to convey the concept of ST in the word ‘sidelined’. The verb in ST represents the relation of the reason Dominguez felt annoyed. Therefore, the TT, especially in BT loses the relation that shows why the head of a sentence felt annoyed.

Table 6. Mistaken Participant in Bing Translator

No	ST	No	GT	No	BT	Relations Error
22/S/T/P1/S2	It has demanded the field should include winners of its second-tier Europa League competition, while FIFA wants only the continent’s best teams.	22/T/P1/S2/GT	Mereka menuntut lapangan harus memasukkan para pemenang kompetisi Liga Eropa tingkat kedua, sementara FIFA hanya menginginkan tim-tim terbaik di benua itu.	22/TT/P10/S2/BT	Ini telah menuntut lapangan harus mencakup pemenang kompetisi Liga Europa <i>kedua-tier</i> , sementara FIFA hanya menginginkan tim terbaik benua.	GT : N/A BT : Mistaken Participant

In datum 22/TT/P10/S2/BT, the head of the noun phrase ‘second tier’ is different from what is intended in ST. In ST, the head of the phrase is *tier* ‘tier’ with the adverb *second* ‘kedua’ as the modifier. On the contrary to the structure of noun phrases in English, the head of the phrase in Indonesian usually comes first, followed by a modifier. Therefore, the error

in datum 22/TT/P10/S2/BT shows that the *second* 'kedua' becomes the head of the phrase instead of *tier* 'tier'.

Conclusion

Based on the six data that the researchers analyzed, it was found that Bing Translator made more errors than Google Translate. From the first three data based on the individual concept, there are three errors made by Bing Translator: Untranslated Concept, Omitted Concept, and Mistranslated Concept, while Google Translate made an error that is Omitted Concept. On the next three data based on the relations error, Bing Translator made three errors: Mistaken Relation, Omitted Participant, and Mistaken Participant, while Google Translate had no errors. Thus, based on the six data analyzed by the researcher, it shows that Google Translate is still superior to Bing Translator in translating.

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Appendices

Om : Omitted
Ad : Added
Mis : Mistranslated
Un : Untranslated
Sub : Substituted
Ex : Explicated

A. Data Individual Concept :

No. of Data	Source Text	No. of Data	Google Translate	No. of Data	Bing Translator	Error Analysis is Individual Concept
1/ST /TI/ S1	FIFA, Seeking \$1 Billion for Club World Cup, <i>Hires</i> U.S. Firm to Find It	1/TT/T I/S1/G T	FIFA, Mencari \$1 Miliar untuk Piala Dunia Klub, Mempekerjakan Perusahaan AS untuk Menemukannya	1/TT/TI/S 1/BT	FIFA, mencari \$1.000.000.000 untuk Piala Dunia klub, <i>Hires</i> perusahaan AS untuk menemukannya.	GT: N/A BT: <i>Un</i>
2/ST /TI/ S2	Europe's top soccer <u>teams</u> , which once opposed an expanded club championship, recently held talks with FIFA about becoming partners in the event.	2/TT/T I/S2/G T	<u>Tim</u> sepakbola top Eropa, yang pernah menentang kejuaraan klub yang diperluas, baru-baru ini mengadakan pembicaraan dengan FIFA tentang menjadi mitra dalam acara tersebut.	2/TT/TI/S 2/BT	<u>Tim</u> sepak bola papan atas Eropa, yang pernah menentang Kejuaraan klub yang diperluas, baru-baru ini mengadakan pembicaraan dengan FIFA tentang menjadi mitra dalam acara tersebut.	GT: <u>Om</u> BT: <u>Om</u>
3/ST /TD/ S1	Feb. 24, 2020	3/TT/T D/S1/G T	24 Februari 2020	3/TT/TD/ S1/BT	24 Feb. 2020	GT: N/A BT: N/A
4/ST /P1/ S1	FIFA has turned to an American financial advisory firm to jump-start <u>its</u> efforts to secure the \$1 billion it <u>will</u> require to successfully launch its inaugural 24-team Club World Cup next year.	4/TT/P 1/S1/G T	FIFA telah beralih ke perusahaan penasihat keuangan Amerika untuk <u>memulai</u> usahanya untuk <u>mendapatkan</u> \$ 1 miliar yang dibutuhkan untuk berhasil meluncurkan 24-tim <i>Club World Cup</i> tahun depan.	4/TT/P1/S 1/BT	FIFA telah beralih ke sebuah perusahaan penasihat keuangan Amerika untuk melompat-memulai usahanya untuk mengamankan \$1.000.000.000 itu akan membutuhkan untuk berhasil meluncurkan 24-tim klub Piala Dunia perdananya tahun depan.	GT: <i>Sub</i> , <i>Sub</i> , <u>Om</u> , <u>Om</u> , <i>Un</i> BT: Mis

No. of Data	Source Text	No. of Data	Google Translate	No. of Data	Bing Translator	Error Analysis is Individual Concept
5/ST/P2/S1	Hiring the firm, the Raine Group, which has experience in closing deals in the sports sector, suggests that a tender process begun by FIFA in December has failed to secure a backer capable of meeting the organization's requirements to finance the 2021 Club World Cup , which was awarded to China last year.	5/TT/P2/S1/GT	Mempekerjakan perusahaan, Raine Group, yang memiliki pengalaman dalam menutup transaksi di sektor olahraga, menunjukkan bahwa proses tender yang dimulai oleh FIFA pada bulan Desember telah gagal untuk mengamankan seorang pendukung yang mampu memenuhi persyaratan organisasi untuk membiayai 2021 <i>Club World Cup</i> , yang diberikan kepada Cina tahun lalu.	5/TT/P2/S1/BT	Mempekerjakan perusahaan, Raine Group, yang memiliki pengalaman dalam menutup transaksi di sektor olahraga, menunjukkan bahwa proses tender yang dimulai oleh FIFA pada bulan Desember telah gagal untuk mengamankan seorang pendukung yang mampu memenuhi persyaratan organisasi untuk membiayai 2021 <i>Club World Cup</i> , yang diberikan kepada Cina tahun lalu.	GT: <i>Un, Un, Un</i> BT: <i>Un, Un, Un</i>
6/ST/P3/S1	Much of the money is needed to secure the participation of the top European <u>clubs</u> , which are seeking privileged status and would essentially become joint owners of <u>the</u> event.	6/TT/P3/S1/GT	Sebagian besar uang diperlukan untuk mengamankan partisipasi klub-klub top Eropa, yang mencari status istimewa dan pada dasarnya akan menjadi pemilik bersama acara tersebut.	6/TT/P3/S1/BT	Sebagian besar uang yang diperlukan untuk mengamankan partisipasi dari <u>klub</u> Eropa atas, yang mencari status istimewa dan pada dasarnya akan menjadi pemilik bersama acara.	GT: N/A BT: <u>Om, Om</u>
7/ST/P4/S1	Last month, leaders from a group of elite European clubs, including Liverpool, Juventus and Barcelona, traveled to FIFA's headquarters in Zurich.	7/TT/P4/S1/GT	Bulan lalu, para pemimpin dari sekelompok klub elit Eropa, termasuk Liverpool, Juventus dan Barcelona, melakukan perjalanan ke markas FIFA di Zurich	7/TT/P4/S1/BT	Bulan lalu, para pemimpin dari sekelompok klub elit Eropa, termasuk Liverpool, Juventus dan Barcelona, melakukan perjalanan ke markas FIFA di Zurich.	GT: N/A BT: N/A
8/ST/P4/S2	According to people familiar <u>with</u> their plans and a document summarizing their meeting obtained by The New York Times, they discussed the creation of a joint venture between FIFA and the European Club	8/T/P4/S2/GT	Menurut orang-orang yang mengetahui rencana mereka dan sebuah dokumen yang merangkum pertemuan mereka yang diperoleh oleh <i>The New York Times</i> , mereka membahas penciptaan usaha patungan antara FIFA dan Asosiasi Klub Eropa, sebuah status yang akan meningkatkan minat	8/TT/P4/S2/BT	Menurut <u>orang</u> yang akrab dengan rencana mereka dan dokumen meringkas pertemuan mereka yang diperoleh oleh <i>The New York Times</i> , mereka membahas penciptaan usaha patungan antara FIFA dan Asosiasi klub Eropa, status yang akan meningkatkan kepentingan mereka di	GT: <u>Om, Un</u> BT: <u>Om, Om, Un, Om</u>

No. of Data	Source Text	No. of Data	Google Translate	No. of Data	Bing Translator	Error Analysis is Individual Concept
	Association, a status that would elevate their interests above participating teams from soccer's five other regional confederations.		mereka di atas tim-tim peserta dari lima tim sepak bola lainnya. konfederasi regional.		atas <u>tim</u> yang berpartisipasi dari lima Konfederasi regional lainnya.	
9/ST/P4/S3	<u>The</u> talks centered on financial incentives, and the possibility of including as many as 12 European teams, four more than the current format, which caps European involvement at eight.	9/TT/P4/S3/GT	Pembicaraan berpusat pada insentif keuangan, dan kemungkinan memasukkan sebanyak 12 <u>tim</u> Eropa, empat lebih dari format saat ini, yang membatasi keterlibatan Eropa pada delapan.	9/TT/P4/S3/BT	Pembicaraan berpusat pada insentif keuangan, dan kemungkinan termasuk sebanyak 12 <u>tim</u> Eropa, empat lebih dari format saat ini, yang topi keterlibatan Eropa di delapan.	GT: <u>Om</u> , <u>Om</u> BT: <u>Om</u> , <u>Mis</u>
10/ST/P5/S1	Reaching agreement for the tournament has been a fraught process.	10/TT/P5/S1/GT	Mencapai kesepakatan untuk turnamen telah menjadi proses yang penuh.	10/TT/P5/S1/BT	Mencapai kesepakatan untuk turnamen telah menjadi proses penuh.	GT: N/A BT: N/A
11/ST/P5/S2	The project has fractured the relationship between FIFA's president, Gianni Infantino, and the head of European soccer, Aleksander Ceferin, and faced opposition from <u>the</u> sport's biggest clubs and leagues.	11/TT/P5/S2/GT	Proyek ini telah mematahkan hubungan antara presiden FIFA, Gianni Infantino, dan kepala sepakbola Eropa, Aleksander Ceferin, dan menghadapi tentangan dari klub dan liga olahraga terbesar.	11/TT/P5/S2/BT	Proyek ini telah retak hubungan antara Presiden FIFA, Gianni Infantino, dan kepala sepak bola Eropa, Aleksander Ceferin, dan menghadapi oposisi dari klub dan Liga terbesar olahraga tersebut.	GT: <u>Om</u> BT: N/A
12/ST/P5/S3	FIFA wants its new tournament to <u>eventually</u> have a stature similar to the World Cup's, an aspiration that would threaten the status of UEFA's Champions League, which is currently the world's richest club championship.	12/TT/P5/S3/GT	FIFA ingin turnamen barunya pada akhirnya memiliki status yang mirip dengan Piala Dunia, sebuah aspirasi yang akan mengancam status Liga <i>Champions</i> UEFA, yang saat ini merupakan kejuaraan klub terkaya di dunia.	12/TT/P5/S3/BT	FIFA ingin turnamen barunya memiliki sosok yang mirip dengan Piala Dunia, sebuah aspirasi yang akan mengancam status Liga <i>Champions</i> UEFA, yang saat ini merupakan Kejuaraan Klub Terkaya di dunia.	GT: <u>Un</u> BT: <u>Om</u> , <u>Un</u>
13/ST/P6/S1	Attempts by FIFA to close an agreement for the tournament in 2018 with a group led by the Japanese conglomerate	13/TT/P6/S1/GT	Upaya oleh FIFA untuk menutup perjanjian untuk turnamen pada tahun 2018 dengan kelompok yang dipimpin oleh konglomerat Jepang	13/TT/P6/S1/BT	Upaya FIFA untuk menutup kesepakatan untuk turnamen di 2018 dengan kelompok yang dipimpin oleh konglomerat Jepang	GT: <u>Mis</u> BT: <u>Mis</u>

No. of Data	Source Text	No. of Data	Google Translate	No. of Data	Bing Translator	Error Analysis is Individual Concept
	SoftBank founded when Infantino failed to get the support of the FIFA Council.		SoftBank didirikan ketika Infantino gagal mendapatkan dukungan dari Dewan FIFA.		SoftBank terpaku ketika Infantino gagal mendapatkan dukungan dari Dewan FIFA.	
14/S T/P6 /S2	At the time, several members of the FIFA board — led by Ceferin — complained of not being told enough information about the project.	14/TT/ P6/S2/ GT	Pada saat itu, beberapa anggota dewan FIFA - dipimpin oleh Ceferin - mengeluh tidak <i>diberi</i> informasi yang cukup tentang proyek tersebut.	14/TT/P6/ S2/BT	Pada saat itu, beberapa anggota Dewan FIFA- yang dipimpin oleh Ceferin-mengeluh tidak diberitahu informasi yang cukup tentang proyek.	GT: Sub BT: N/A
15/S T/P6 /S3	A FIFA analysis, reported by The Times in 2018, concluded the organization needed to raise \$650 million to \$1 billion for the tournament to be viable.	15/TT/ P6/S3/ GT	Sebuah analisis FIFA, yang dilaporkan oleh The Times pada tahun 2018, menyimpulkan bahwa organisasi tersebut perlu mengumpulkan \$ 650 juta hingga \$ 1 miliar agar turnamen dapat berjalan.	15/TT/P6/ S3/BT	Sebuah analisis FIFA, dilaporkan oleh The Times di 2018, menyimpulkan organisasi yang diperlukan untuk meningkatkan \$650.000.000 untuk \$1.000.000.000 untuk turnamen untuk menjadi layak.	GT: N/A BT: Mis
16/S T/P7 /S1	For Infantino, the stakes are high.	16/TT/ P7/S1/ GT	Untuk Infantino, taruhannya tinggi.	16/TT/P7/ S1/BT	Untuk Infantino, taruhannya tinggi.	GT: N/A BT: N/A
17/S T/P7 /S2	As well as stoking tension with Ceferin, the discussions around new club arrangements — which would prioritize Europe's involvement over <u>clubs</u> from the rest of the world — have also led to a breakdown in relations between Infantino and Alejandro Domínguez, the leader of the sport in South America and a longtime Infantinoally.	17/TT/ P7/S2/ GT	Selain memicu ketegangan dengan Ceferin, diskusi seputar pengaturan klub baru - yang akan memprioritaskan keterlibatan Eropa atas klub-klub dari seluruh dunia - juga menyebabkan gangguan dalam hubungan antara Infantino dan Alejandro Domínguez, pemimpin olahraga di Selatan. Amerika dan sekutu Infantino lama.	17/TT/P7/ S2/BT	Serta ketegangan menyalakan dengan Ceferin, diskusi seputar pengaturan klub baru- yang akan memprioritaskan keterlibatan Eropa atas <u>klub</u> dari seluruh dunia-juga telah menyebabkan kerusakan dalam hubungan antara Infantino dan Alejandro Domínguez, pemimpin olahraga di Amerika Selatan dan lama Infantino sekutu.	GT: N/A BT: Om

No. of Data	Source Text	No. of Data	Google Translate	No. of Data	Bing Translator	Error Analysis Individual Concept
18/ST/P8/S1	Domínguez, annoyed at being <u>sidelined</u> when South American teams were among a group that met with Infantino, signed an agreement to work on joint <u>projects</u> with UEFA's Ceferin earlier this month.	18/TT/P8/S1/GT	Domínguez, kesal karena dikesampingkan ketika tim Amerika Selatan berada di antara kelompok yang bertemu dengan Infantino, menandatangani perjanjian untuk bekerja pada proyek-proyek bersama dengan Ceferin UEFA awal bulan ini.	18/TT/P8/S1/BT	Domínguez, kesal ketika tim Amerika Selatan berada di antara kelompok yang bertemu dengan Infantino, menandatangani kesepakatan untuk bekerja pada <u>proyek</u> bersama dengan Ceferin UEFA awal bulan ini.	GT: N/A BT: <u>Om</u> , <u>Om</u>
19/ST/P8/S2	A few days later, FIFA scrapped a FIFA Council meeting set to be hosted by Domínguez in Asunción, Paraguay, where his organization, CONMEBOL, is based.	19/TT/P8/S2/GT	Beberapa hari kemudian, FIFA membatalkan pertemuan Dewan FIFA yang akan diselenggarakan oleh Domínguez di Asunción, Paraguay, tempat organisasinya, CONMEBOL, bemarkas.	19/TT/P8/S2/BT	Beberapa hari kemudian, FIFA membatalkan pertemuan Dewan FIFA yang diselenggarakan oleh Domínguez di Asunción, Paraguay, di mana organisasinya, CONMEBOL, berbasis.	GT: N/A BT: <u>Om</u>
20/ST/P9/S1	FIFA largely blamed costs for scrapping <u>the event</u> , but Domínguez reacted with fury, demanding, in a letter to FIFA, a detailed breakdown on how much FIFA spent to host similar meetings recently in India, Rwanda and China.	20/TT/P9/S1/GT	FIFA sebagian besar menyalahkan biaya untuk membatalkan acara tersebut, tetapi Domínguez bereaksi dengan marah, menuntut, dalam sebuah surat kepada FIFA, rincian terperinci tentang berapa banyak uang yang dihabiskan FIFA untuk menjadi tuan rumah pertemuan serupa baru-baru ini di India, Rwanda dan Cina.	20/TT/P9/S1/BT	FIFA sebagian besar menyalahkan biaya acara, tetapi Domínguez bereaksi dengan kemarahan, menuntut, dalam sebuah surat kepada FIFA, rincian rinci tentang berapa banyak FIFA menghabiskan untuk menyelenggarakan pertemuan serupa baru-baru ini di India, Rwanda dan Cina.	GT: <u>Om</u> BT: <u>Om</u>
21/ST/P10/S1	After finally bowing to the creation of the tournament, UEFA <u>has</u> so far stymied FIFA's efforts to secure the participation of the continent's top <u>teams</u> for the inaugural event next year.	21/TT/P10/S1/GT	Setelah akhirnya tunduk pada pembuatan turnamen, UEFA sejauh ini menghalangi upaya FIFA untuk mengamankan partisipasi tim-tim top benua untuk acara perdana tahun depan.	21/TT/P10/S1/BT	Setelah akhirnya membungkuk pada penciptaan turnamen, UEFA sejauh ini telah melakukan upaya untuk mengamankan partisipasi <u>tim</u> teratas benua ini untuk acara Perdana tahun depan.	GT: <u>Om</u> , BT: Mis , <u>Om</u> , <u>Om</u>
22/ST/P10/S2	It <u>has</u> demanded the field should include <u>winners</u> of its	22/TT/P10/S2/GT	Mereka menuntut lapangan harus memasukkan para	22/TT/P10/S2/BT	Ini telah menuntut lapangan harus mencakup <u>pemenang</u>	GT: <u>Om</u>

No. of Data	Source Text	No. of Data	Google Translate	No. of Data	Bing Translator	Error Analysis is Individual Concept
	second-tier <i>Europa</i> League competition, while FIFA wants only <u>the</u> continent's best <u>teams</u> .		pemenang kompetisi Liga Eropa tingkat kedua, sementara FIFA hanya menginginkan tim-tim terbaik di benua itu.		kompetisi Liga <i>Europa</i> kedua-tier, sementara FIFA hanya menginginkan <u>tim</u> terbaik benua.	BT: <u>Om</u> , <u>Un</u> , <u>Un</u> , <u>Om</u> , <u>Om</u>
23/S T/P1 1/S1	<u>The clubs</u> are taking advantage of the tensions.	23/TT/ P11/S1 /GT	<u>Klub</u> mengambil keuntungan dari ketegangan	23/TT/P1 1/S1/BT	<u>Klub</u> mengambil keuntungan dari ketegangan.	GT: <u>Om</u> , <u>Om</u> BT: <u>Om</u> , <u>Om</u>
24/S T/P1 1/S2	As well as talking to FIFA about the quadrennial World Cup, Europe's biggest <u>teams</u> have also met with the American billionaire Stephen M. Ross, who is seeking to get them to commit more formally to <u>an</u> annual preseason tournament.	24/TT/ P11/S2 /GT	Serta berbicara dengan FIFA tentang Piala Dunia empat tahunan, <u>tim</u> terbesar di Eropa juga telah bertemu dengan miliarder Amerika Stephen M. Ross, yang berusaha untuk mendapatkan mereka untuk melakukan lebih secara formal ke turnamen pra-musim.	24/TT/P1 1/S2/BT	Serta berbicara dengan FIFA tentang Piala Dunia empat tahunan, <u>tim</u> terbesar di Eropa juga telah bertemu dengan miliarder Amerika Stephen M. Ross, yang berusaha untuk mendapatkan mereka untuk melakukan lebih secara formal ke turnamen pra-musim.	GT: <u>Om</u> , <u>Om</u> BT: <u>Om</u> , <u>Om</u>
25/S T/P1 1/S3	Ross's company, Relevent <i>Sports Group</i> , has held talks with both UEFA and FIFA about securing their backing for an annual event in which participating <u>clubs</u> could secure about \$10 million per tournament and an equity stake, provided they commit to several editions of the competition.	25/TT/ P11/S3 /GT	Perusahaan Ross, Relevent <i>Sports Group</i> , telah mengadakan pembicaraan dengan UEFA dan FIFA tentang mendapatkan dukungan mereka untuk acara tahunan di mana <u>klub</u> yang berpartisipasi dapat memperoleh sekitar \$ 10 juta per turnamen dan saham ekuitas, asalkan mereka berkomitmen untuk beberapa edisi kompetisi.	25/TT/P1 1/S3/BT	Ross perusahaan, Relevent <i>Sports Group</i> , telah mengadakan pembicaraan dengan UEFA dan FIFA tentang mengamankan dukungan mereka untuk acara tahunan di mana berpartisipasi <u>klub</u> dapat mengamankan sekitar \$10.000.000 per turnamen dan saham ekuitas, asalkan mereka berkomitmen untuk beberapa edisi persaingan.	GT: <u>Un</u> , <u>Un</u> , <u>Un</u> , <u>Sub</u> , <u>Om</u> , <u>Sub</u> BT: <u>Un</u> , <u>Un</u> , <u>Un</u> , <u>Om</u>
26/S T/P1 2/S1	FIFA hopes the new revenue stream from an expanded Club World Cup will allow it <u>to</u> invest more in developing the game around the world.	26/TT/ P12/S1 /GT	FIFA berharap aliran pendapatan baru dari Piala Klub Dunia yang diperluas akan memungkinkannya berinvestasi lebih banyak dalam mengembangkan permainan di seluruh dunia.	26/TT/P1 2/S1/BT	FIFA berharap aliran pendapatan baru dari klub Piala Dunia yang diperluas akan memungkinkan untuk berinvestasi lebih banyak dalam mengembangkan permainan di seluruh dunia.	GT: <u>Sub</u> , <u>Om</u> BT: <u>Sub</u>

No. of Data	Source Text	No. of Data	Google Translate	No. of Data	Bing Translator	Error Analysis Individual Concept
27/S T/P1 2/S2	But the financial demands of the top <u>teams</u> could <u>make that</u> difficult: Those <u>teams</u> want a model similar to the <i>Champions League</i> , where more than 90 percent of the income is paid out in prize money.	27/TT/ P12/S2 /GT	Tetapi tuntutan finansial dari tim-tim top bisa menyulitkan: Tim-tim itu menginginkan model yang mirip dengan Liga <i>Champions</i> , di mana lebih dari 90 persen pendapatan dibayarkan dalam hadiah uang.	27/TT/P1 2/S2/BT	Tapi tuntutan keuangan <u>tim</u> atas bisa membuat sulit: <u>tim</u> mereka menginginkan model yang mirip dengan Liga <i>Champions</i> , di mana lebih dari 90 persen dari pendapatan dibayarkan dalam uang hadiah.	GT: <u>Om</u> , <u>Om</u> , <u>Un</u> BT: <u>Om</u> , <u>Om</u> , <u>Un</u>
28/S T/P1 3/S1	Because of the early opposition to its project, FIFA has <u>found itself</u> in a hurry to get the financing it requires.	28/TT/ P13/S1 /GT	Karena oposisi awal terhadap proyeknya, FIFA telah terburu-buru untuk mendapatkan pembiayaan yang dibutuhkan.	28/TT/P1 3/S1/BT	Karena penentangan awal terhadap proyeknya, FIFA telah mendapati dirinya terburu-buru untuk mendapatkan pembiayaan yang disyaratkan.	GT: <u>Om</u> , <u>Om</u> BT: N/A
29/S T/P1 3/S2	Some groups that showed initial interest in <u>the</u> event, like Suning Holdings <i>Group</i> , which is based in China, owns the Italian team Inter Milan and is one of the biggest Chinese investors in soccer, declined to make an offer after complaining that there was a lack of detail in FIFA's tender request.	29/TT/ P13/S2 /GT	Beberapa kelompok yang menunjukkan minat awal pada acara tersebut, seperti Suning Holdings <i>Group</i> , yang berbasis di China, memiliki tim Italia Inter Milan dan merupakan salah satu investor Tiongkok terbesar dalam sepak bola, menolak untuk melakukan penawaran setelah mengeluh bahwa ada kekurangan. detail dalam permintaan tender FIFA.	29/TT/P1 3/S2/BT	Beberapa kelompok yang menunjukkan minat awal dalam acara, seperti Suning Holdings <i>Group</i> , yang berbasis di Cina, memiliki tim Italia Inter Milan dan merupakan salah satu investor Cina terbesar dalam sepak bola, menolak untuk membuat tawaran setelah mengeluh bahwa ada kurangnya detail dalam permintaan tender FIFA.	GT: <u>Om</u> , <u>Un</u> BT: <u>Om</u> , <u>Un</u>
30/S T/P1 3/S2	By hiring Raine to manage the process, FIFA is <u>enlisting an</u> organization well versed in securing deals for sports entities, and one with a presence in China.	30/TT/ P13/S2 /GT	Dengan mempekerjakan Raine untuk mengelola proses, FIFA mendaftarkan sebuah organisasi yang berpengalaman dalam mengamankan kesepakatan untuk entitas olahraga, dan satu dengan kehadiran di Cina.	30/TT/P1 3/S2/BT	Dengan mempekerjakan Raine untuk mengelola proses, FIFA adalah <u>daftar</u> organisasi yang fasih dalam mengamankan transaksi untuk entitas olahraga, dan satu dengan kehadiran di Cina.	GT: N/A BT: <u>Mis</u> , <u>Om</u>

No. of Data	Source Text	No. of Data	Google Translate	No. of Data	Bing Translator	Error Analysis Individual Concept
31/S T/P1 3/S2	Led by the banker Joe Ravitch, the firm helped the English soccer champion Manchester City sell a stake worth \$500 million to the American investment group Silver Lake Partners in November.	31/TT/ P13/S2 /GT	Dipimpin oleh bankir Joe Ravitch, perusahaan membantu juara sepak bola Inggris Manchester City menjual saham senilai \$ 500 juta kepada kelompok investasi Amerika Silver Lake Partners pada bulan November.	31/TT/P1 3/S2/BT	Dipimpin oleh bankir Joe Ravitch, perusahaan membantu juara sepak bola Inggris Manchester City menjual saham senilai \$500.000.000 kepada grup investasi Amerika Silver Lake Partners pada bulan November.	GT: N/A BT: N/A
32/S T/P1 3/S2	And City's Premier League rival Chelsea has directed any parties interested in acquiring the club from its Russian owner, Roman Abramovich, toward Ravitch.	32/TT/ P13/S2 /GT	Dan rival Liga Premier City, Chelsea, telah mengarahkan pihak mana pun yang tertarik untuk memperoleh klub dari pemilik Rusia, Roman Abramovich, menuju Ravitch.	32/TT/P1 3/S2/BT	Dan saingan Liga utama kota Chelsea telah mengarahkan setiap pihak yang tertarik untuk mendapatkan klub dari pemiliknya dari Rusia, Roman Abramovich, menuju Ravitch.	GT: N/A BT: Mis

B. Relations Error :

- O (P)** : **Omitted** Participant,
O (R) : **Omitted** Relation,
A (P) : **Added** Participant,
A (R) : **Added** Relation,
M (P) : **Mistaken** Participant,
M (R) : **Mistaken** Relation,
S (P) : **Substituted** Participant,
S (R) : **Substituted** Relation,

No. of Data	Source Text	No. of Data	Google Translate	No. of Data	Bing Translator	Error Analysis Relations Error
1/ST/ TI/S1	FIFA, Seeking \$1 Billion for Club World Cup, Hires U.S. Firm to Find It	1/TT/TI/ S1/GT	FIFA, Mencari \$1 Miliar untuk Piala Dunia Klub, Mempekerjakan Perusahaan AS untuk Menemukannya	1/TT/T I/S1/B T	FIFA, mencari \$1.000.000.000 untuk Piala Dunia klub, Hires perusahaan AS untuk menemukannya.	GT: N/A BT: N/A
2/ST/ TI/S2	Europe's top soccer teams, which once opposed an expanded club championship,	2/TT/TI/ S2/GT	Tim sepakbola top Eropa, yang pernah menentang kejuaraan klub yang diperluas, baru-baru ini mengadakan	2/TT/T I/S2/B T	Tim sepak bola papan atas Eropa, yang pernah menentang Kejuaraan klub yang diperluas, baru-baru ini mengadakan pembicaraan dengan FIFA	GT: N/A BT: N/A

No. of Data	Source Text	No. of Data	Google Translate	No. of Data	Bing Translator	Error Analysis Relations Error
	recently held talks with FIFA about becoming partners in the event.		pembicaraan dengan FIFA tentang menjadi mitra dalam acara tersebut.		tentang menjadi mitra dalam acara tersebut.	
3/ST/TD/S1	Feb. 24, 2020	3/TT/TD/S1/GT	24 Februari 2020	3/TT/TD/S1/BT	24 Feb. 2020	GT: N/A BT: N/A
4/ST/P1/S1	FIFA has turned to an American financial advisory firm to jump-start its efforts to secure the \$1 billion it will require to successfully launch its inaugural 24-team Club World Cup next year.	4/TT/P1/S1/GT	FIFA telah beralih ke perusahaan penasihat keuangan Amerika untuk memulai usahanya untuk mendapatkan \$ 1 miliar yang dibutuhkan untuk <i>berhasil meluncurkan</i> 24-tim Club World Cup tahun depan.	4/TT/P1/S1/BT	FIFA telah beralih ke sebuah perusahaan penasihat keuangan Amerika untuk melompat-mulai usahanya untuk mengamankan \$1.000.000.000 itu akan membutuhkan untuk <i>berhasil meluncurkan</i> 24-tim klub Piala Dunia perdananya tahun depan.	GT: M (R) BT: M (R)
5/ST/P2/S1	Hiring the firm, the Raine Group, which has experience in closing deals in the sports sector, suggests that a tender process begun by FIFA in December has failed to secure a backer capable of meeting the organization's requirements to finance the 2021 Club World Cup, which was awarded to China last year.	5/TT/P2/S1/GT	Mempekerjakan perusahaan, Raine Group, yang memiliki pengalaman dalam menutup transaksi di sektor olahraga, menunjukkan bahwa proses tender yang dimulai oleh FIFA pada bulan Desember telah gagal untuk mengamankan seorang pendukung yang mampu memenuhi persyaratan organisasi untuk membiayai 2021 Club World Cup, yang diberikan kepada Cina tahun lalu.	5/TT/P2/S1/BT	Mempekerjakan perusahaan, Raine Group, yang memiliki pengalaman dalam menutup transaksi di sektor olahraga, menunjukkan bahwa proses tender yang dimulai oleh FIFA pada bulan Desember telah gagal untuk mengamankan seorang pendukung yang mampu memenuhi persyaratan organisasi untuk membiayai 2021 Club World Cup, yang diberikan kepada Cina tahun lalu.	GT: N/A BT: N/A
6/ST/P3/S1	Much of the money is needed to secure the participation of the top European clubs, which are seeking privileged status and would essentially become joint owners of the event.	6/TT/P3/S1/GT	Sebagian besar uang diperlukan untuk mengamankan partisipasi klub-klub top Eropa, yang mencari status istimewa dan pada dasarnya akan menjadi pemilik bersama acara tersebut.	6/TT/P3/S1/BT	Sebagian besar uang yang diperlukan untuk mengamankan partisipasi dari <i>klub Eropa atas</i> , yang mencari status istimewa dan pada dasarnya akan menjadi pemilik bersama acara.	GT: N/A BT: M (R)
7/ST/P4/S1	Last month, leaders from a group of elite European	7/TT/P4/S1/GT	Bulan lalu, para pemimpin dari sekelompok klub elit	7/TT/P4/S1/BT	Bulan lalu, para pemimpin dari sekelompok klub elit Eropa, termasuk	GT: N/A

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	clubs, including Liverpool, Juventus and Barcelona, traveled to FIFA's headquarters in Zurich.		Eropa, termasuk Liverpool, Juventus dan Barcelona, melakukan perjalanan ke markas FIFA di Zurich		Liverpool, Juventus dan Barcelona, melakukan perjalanan ke markas FIFA di Zurich.	BT: N/A
8/ST/P4/S2	According to people familiar with their plans and a document summarizing their meeting obtained by The New York Times, they discussed the creation of a joint venture between FIFA and the European Club Association, a status that would elevate their interests above participating teams from soccer's five other regional confederations.	8/T/P4/S2/GT	Menurut orang-orang yang mengetahui rencana mereka dan sebuah dokumen yang merangkum pertemuan mereka yang diperoleh oleh The New York Times, mereka membahas penciptaan usaha patungan antara FIFA dan Asosiasi Klub Eropa, sebuah status yang akan meningkatkan minat mereka di atas tim-tim peserta dari lima tim sepak bola lainnya. konfederasi regional.	8/TT/P4/S2/BT	Menurut orang yang akrab dengan rencana mereka dan dokumen meringkas pertemuan mereka yang diperoleh oleh The New York Times, mereka membahas penciptaan usaha patungan antara FIFA dan Asosiasi klub Eropa, status yang akan meningkatkan kepentingan mereka di atas tim yang berpartisipasi dari lima Konfederasi regional lainnya.	GT: O (R) BT: S (R)
9/ST/P4/S3	The talks centered on financial incentives, and the possibility of including as many as 12 European teams, four more than the current format, which caps European involvement at eight.	9/TT/P4/S3/GT	Pembicaraan berpusat pada insentif keuangan, dan kemungkinan memasukkan sebanyak 12 tim Eropa, empat lebih dari format saat ini, yang membatasi keterlibatan Eropa pada delapan.	9/TT/P4/S3/BT	Pembicaraan berpusat pada insentif keuangan, dan kemungkinan termasuk sebanyak 12 tim Eropa, empat lebih dari format saat ini, yang <i>topi</i> keterlibatan Eropa di delapan.	GT: M (P) BT: M (P), M (P)
10/ST/P5/S1	Reaching agreement for the tournament has been a fraught process.	10/TT/P5/S1/GT	Mencapai kesepakatan untuk turnamen telah menjadi proses yang penuh.	10/TT/P5/S1/BT	Mencapai kesepakatan untuk turnamen telah menjadi proses penuh.	GT: N/A BT: N/A
11/ST/P5/S2	The project has fractured the relationship between FIFA's president, Gianni Infantino, and the	11/TT/P5/S2/GT	Proyek ini telah mematahkan hubungan antara presiden FIFA, Gianni Infantino, dan kepala sepakbola Eropa, Aleksander Ceferin, dan	11/TT/P5/S2/BT	Proyek ini telah retak hubungan antara Presiden FIFA, Gianni Infantino, dan kepala sepak bola Eropa, Aleksander Ceferin, dan menghadapi	GT: N/A BT: N/A

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	head of European soccer, Aleksander Ceferin, and faced opposition from the sport's biggest clubs and leagues.		menghadapi tentangan dari klub dan liga olahraga terbesar.		oposisi dari klub dan Liga terbesar olahraga tersebut.	
12/ST/P5/S3	FIFA wants its new tournament to eventually have a stature similar to the World Cup's, an aspiration that would threaten the status of UEFA's Champions League, which is currently the world's richest club championship.	12/TT/P5/S3/GT	FIFA ingin turnamen barunya pada akhirnya memiliki status yang mirip dengan Piala Dunia, sebuah aspirasi yang akan mengancam status Liga Champions UEFA, yang saat ini merupakan kejuaraan klub terkaya di dunia.	12/TT/P5/S3/BT	FIFA ingin turnamen barunya memiliki sosok yang mirip dengan Piala Dunia, sebuah aspirasi yang akan mengancam status Liga Champions UEFA, yang saat ini merupakan Kejuaraan Klub Terkaya di dunia.	GT: N/A BT: N/A
13/ST/P6/S1	Attempts by FIFA to close an agreement for the tournament in 2018 with a group led by the Japanese conglomerate SoftBank foundered when Infantino failed to get the support of the FIFA Council.	13/TT/P6/S1/GT	Upaya oleh FIFA untuk menutup perjanjian untuk turnamen pada tahun 2018 dengan kelompok yang dipimpin oleh konglomerat Jepang SoftBank didirikan ketika Infantino gagal mendapatkan dukungan dari Dewan FIFA.	13/TT/P6/S1/BT	Upaya FIFA untuk menutup kesepakatan untuk turnamen di 2018 dengan kelompok yang dipimpin oleh konglomerat Jepang SoftBank terpaku ketika Infantino gagal mendapatkan dukungan dari Dewan FIFA.	GT: N/A BT: N/A
14/ST/P6/S2	At the time, several members of the FIFA board — led by Ceferin — complained of not being told enough information about the project.	14/TT/P6/S2/GT	Pada saat itu, beberapa anggota dewan FIFA - dipimpin oleh Ceferin - mengeluh tidak diberi informasi yang cukup tentang proyek tersebut.	14/TT/P6/S2/BT	Pada saat itu, beberapa anggota Dewan FIFA- yang dipimpin oleh Ceferin-mengeluh tidak diberitahu informasi yang cukup tentang proyek.	GT: N/A BT: N/A
15/ST/P6/S3	A FIFA analysis, reported by The Times in 2018, concluded the organization needed to raise \$650 million to \$1 billion for the tournament to be viable.	15/TT/P6/S3/GT	Sebuah analisis FIFA, yang dilaporkan oleh The Times pada tahun 2018, menyimpulkan bahwa organisasi tersebut perlu mengumpulkan \$ 650 juta hingga \$ 1 miliar agar turnamen dapat berjalan.	15/TT/P6/S3/BT	Sebuah analisis FIFA, dilaporkan oleh The Times di 2018, menyimpulkan organisasi yang diperlukan untuk meningkatkan \$650.000.000 untuk \$1.000.000.000 untuk turnamen untuk menjadi layak.	GT: N/A BT: M (P/R)
16/ST/P7/S1	For Infantino, the stakes are high.	16/TT/P7/S1/GT	Untuk Infantino, taruhannya tinggi.	16/TT/P7/S1/BT	Untuk Infantino, taruhannya tinggi.	GT: N/A BT:

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						N/A
17/ST/P7/S2	As well as stoking tension with Ceferin, the discussions around new club arrangements — which would prioritize Europe’s involvement over clubs from the rest of the world — have also led to a breakdown in relations between Infantino and Alejandro Domínguez, the leader of the sport in South America and a longtime Infantinoally.	17/TT/P7/S2/GT	Selain memicu ketegangan dengan Ceferin, diskusi seputar pengaturan klub baru - yang akan memprioritaskan keterlibatan Eropa atas klub-klub dari seluruh dunia - juga menyebabkan gangguan dalam hubungan antara Infantino dan Alejandro Domínguez, pemimpin olahraga di Selatan. Amerika dan sekutu Infantino lama.	17/TT/P7/S2/BT	Serta ketegangan <i>menyalakan</i> dengan Ceferin, diskusi seputar pengaturan klub baru- yang akan memprioritaskan keterlibatan Eropa atas klub dari seluruh dunia- juga telah menyebabkan kerusakan dalam hubungan antara Infantino dan Alejandro Domínguez, pemimpin olahraga di Amerika Selatan dan lama Infantino sekutu.	GT: N/A BT: M (R)
18/ST/P8/S1	Domínguez, annoyed at being sidelined when South American teams were among a group that met with Infantino, signed an agreement to work on joint projects with UEFA’s Ceferin earlier this month.	18/TT/P8/S1/GT	Domínguez, kesal karena dikesampingkan ketika tim Amerika Selatan berada di antara kelompok yang bertemu dengan Infantino, menandatangani perjanjian untuk bekerja pada proyek-proyek bersama dengan Ceferin UEFA awal bulan ini.	18/TT/P8/S1/BT	Domínguez, kesal ketika tim Amerika Selatan berada di antara kelompok yang bertemu dengan Infantino, menandatangani kesepakatan untuk bekerja pada proyek bersama dengan Ceferin UEFA awal bulan ini.	GT: N/A BT: O (P)
19/ST/P8/S2	A few days later, FIFA scrapped a FIFA Council meeting set to be hosted by Domínguez in Asunción, Paraguay, where his organization, CONMEBOL, is based.	19/TT/P8/S2/GT	Beberapa hari kemudian, FIFA membatalkan pertemuan Dewan FIFA yang akan diselenggarakan oleh Domínguez di Asunción, Paraguay, tempat organisasinya, CONMEBOL, bemarkas.	19/TT/P8/S2/BT	Beberapa hari kemudian, FIFA membatalkan pertemuan Dewan FIFA yang diselenggarakan oleh Domínguez di Asunción, Paraguay, di mana organisasinya, CONMEBOL, berbasis.	GT: N/A BT: O (P)

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20/ST/P9/S1	FIFA largely blamed costs for scrapping the event, but Domínguez reacted with fury, demanding, in a letter to FIFA, a detailed breakdown on how much FIFA spent to host similar meetings recently in India, Rwanda and China.	20/TT/P9/S1/GT	FIFA sebagian besar menyalahkan biaya untuk membatalkan acara tersebut, tetapi Domínguez bereaksi dengan marah, menuntut, dalam sebuah surat kepada FIFA, rincian terperinci tentang berapa banyak uang yang dihabiskan FIFA untuk menjadi tuan rumah pertemuan serupa baru-baru ini di India, Rwanda dan Cina.	20/TT/P9/S1/BT	FIFA sebagian besar menyalahkan biaya acara , tetapi Domínguez bereaksi dengan kemarahan, menuntut, dalam sebuah surat kepada FIFA, rincian rinci tentang berapa banyak FIFA menghabiskan untuk menyelenggarakan pertemuan serupa baru-baru ini di India, Rwanda dan Cina.	GT: N/A BT: O (P), O (P)
21/ST/P10/S1	After finally bowing to the creation of the tournament, UEFA has so far stymied FIFA's efforts to secure the participation of the continent's top teams for the inaugural event next year.	21/TT/P10/S1/GT	Setelah akhirnya tunduk pada pembuatan turnamen, UEFA sejauh ini menghalangi upaya FIFA untuk mengamankan partisipasi tim-tim top benua untuk acara perdana tahun depan.	21/TT/P10/S1/BT	Setelah akhirnya membungkuk pada penciptaan turnamen, UEFA sejauh ini telah melakukan upaya untuk mengamankan partisipasi tim teratas benua ini untuk acara Perdana tahun depan.	GT: N/A BT: O (P)
22/ST/P10/S2	It has demanded the field should include winners of its second-tier Europa League competition, while FIFA wants only the continent's best teams.	22/TT/P10/S2/GT	Mereka menuntut lapangan harus memasukkan para pemenang kompetisi Liga Eropa tingkat kedua, sementara FIFA hanya menginginkan tim-tim terbaik di benua itu.	22/TT/P10/S2/BT	Ini telah menuntut lapangan harus mencakup pemenang kompetisi Liga Europa <i>kedua-tier</i> , sementara FIFA hanya menginginkan tim terbaik benua.	GT: N/A BT: M (P)
23/ST/P11/S1	The clubs are taking advantage of the tensions.	23/TT/P11/S1/GT	Klub mengambil keuntungan dari ketegangan	23/TT/P11/S1/BT	Klub mengambil keuntungan dari ketegangan.	GT: N/A BT: N/A
24/ST/P11/S2	As well as talking to FIFA about the quadrennial World Cup, Europe's biggest teams have also met with the American billionaire Stephen M. Ross, who is seeking to get them to commit more formally to an	24/TT/P11/S2/GT	Serta berbicara dengan FIFA tentang Piala Dunia empat tahunan, tim terbesar di Eropa juga telah bertemu dengan miliarder Amerika Stephen M. Ross, yang berusaha untuk mendapatkan mereka untuk melakukan lebih secara formal ke turnamen pra-musim.	24/TT/P11/S2/BT	Serta berbicara dengan FIFA tentang Piala Dunia empat tahunan, tim terbesar di Eropa juga telah bertemu dengan miliarder Amerika Stephen M. Ross, yang berusaha untuk mendapatkan mereka untuk melakukan lebih secara formal ke turnamen pra-musim.	GT: N/A BT: N/A

No. of Data	Source Text	No. of Data	Google Translate	No. of Data	Bing Translator	Error Analysis Relations Error
	annual preseason tournament.					
25/ST/P11/S3	Ross's company, Relevent Sports Group, has held talks with both UEFA and FIFA about securing their backing for an annual event in which participating clubs could secure about \$10 million per tournament and an equity stake, provided they commit to several editions of the competition.	25/TT/P11/S3/GT	Perusahaan Ross, Relevent Sports Group, telah mengadakan pembicaraan dengan UEFA dan FIFA tentang mendapatkan dukungan mereka untuk acara tahunan di mana klub yang berpartisipasi dapat memperoleh sekitar \$ 10 juta per turnamen dan saham ekuitas, asalkan mereka berkomitmen untuk beberapa edisi kompetisi.	25/TT/P11/S3/BT	Ross perusahaan, Relevent Sports Group, telah mengadakan pembicaraan dengan UEFA dan FIFA tentang mengamankan dukungan mereka untuk acara tahunan di mana <i>berpartisipasi klub</i> dapat mengamankan sekitar \$10.000.000 per turnamen dan saham ekuitas, asalkan mereka berkomitmen untuk beberapa edisi persaingan.	GT: N/A BT: M (P), M (R)
26/ST/P12/S1	FIFA hopes the new revenue stream from an expanded Club World Cup will allow it to invest more in developing the game around the world.	26/TT/P12/S1/GT	FIFA berharap aliran pendapatan baru dari <i>Piala Klub Dunia</i> yang diperluas akan memungkinkannya berinvestasi lebih banyak dalam mengembangkan permainan di seluruh dunia.	26/TT/P12/S1/BT	FIFA berharap aliran pendapatan baru dari <i>klub Piala Dunia</i> yang diperluas akan memungkinkan untuk berinvestasi lebih banyak dalam mengembangkan permainan di seluruh dunia.	GT: M (P) BT: M (P)
27/ST/P12/S2	But the financial demands of the top teams could make that difficult: Those teams want a model similar to the Champions League, where more than 90 percent of the income is paid out in prize money.	27/TT/P12/S2/GT	Tetapi tuntutan finansial dari tim-tim top bisa menyulitkan: Tim-tim itu menginginkan model yang mirip dengan Liga Champions, di mana lebih dari 90 persen pendapatan dibayarkan dalam hadiah uang.	27/TT/P12/S2/BT	Tapi tuntutan keuangan tim atas bisa membuat sulit: tim mereka menginginkan model yang mirip dengan Liga Champions, di mana lebih dari 90 persen dari pendapatan dibayarkan dalam <i>uang hadiah</i> .	GT: N/A BT: O (R), M (P)
28/ST/P13/S1	Because of the early opposition to its project, FIFA has found itself in a hurry to get the financing it requires.	28/TT/P13/S1/GT	Karena oposisi awal terhadap proyeknya, FIFA telah terburu-buru untuk mendapatkan pembiayaan yang dibutuhkan.	28/TT/P13/S1/BT	Karena penentangan awal terhadap proyeknya, FIFA telah mendapati dirinya terburu-buru untuk mendapatkan pembiayaan yang disyaratkan.	GT: O (P) BT: N/A

No. of Data	Source Text	No. of Data	Google Translate	No. of Data	Bing Translator	Error Analysis Relations Error
29/ST/P13/S2	Some groups that showed initial interest in the event, like Suning Holdings Group, which is based in China, owns the Italian team Inter Milan and is one of the biggest Chinese investors in soccer, declined to make an offer after complaining that there was a lack of detail in FIFA's tender request.	29/TT/P13/S2/GT	Beberapa kelompok yang menunjukkan minat awal pada acara tersebut, seperti Suning Holdings Group, yang berbasis di China, memiliki tim Italia Inter Milan dan merupakan salah satu investor Tiongkok terbesar dalam sepak bola, menolak untuk melakukan penawaran setelah mengeluh bahwa ada kekurangan. detail dalam permintaan tender FIFA.	29/TT/P13/S2/BT	Beberapa kelompok yang menunjukkan minat awal dalam acara, seperti Suning Holdings Group, yang berbasis di Cina, memiliki tim Italia Inter Milan dan merupakan salah satu investor Cina terbesar dalam sepak bola, menolak untuk membuat tawaran setelah mengeluh bahwa ada kurangnya detail dalam permintaan tender FIFA.	GT: N/A BT: O (R)
30/ST/P13/S2	By hiring Raine to manage the process, FIFA is enlisting an organization well versed in securing deals for sports entities, and one with a presence in China.	30/TT/P13/S2/GT	Dengan mempekerjakan Raine untuk mengelola proses, FIFA mendaftarkan sebuah organisasi yang berpengalaman dalam mengamankan kesepakatan untuk entitas olahraga, dan satu dengan kehadiran di Cina.	30/TT/P13/S2/BT	Dengan mempekerjakan Raine untuk mengelola proses, FIFA <i>adalah daftar organisasi</i> yang fasih dalam mengamankan transaksi untuk entitas olahraga, dan satu dengan kehadiran di Cina.	GT: N/A BT: M (R)
31/ST/P13/S2	Led by the banker Joe Ravitch, the firm helped the English soccer champion Manchester City sell a stake worth \$500 million to the American investment group Silver Lake Partners in November.	31/TT/P13/S2/GT	Dipimpin oleh bankir Joe Ravitch, perusahaan membantu juara sepak bola Inggris Manchester City menjual saham senilai \$ 500 juta kepada kelompok investasi Amerika Silver Lake Partners pada bulan November.	31/TT/P13/S2/BT	Dipimpin oleh bankir Joe Ravitch, perusahaan membantu juara sepak bola Inggris Manchester City menjual saham senilai \$500.000.000 kepada grup investasi Amerika Silver Lake Partners pada bulan November.	GT: N/A BT: N/A
32/ST/P13/S2	And City's Premier League rival Chelsea has directed any parties interested in acquiring the club from its Russian owner , Roman Abramovich, toward Ravitch.	32/TT/P13/S2/GT	Dan rival Liga Premier City, Chelsea, telah mengarahkan pihak mana pun yang tertarik untuk memperoleh klub dari pemilik Rusia , Roman Abramovich, menuju Ravitch.	32/TT/P13/S2/BT	Dan saingan <i>Liga utama kota Chelsea</i> telah mengarahkan setiap pihak yang tertarik untuk mendapatkan klub dari pemiliknya dari Rusia, Roman Abramovich, menuju Ravitch.	GT: M (R) BT: N/A

ADDRESSING TERM TRANSLATION AS FOUND FROM THE TRANSLATION OF FUADI'S *NEGERI LIMA MENARA* INTO *THE LAND OF FIVE TOWERS* REGARDING TRANSLATION IDEOLOGY

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Abstract

In translation, address terms can cause some problems since it conducts an important part of verbal behavior in order to maintain the relationship of language and culture. The purpose of this research is to elaborate on the reasons of selected translation techniques applied to translate addressing terms and how it influences the narratives regarding the ideology used. This research is descriptive qualitative research, collecting the data by analyzing words and phrases in the dialogues containing expressions of address terms in Fuadi's Negeri 5 Menara as the primary data and the translated expressions in The Land of Five Towers as the secondary data. Model analysis used in this research is a theory by Spradley's (1979). The results of this research present that the translator employs foreignization ideology more frequently. It is seen from 11 techniques from 18 techniques proposed by Molina and Albir (2002) used to translate the address terms. They are adaptation, borrowing, modulation, iteration, amplification, reduction, generalization, particularization, compensation, description, and transposition. From those techniques, the most dominant technique used in the translation is borrowing in order to show a relevant function or may not mislead the readers. The accuracy is primarily employed by implementing borrowing techniques that preserve the source meaning of the text.

Keywords: *translation technique, address term, domestication, foreignization*

Introduction

Deal with communication, address terms usually use to call a person who is involved in the conversation. According to (Afful, 2006a), terms of address constitute an important part of verbal behavior through which, the behavior, norms and practices of a society can be identified. Yule (2006) stated that an address term is a word or phrase for the person being talked to or written to. This is evidenced by the existence of people who have a culture of having different names when in different situations. Address terms become important to maintain a society's relationship since it conducts politeness and appropriateness in communication. When people use certain address terms, it will reflect not only the relationship between the addresser and the addressee but also the social factor which affects them in choosing the address terms such as; social status, religion, and the topic of the conversation.

That phenomenon can be observed from social interaction as reflected in daily communication, song, movie, or any literary works, like a novel. Through novels, especially in communication, address terms exist to help convey messages and opinions from the stories. In addition, address terms have many influences in a literary work, especially when it is translated. Address term involves two important things, namely the culture and the literal meaning of the story. Translators need to be aware of the differences in language between the

two cultures regarding which translation techniques and ideologies will be applied so that the messages up to the address without reduces the true meaning. In this study, researchers focused on using the ideology applied by the translator of the book *Negeri 5 Menara* by also paying attention to the translation techniques used. Another important point is that the gap between this study and several previous studies is to pay attention to the effect of choosing the technique on the story's narrative.

The research subject in this thesis, namely *The Land of Five Towers*, is a translation of the novel *Negeri Lima Menara* that using various cultural concepts and local dialects in Indonesia as the source language has caused several problems. Furthermore, departing from the phenomenon of address term as discussed in the previous paragraphs, the researcher was interested in investigating address term regard to translation ideology in this thesis under the title *Addressing Term Translation as Found from the Translation of Fuadi's Negeri Lima Menara into The Land of Five Towers Regarding Translation Ideology*. The researcher emphasizes focusing on analyzing two research problems to find out what translation techniques are applied to translate greeting terms in relation to the translation ideology found from Fuadi's *Negeri Lima Menara* to *Negeri Lima Menara*. In addition, the researcher also wonders about the effect of the translation technique applied to translate greeting terms on the narrative of the novel.

This paper is not the first research which carried out about address term found in a novel. Nevertheless, it does not mean that the researcher only rewrites the previous study. Due to prove the ingenuity of the study, the researcher shows the related studies about address terms. Begin with the study of types of address terms and meaning of equivalence conducted by Candra Nila Fitriani in her thesis entitled *A Translation Analysis of Address Terms of Negeri 5 Menara in The Land of Five Towers*. The objective of her study is to find the types of address terms mostly used through the techniques used and reveal the degree of meaning equivalence of such translation of the address terms. The data on her study were analyzed by using descriptive qualitative research. As a result, she revealed four types of address terms found, namely pronoun, kinship, title, and name. Whereas title is the more dominant used. She also mentioned that the degree of meaning equivalence of the translation is fully equivalent. Meanwhile, in this research, the objective is to reveal the reasons of selected translation techniques applied to translate addressing terms and how it influences the narratives regarding the ideology used. Moreover, it is also revealing the translation quality of the address term.

Methodology

The researcher employed a descriptive qualitative research method to conduct this research. The research data were collected by the researcher in the form of words and phrases in the dialogues. It contains verbal expression units that show address terms in the source novel *Negeri 5 Menara* written by Ahmad Fuadi as the primary data. Meanwhile, the secondary data was acquired from the translated expressions from the *Land of Five Towers* book by Angie Kilbane. In order to achieve the purpose of this research, the writer used two kinds of the instrument to collect the data: the researcher herself and the datasheet.

This research utilized Oxford Advanced Learner's Dictionary and Kamus Besar Bahasa Indonesia to validate the data. The researcher also used the triangulation technique to verify the employed data since there are several sources in this research, such as the novel *Negeri Menara* and its English version *The Land of Five Towers*, some books and previous studies regarding address terms translation technique. The observation method was used to collect the data in this research by observing and noting the address terms. This begins with reading the subject of this research, so the researcher is able to identify all expressions consisting of address terms found in dialogues as well as determining the translation

techniques and translation ideology used by the translator. Subsequently, the data were classified and analyzed based on the research objectives.

Findings and Discussion

Findings

This research employed 106 data of address term in the source novel, which deal with the cultural and Islamic theme. This research conveys the selected translation techniques and the ideology applied to translate the address terms and its effect on the story. The table shows the results based on the three research questions asked, containing the frequency and the percentage representing the number of results. Start with the translation technique by Molina and Albir (2002), the researcher only found that 11 techniques from 18 techniques were used by the translator. The table below shows the frequency and the percentage of the techniques used in translating the address terms.

Table 1.1 The Translation Techniques Found

Technique	Frequency	Percentage
Adaptation	1	1%
Amplification	5	5.2%
Borrowing	35	36.1%
Compensation	1	1%
Description	1	1%
Generalization	9	9.3%
Literal Translation	26	26.8%
Modulation	8	8.2%
Particularization	4	4.1%
Reduction	3	3.1%
Transposition	4	4.1%

From the table above, it could be seen that the biggest percentage goes to borrowing. It is said so since borrowing has 36.1% of the whole techniques. The second technique that the translator mostly uses is the literal translation, with a percentage number of 26.8%. It is followed by generalization in 9.3% and modulation, which has a percentage number of 8.2%, amplification which has 5.2%, particularization, which has the same percentage number with a transposition around 4.1%, and reduction, which has the percentage number around 3.1%. Moreover, three techniques are on the lowest percentage number, namely adaptation, compensation, and description, which have the same percentage number 1%.

Table 1.2 The Translation Ideology Found

Ideology	Frequency	Percentage
Domestication	27	22.8%
Foreignization	89	77.2%

The researcher found that from 106 data, there were 89 data classified as foreignization with a percentage of 77.2%, and the remaining 27 data were domestication with a percentage of 22.8%. It was analyzed based on a theory proposed by Venutti (1995).

The results showed that the translation ideology used by Angie Kilbane in translating *Negeri 5 Menara* into the *Land of Five Towers* was foreignization. She tends to bring the culture from SL into TL and make the translation look natural from the source.

In translating address terms in novel, the translation techniques are related to loss of meaning, loss, and gain of meaning, wrong translation, and accurate translation. Each technique has a different impact depending on the datum itself. It can be with lexical meaning or contextual meaning. The results of the impact of the technique of this translation are mostly accurate. However, several translations still have a loss of meaning or loss and gain of meaning.

Discussion

This section contains the discussion of the data analyzed in the study, divided into three parts based on the formulation of the problem. The first part consists of the types of translation techniques used by translators. Then proceed to discuss the ideology used by the translator in translating greeting terms. Lastly, it discusses the effect of the translation technique used on the story. In the following, the researcher will present 11 datums and explain the translation techniques used, the translation ideology applied, and how the impact of these two things on the story.

(Datum 49/56/53/FOR/ADA/ACC)

ST : Semua perizinan tidak masuk kelas dan tidak ikut kegiatan harus melalui rekomendasi dan tasrih atau surat keterangan izin dari wali kelas.

TT : All permission to miss class and not join activities must be through recommendation and a note of permission from the homeroom teacher.

The translation of the address terms above shows that they have used adaptation techniques. Adaptation serves to replace the cultural elements of the ST with elements of the TT. There is only one datum for the translation of greeting terms using the adaptations found in this translation. It can be seen from the role-play of wali kelas, who in ST is quite close to the homeroom teacher. It can be seen that it used foreignization as the translation technique. It is readable and the meaning, whether the literal or contextual, are covered well.

(Datum 3/4/4/FOR/AMP/ACC)

ST : masya Allah, ini ente, atang bandung? sutradara Batutah?

TT : masya Allah, is it you, atang from bandung? Director of Batutah?

The datum is evidence that the translator is trying to introduce or provide information by means of explicative paraphrasing. The dialogue is between Alif and Atang after not seeing each other for a very long time. Alif and Atang are members of the Manara Fellowship who used to be students at the Madani Islamic Boarding School. In this datum, the amplification technique is used in the greeting term Atang Bandung which translates to Atang from Bandung. Atang is a person's name, while Bandung is a place name where not all readers know whether Bandung is Atang's full name or a place name.

(Datum 72/56/53/FOR/LIT/ACC)

ST : Para siswa PM, bersama ini saya bacakan qanun di depan Anda
semua untuk diperhatikan, dipahami dan dipatuhi.

TT : MP students, with this I read the qanun before you all be paid attention
to, understood, and observed.

This is a dialogue spoken by a character named Kak Iskandar with new students. Kak Iskandar is a senior student assigned to guide new students who will later live in the Al-Barq dormitory. In this case, the translator applies the literal translation technique. It is said so because the translation of "kalian semua" in ST is translated verbatim to all of you. Kak Iskandar uses all of you to greet the new students at the Al-Barq dormitory. More specifically, the word you refers to "kalian". While the word all refers to "semua".

(Datum31/19/19/DOM/MOD/ACC)

ST: Aku sedang menghapalkan kutipan pidato Bung Karno.

TT: I'm memorizing excerpts from Sukarno's speeches.

The address term Bung Karno is translated, shifting to the target text by changing the grammatical structure of the phrase into only a word, Sukarno. However, the literal meaning of Bung in English means informal address term for a man, which when changed to TL will become Brother or Bro. Whereas Sukarno was the President of Indonesia. The translator chose to shift instead of translating it literally. Researchers assume that translators also pay attention to matters of politeness. Omitting the word Bung without replacing it with another word is enough to convey the contents of the utterance without adding to the impression of being impolite. According to (Fauziati, Endang, 2013), verbal choices such as *sir*, *I'm sorry*, *would you please*, etc. by virtue of their intrinsic meanings, can convey about hearer's status, and these are characterized as deference. However, they are not intrinsically polite, but merely forms of status-giving, whose politeness depends on how they abide by the terms of Conversational Contract that are in effect at any specific moment. Even though it used domestication and has lost its meaning, it can be said that this translation is still readable.

(Datum68/51/49/FOR/TRANS/ACC)

ST : Dan yang tidak kalah penting, bagi anak baru, kalian hanya punya
waktu empat bulan untuk boleh berbicara bahasa Indonesia.

TT : And no less important, for the new children, you only have four
months left in which you may speak Indonesian.

Kiai Rais was the leader of the Madani Islamic Boarding School. At that time, he wanted to give a speech to everyone in the hall. The audience must be more than one person, or in other words, it was many. Based on the data collected, the translator is known to use the transposition technique in translating ST into TT. Furthermore, it can be found in the translation of "Anak baru" which is translated into a new child. "Anak baru" in ST indicates that he is singular, while in the TT, the form changes to plural, new children.

Conclusion

This study reveals that of the 18 techniques designed by Molina and Albir (2002), translators only use 11 techniques. They are adaptation, amplification, borrowing, compensation, description, generalization, literal translation, modulation, particularization, reduction, and transposition. In conclusion, most translators use borrowing techniques

compared to other techniques. On the other hand, the techniques that appear the least are adaptation, compensation and description with the same percentage of only 1%.

Answering the second of the problem formulation of this study regarding the ideology applied by the translator seen from the technique used, whether to use domestication or foreignization, the researcher then concluded

that the translators of the novel *Negeri 5 Menara* into the *Land of Five Towers* tended to choose to bring the reader to know more about text culture. Sources, in other words, the translator applied the ideology of foreignization. This ideology is demonstrated by three techniques consisting of translation using borrowing techniques, literal translation, and translation by paraphrasing which is considered to have a foreign effect on translations related to certain cultural texts.

In conclusion, by paying attention to the translation techniques and ideology applied by the translator. Also, by looking at the readability of the text by taking into account aspects of religious culture, lexical meaning, and contextual meaning of translation, the translation techniques applied by the translator have a positive impact. Although there are still some loss meaning and loss and gain meaning, the amount is not enough compared to other translations whose legibility and naturalness are excellent.

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MEANING TRANSFER AND SPACE CONCERN NEGOTIATION FROM CHARACTER CLASSES, SKILLS, AND GEARS IN NEXON'S *DARKNESS RISES*

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Abstract

In consideration of so many gamers scattered in various countries, video games should require additional language support to make it easier for players to understand the gameplay. In case of providing additional languages, translators need strategies in translating the game by paying attention to video game mechanics and narrative to ensure that the meaning is conveyed to the players. Departing from the phenomenon of video game translation, the researcher was interested in investigating the translation strategies used in a mobile game called Darkness Rises. The data of this qualitative research are verbal and nonverbal elements of character classes, skills, gears, and their descriptions in Darkness Rises, which is obtained from screenshotting character classes screen, characters' skills screen, and characters' gear screen in both English and Indonesian version. The researcher analyses the data to reveal what spatialization strategies are used in the translation of them. Therefore, the researcher analyzed the data using the theory of Purnomo (2018) about spatialization-based translation strategies. The result indicates that the most dominant finding obtained is ballooning in scrolling text format. It implies, the game actually attempts to ensure that the game translation is accurately transferred by modifying the graphic size of the dialogue box to be longer to adjust the numbers of word characters so that the spatial problem in transferring information can be resolved properly.

Keywords: *video game, video game translation, video game localization, spatialization strategies*

Introduction

In today's advanced technology era, who doesn't know video games, even underage children have started playing video games. Lots of gaming platforms we can use today, starting from Nintendo, Xbox, PlayStation, PC, and the one we often use, mobile device. In consideration of so many video game users who are scattered in various countries, the video game should require additional language support to make it easier for players to understand the gameplay. Video games were originally developed and played by the US and Japan, but in the 1990s, the entertainment software companies started to think about the possibilities of making translated versions for other countries. From this, the entertainment software industry makes billions of profits (Merino, 2006). From the perspective of translation studies, video games can be interpreted as interactive multimedia texts that combine words, images, and sounds and have the main purpose of entertaining (Mangiron, 2006). In case of providing additional languages, translators need to pay attention to video game mechanics in translating so that the meaning is conveyed to the players. Therefore, the translators need strategies to translate the language in a video game to resolve spatial problems. As stated by Purnomo and

Purnama (2019), in the Indonesian context, the studies of strategies to resolve spatial constraints in Video Game Translation are necessary due to the rapid growth of the video game industry.

A video game that mostly needs additional languages is Role Playing Games (RPG). RPGs tend to involve more text and are heavily narrative-driven, hence having more translation implications (Mangiron, 2004, in O'Hagan, 2007). Mangiron (2006) also stated that RPGs are the most interesting to analyze from the perspective of translation studies because they contain more text and text types due to their complex stories. For example, *Darkness Rises*, the research object for this paper. *Darkness Rises* is an Action Role-Playing Game (ARPG) where the focus is a hack and slash to gain power and level. However, this game can also play with other players like MMORPG via guild, PvP, or Co-op mode. In order to play the game, the player should choose one of the character classes, the characteristic of role-playing game. The classes provided are warrior, wizard, berserker, archer, assassin, witch, and guardian. This unique Action RPG combines amazing graphics with an intensive story that can be downloaded for free in Play Store.

In this paper, the researcher focus on analyzing the translation strategies of character classes, skills, and gears in *Darkness Rises* by NEXON Company. In order to make this game globally enjoyable, *Darkness Rises* provides many languages such as Korean, English, Chinese, Vietnamese, Thai, French, German, Spanish, Portuguese, Russian, Turkish, Italian, Japanese, and of course, Bahasa Indonesia. Even though this game localizes the text only, but they also localize the equipment, weapon, accessory, and skill. Somehow, the Indonesian translators of this game translate the game onomastics elements, which is incompatible with games localization convention that tends to avoid localizing skills and gears. Purnomo and Purnama (2019) stated that the localization convention of game assets in Indonesia is not localized; only the description of those game assets are the subject for localization since equipment, weapon, accessory, and skill game assets have onomastics elements. This condition implies that the convention is a strategy to deal with spatial constraints since retaining the onomastics elements of the game assets indicates the preservation of character numbers from the original versions.

The translation strategy to avoid spatial problems is called as Spatialization Strategy. Spatialization strategies refer to the strategies used in relation to restrictions in spaces or character numbers usage, which is a challenge for translators in conveying messages in video game translation. The complexity of the character numbers in video games is higher than the movie's subtitles and comics because it has to negotiate the message transfer with concerns on panels, dialogue balloons, and paratextual elements, visualization, and localization (Purnomo and Purnama, 2019). Purnomo (2018) divided this strategy into two, which are Diegetic Strategies and Non-Diegetic Strategies. Diegetic strategies refer to how the translators use various textual strategies to maintain the character numbers the same as the source or less in order to convey messages within the spatial limitations, which can be divided into 7; Abbreviation, Condensation, Omission, Symbolization, Retention, Mediation, and Violation. Whereas non-diegetic strategies refer to a non-textual strategy that modifies the graphics to adjust the number of word characters to make the spatial problem in transferring information can be solved properly. It can be divided into 5; Iconizing, Typefacing, Lettering, Ballooning, and Windowing.

In the context of spatialization-based translation strategies, there were some studies which one of them is an undergraduate thesis entitled *Localization Quality Assessment for Video Game Subtitle Entitled "Sastratsuki"* by Aya Nova Annisa in 2019. This thesis discussed the translation from English to Indonesian of *Sastratsuki's* subtitle. The aim was to analyze the diegetic strategies used in video game subtitling and the localization quality in the video game called *Sastratsuki* by *I After Smile*. The theories are chosen to analyze the

translation were Purnomo's theories (2018). The result of this study is that the condensation strategy is more dominant in order to make the localized games feel natural and easily understood by players. Furthermore, an undergraduate thesis called Students' Strategies in Overcoming Translation Problems in Video Game Translation (A Case in Pokémon Ranger and Sastratsuki Translation in English Letters Department IAIN Surakarta) by Agus Nur Shodiqin (2019) was also conducted in regard to spatialization based translation strategies. This study talks about the problems faced by the students in translating Pokémon Ranger and Sastratsuki video games and the strategies the students used in translating the video games. Shodiqin (2019) used theories of video games translation strategy from Costales (2014) and spatialization strategy from Purnomo (2018). The result of this research is that technical problems are more common, and the dominant translation strategy used is condensation. This shows that the translator is aware of the transfer of meaning and considers spatial problems in translating video games.

The problem formulation of this paper is what spatialization-based translation strategies used by the translators of Nexon's Darkness Rises in solving the spatial problems of character classes, skills, and gears are. By identifying these translation strategies, this paper is expected to provide a theoretical contribution to the advance of video game translation into Indonesian.

Methodology

Descriptive qualitative research is applied in doing this study. The researcher used descriptive qualitative methods to collect the data, analyze the data, and draw conclusions from the data analysis. The data of this qualitative research are verbal and nonverbal elements of character classes, skills, gears, and their descriptions in Darkness Rises. The researcher analyzes the data to reveal what spatialization strategies are used in the translation of them. The data is obtained from screenshotting character classes screen, characters' skills screen, and characters' gear screen in both English version and Indonesian version. Firstly, the researcher downloads the Darkness Rises game from PlayStore. Second, the researcher played the game to get knowledge of what is the game about and to unlock all character classes' skills which is one of the objects being analyzed. Then, the researcher collects the data by screenshotting the character classes screen, characters' skills screen, and characters' gear screen in both the English version and Indonesian version. After that, the researcher analyzes the data and classifies them based on what spatialization strategies are used using Purnomo's theory (2018) about spatialization-based translation strategies. Eventually, the data found will be explained in a descriptive manner.

Findings and Discussion

The researcher analyze the data both in the English version and Indonesian version taken from screenshotting the character classes screen, characters' skills screen, and characters' gear screen of Darkness Rises. After analyzing the data, it is found that not all of the spatialization-based translation strategies can be applied. Abbreviations, symbolization, iconizing, typefacing, and windowing are not used in translating the game. The strategies used are condensation, omission, retention, mediation, lettering, and ballooning. The total data translated by using condensation are 6 data, omission 5, retention 25, mediation 20, lettering 1, and by ballooning are 35 data. Overall, there are 100 data analyzed.

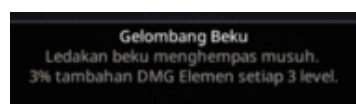
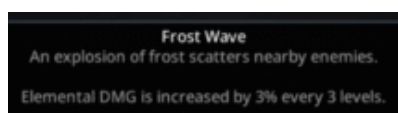
Table 1. Findings

No.	Spatialization Strategy	Number of Data Found
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1.	Abbreviation	0
2.	Condensation	6
3.	Omission	5
4.	Symbolization	0
5.	Retention	25
6.	Mediation	20
7.	Violation	8
8.	Iconizing	0
9.	Typefacing	0
10.	Lettering	1
11.	Ballooning	35
12.	Windowing	0
TOTAL		100

The first strategy is used to translate the text is condensation. The use of condensation is to condense the messages into clearer and easier to understand messages where the translators or localizers only represent the important meaning of the sentences so that spatial problems can be resolved. The researcher found 6 data with condensed messages, for example:

Picture 1. Condensation



SL: An explosion of frost scatters nearby enemies.

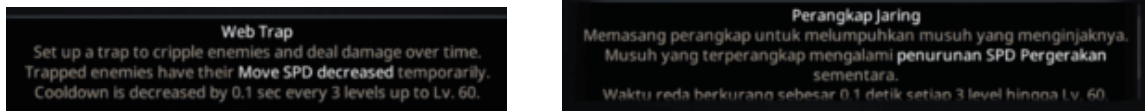
TL: *Ledakan beku menghempas musuh.*

From the example above, the researcher found that the translators of Darkness Rises only translated the important meaning of the sentence in order to save some space. “*Ledakan beku menghempas musuh*” can be said as a representation of the important meaning of “an explosion of frost scatters nearby enemies” since the skill shown shows the character who casts her magic in the form of ice that sticks out around her (like an explosion or *ledakan*) towards the enemy near the character and blows them away. In the context of the explosion itself, it would blow people nearby away. So, if the cause of “an explosion of frost,” which is “scatters nearby enemies,” only translated as “*menghempas musuh*” it should be fine because it is a description of the skill, and it will be shown later when the player plays the game using this skill to defeat the enemy. Moreover, it saves some space.

The second strategy is used to translate the text is omission. This strategy is done by omitting messages that are assumed to have little impact on the meaning of the message and

are familiar information for the players. The researcher found 5 data with omission, for example:

Picture 2. Omission



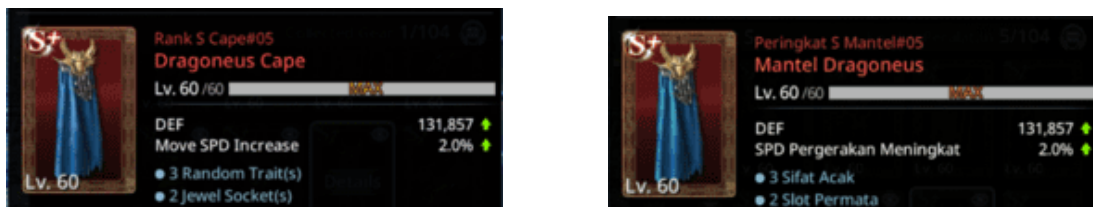
SL: Set up a trap to cripple enemies and deal damage over time.

TL: *Memasang perangkap untuk melumpuhkan musuh yang menginjaknya.*

From the example above, the researcher found that the translators are not translating or deleting some messages in order to save some space. “Deal damage over time” is not translated by the translators. In this case, the strategy is used because the translators assume that this is common knowledge, so the player must know if the enemy gets caught by this trap, it will deal damage over time. Besides, the effect caused by stepping on the trap is explained below it. However, the translators added “*yang menginjaknya*” which is not in the source language. This is to make it easier for the player to understand the description of the skill cause if it only translated as “*memasang perangkap untuk melumpuhkan musuh,*” it would create misunderstanding, like how the trap can cripple enemies, even though it will be shown when the player uses the skill later. Thus, the translators added, “*yang menginjaknya*” (lit. who step on it) for the convenience of the player.

The third strategy is used to translate the text is retention. This strategy is done by maintaining the source expressions or in-game terms in the target language to avoid spatial problems. The researcher found 25 data with retention since character classes, skills, and gears have onomastic elements, so it is appropriate to use retention. For example:

Picture 3. Retention



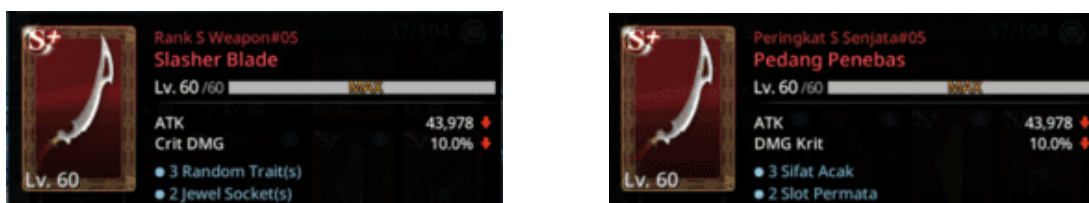
SL: Dragonous Cape

TL: Mantel Dragonous

It is found that some of the gears’ names are using retention strategy, like the example given. The strategy used because it’s concerned with maintaining the in-game terms into the target language, for this case, is “Dragonous.” The translators seemingly choose to retain the term because there is no equivalent word in the Indonesian dictionary, even Indonesian culture. The term “Dragonous” refers to the appearance of the costume with a dragon-like nuance that looks savage. This cape belongs to berserker, one of the character classes in Darkness Rises, who had a big tall savage appearance, as the name suggests, which represents someone who goes berserk and could also refer to an ancient Norse warrior. Therefore, the translator chose to retain the in-game term in order to not lose the sense of originality from the berserker itself and still be able to show the ferocity of this character. This would also avoid spatial problems, even though the space given is still spacious.

The fourth strategy is used to translate the text is mediation. This strategy is done by choosing a fewer number of characters for words with the same meaning or synonym words. The researcher found 20 data with mediation, for example:

Picture 4. Mediation



SL: Slasher Blade

TL: *Pedang Penebas*

From the example, the researcher found that the strategy used to translate the source language is mediation. The translators translate the source language by choosing the synonym word for “blade,” although it is not exactly the same. Literally, a blade (*bilah*) is a flat, sharp edge of a weapon or tool that is used for cutting, slicing, chopping, etc. However, it can have the meaning of a sword which is *pedang* in Indonesian. A sword is a long blade that has a handgrip, like the pictures displayed, which has the function of cutting, slashing, etc., like a blade literally. Even though the character number of “*pedang*” is one character more than “blade,” it’s not a problem since the space given is still spacious. Besides, the translators translate the TL by considering the relevance of the equipment’s name and image presented with the player’s knowledge in a game term as “*pedang*” is familiar for the gamers.

The fifth strategy being used to translate the text is a violation. This strategy is a typographical and grammar error made by the translator in order to save space. This can be a violation of grammar and writing rules, intentional or unintentional typos. The researcher found 8 data that has grammar or writing rules errors, for example:

Picture 5. Violation



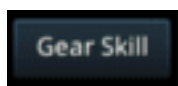
SL: Summon a bird of flame

TL: *Panggil burung api*

The researcher found a violation from the example given above. The translators translate “*summon*” into “*panggil*” which makes the sentence like a command sentence. The sentences above should be a descriptive sentence because it is an explanation of how the skill works. If the sentences use a descriptive sentence, it should add the prefix “*me-*”, so it’d be “*memanggil burung api yang terbang ke depan dan mengempaskan musuh di udara*”. Although this is a violation, this is an attempt by the translators when translating source language to the target language to save some spaces where the text is written. The translators could save two character numbers at least.

The sixth strategy being used to translate the text is lettering. This strategy is done by converting the font size in order to avoid spatial problems. By resizing the font size into a smaller one, it should help the translators to put all messages without violating the dialogue box. The researcher only found 1 data with a lettering strategy which can be seen below:

Picture 6. Lettering



SL: Gear Skill

TL: *Keahlian Perlengkapan*



In the picture above, the researcher found that the translators of *Darkness Rises* attempt to translate the source language to the target language by resizing the font size in order to fit all the information in the dialogue box. The translators resizing the font because the information of the target language is indeed important since it's to inform the player where to check what skill the players can perform while wearing the equipment. The difference in the number of characters from the source language and target language is 11 characters, so reducing the font size is appropriate. Thus, there are no problems in conveying the meaning of the source language with space limitations.

The last strategy is used to translate the text is ballooning which is the most dominant finding in this research with 35 data. This strategy is done by changing or modifying the graphic size of the dialogue box to bigger or longer in order to place more information. The translators of *Darkness Rises* use scrolling text format, which is scrolling up down and scrolling right-left (moving by itself) in order to convey the information accurately. For example:

Picture 7. Ballooning



SL: Huntress Dual Swords

TL: *Pedang Ganda Pemburu Wanita* (Scrolling Text)



From the example above, the researcher found that the translators conveyed the translation by modifying the dialogue box. The place where the weapon's name is written is modified with the use of scrolling text format. Scrolling text format is the format where the words are moving, in this case from right to left non-stop. Therefore, the word "*Wanita*" that is not visible in its entire form yet, like in the picture, will move to the left slowly in order to show the whole word or sentence that hasn't come out earlier. The use of ballooning for this case is appropriate since the name of the gear is an interpretation of the equipment's look and character appearance when using it. Thus, the translators have no other choice to translate all of the text, and because of that, the text would violate the dialogue box if the ballooning is not being used.

Conclusion

In regards to spatialization strategy, the translators need to think carefully when translating the messages or information in the game since usually, the space given is limited. That refers to the spatialization strategy's meaning itself which is the strategies used in relation to restrictions in spaces or character numbers used when translating the messages or information. It is a challenge for translators in conveying messages in video game translation. Based on the spatialization strategy, the translators can choose whether they use textual strategy or non-textual strategy to translate the text. Textual strategy refers to how the

translators process the words, such as condensing the messages (condensation), deleting some messages (omission), retaining the expressions or in-game terms (retention), finding the equivalent word (mediation), abbreviating the words (abbreviation), converting words into symbols (symbolization), make typos, or even violating target language's grammar (violation), in order to convey the meaning of words so that the players understand the gameplay even though they are limited by space constraints. Whereas non-textual strategy refers to how the translators modify the graphics where the text is written like changing the text into image-based text (iconizing), changing the font type (typefacing), resizing the font size (lettering), elongating the dialogue box (ballooning), or modifying the game graphics with modding features, in order to make the messages or information transferred to the players easily without the problems with space limitations.

Finally, it may be concluded that the result indicates the most dominant finding obtained is ballooning in scrolling text format with 35 data. It implies, the game actually attempts to ensure that the game translation is accurately transferred by modifying the graphic size of the dialogue box to be longer to adjust the numbers of word characters so that the spatial problem in transferring information can be resolved properly. It is because the objects of the research, which are character classes, skills, and gears, have onomastic elements, so translated the text accurately is appropriate. Thus, the translators have no other choice to translate all of the text, and because of that, the text would violate the dialogue box if ballooning is not being used. Furthermore, the second dominant finding is retention which is retaining the source expression or in-game terms with 25 data. Even though retention is applied, the complementary words of the in-game terms make the whole phrase seems to be longer with one or more characters than the source language to make sure that the translation is accurately transferred. However, there's still remaining space, so that's acceptable. If the space is not enough, ballooning with the scrolling text format would be applied.

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